

**Program-Level Continuous Improvement Process (CI-Process) Basics**

<b>Program Basics</b>	<p><b>Program Name:</b> State formal program name from list of ADHE- or UCA-recognized programs.</p> <p>BA/BS in Digital Filmmaking</p>
	<p><b>Program Purpose:</b> State WHY this program exists. The purpose should support the University, College, and Department mission statements, but it should NOT be a reiteration of those statements.</p> <p>The Digital Filmmaking program at the University of Central Arkansas prepares students for the future of filmmaking by combining new technology with the fundamentals of storytelling to produce creative, original stories, with an eye towards emerging technologies that enhance the creation, distribution, and exhibition of those works in the global marketplace.</p>
<b>Program Goals (Typically programs have 2-4 goals)</b>	<p><b>Goal 1:</b> Program goals state the faculty’s broad expectations of the knowledge, skills, or abilities held by program completers.</p> <p>Students will gain knowledge of classical film theory and history.</p>
	<p><b>Goal 2:</b></p> <p>Students will have basic understanding of creating original, creative film productions, including film aesthetics, technology, and the procedures of the motion picture industry.</p>
	<p><b>Goal 3:</b></p> <p>Students will be exposed to emerging technologies in film creation, distribution, and exhibition.</p>
	<p><b>Goal 4:</b></p> <p>Students will be satisfied with their education.</p>
	<p><b>Goal 5:</b></p> <p>Students will be prepared for entry into the professional market or graduate school.</p>
	<p><b>Goal 6:</b></p>
	<p><b>Goal 7:</b></p>
	<p><b>Goal 8:</b></p>

**Program-Level Continuous Improvement Process (CI-Process) Plan**

<b>Closing the Loop Process</b>	<b>Data Collection</b>	<b>Who &amp; How: Indicate who will collect the data and how data will be collected.</b>  The Undergraduate Coordinator of Digital Filmmaking will collect data from the capstone Film 4357 Digital Filmmaking 4 students (representing our graduating senior students), as well as from other professors in relevant courses
		<b>Timeline: Indicate when the data will be collected.</b>  Data is collected across the school year, through the largest portion is collected in April as the academic year ends.
	<b>Data Analysis</b>	<b>Who: Indicate who, by name or position, is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved.</b>  Joe Dull, Undergraduate Coordinator of Digital Filmmaking
		<b>Timeline: Indicate when the data will be analyzed.</b>  May of each academic year.
	<b>Data Dissemination</b>	<b>Who &amp; How: Indicate who will share data will relevant faculty and how data will be shared.</b>  The Undergraduate Coordinator of Digital Filmmaking will share data with the entire Digital Filmmaking faculty by distributing this form through email, along with presenting supporting documents at faculty meetings.
		<b>Timeline: Indicate when the data will be shared.</b>  As data is collected, it is shared with faculty. The completed form is shared in May.
	<b>Resulting Actions</b>	<b>How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority</b>  An assessment report is generated, and shared through email, as well as at the digital filmmaking annual retreat in May.
		<b>Timeline: Indicate when the data and faculty feedback will be shared.</b>  In May.
	<b>Re-assessment/ Evaluation</b>	<b>How: Indicate how the desired program changes will be put into place and what data will be collected following the changes. If process for collecting and analyzing data is different than what is stated above, indicate how it will be different here.</b>  The Digital Filmmaking faculty holds an annual retreat in May to discuss assessment and any major changes to our programs.
		<b>Timeline: Indicate when the data will be collected following these changes.</b>  If any changes are warranted, they will be discussed at the annual meeting in May.

Semester and/or academic year for which the data applies: 2013 / 2014

## CI-Process Student Learning Outcome Information Sheet

*Repeat table as needed for each Student Learning Outcome*

<b>Student Learning Outcome</b>	<b>Student Learning Outcome</b>	<b>A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).</b> 1. Students will show broad knowledge of classical film theory and history.
	<b>Related Program Goal(s)</b>	<b>State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.</b> 1: Students will gain knowledge of classical film theory and history.
	<b>Assessment Activity</b>	<b>State the activity that will be directly assessed for the above Student Learning Outcome.</b> 1. Students will complete a program-generated exam to be taken in Film 1305 Introduction to Filmmaking course and again during their Film 4357 Digital Filmmaking 4 (highest level) class to show statistically significant improvement in their understanding of film history and theory from program entry to graduation. The exam is attached in the appendix to this document.
	<b>Assessment Method</b>	<b>Explain how the quality of the above activity will be assessed.</b> Professors teaching the history and theory courses in our program developed a 25-question multiple-choice exam, which is then given to incoming Film 1305 students, who are tracked and complete the same exam in their Film 4357 course.
	<b>Benchmark</b>	<b>State the performance expectation for the above activity, and some justification for that expectation.</b> Our expectation is that students, having completed our theory and history courses, will have retained a good portion of that knowledge that they did not have when entering the program. We expect incoming students to have scores around 40%, and our graduating seniors to score around 70%.
	<b>Location</b>	<b>State whom will be assessed using the above activity AND where it will occur.</b> All Digital Filmmaking majors will take this exam, both as they enter the program in their introductory filmmaking course and again during their senior capstone course, Digital Filmmaking 4 .
	<b>Frequency</b>	<b>State when AND how frequently the above activity will be assessed.</b> Students in both classes will be assessed every year.
<b>Observations</b>	<b>Data Summary</b>	<b>Provide a short summary of the results of the above activity AND the date these results were compiled.</b> Students in the "Intro to Film" course earned an average score of 34.45% (8.6 out of 25 questions) on the Theory/History exam in the Fall 2013 semester, and a 33% (8.25 out of 25) in the Spring of 2014. Students in our Digital Filmmaking 4 course (in Spring 2013) did significantly better with an average of 59.2% (14.8 out of 25), though that is far below our target of 70%. The following questions were particularly difficult for our graduating students: Less than 50% responded correctly to questions 1, 2, 5, 18, 23, & 24. Less than 30% responded correctly to questions 7 & 11. Less than 10% responded correctly to question 17.
	<b>Result</b>	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input checked="" type="checkbox"/> <b>X Did Not Meet</b> .... <b>The benchmark for this activity (stated above).</b>
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b> Undergraduate Coordinator of Digital Filmmaking <b>Date of Analysis: Provide the date on which Responsible Authority reviewed data</b> July 15, 2014 <b>Comments: Provide comments about data from Responsible Authority</b> We will look at the questions that gave our students the most difficulty and see if there is a problem with the questions, with the course content, or both.
<b>Analysis</b>	<b>Department/ Area/ Program Faculty</b>	<b>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.</b> <i>Undergraduate Coordinator of Digital Filmmaking</i>  <b>Date of Presentation: Provide the date on which presentation to faculty was conducted.</b> <i>July 15, 2014</i>  <b>Comments: Provide comments about the data from the relevant faculty</b> <i>Example:</i>

Semester and/or academic year for which the data applies: 2013 / 2014

Closing the Loop	Conclusion	<input checked="" type="checkbox"/> <b>Continue to assess next assessment period</b> <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____ ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____	
	Assessment Data-Driven Change	<b>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</b>  No immediate hange planned.	
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ Date _____	
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. _____ Date _____	

Semester and/or academic year for which the data applies: 2013 / 2014

## CI-Process Student Learning Outcome Information Sheet

*Repeat table as needed for each Student Learning Outcome*

<b>Student Learning Outcome</b>	<b>Student Learning Outcome</b>	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). 2a. Students will learn basic storytelling and filmmaking skills and aesthetics.
	<b>Related Program Goal(s)</b>	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. 2. Students will have basic understanding of creating original, creative film productions, including film aesthetics, technology, and the procedures of the motion picture industry.
	<b>Assessment Activity</b>	State the activity that will be directly assessed for the above Student Learning Outcome. 2a. Students will complete at least four short films as required coursework in collaboration with other students, one of which is a "capstone film" to be completed across an entire school year.
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. On it's surface, this is not a qualitative measure, it is simply an activity that students will complete. The completed films will be assessed by their respective professors. Rubrics for grading are attached to the appendix.
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation. Students will complete these four films as a part of their coursework in Digital Filmmaking courses, Film 2466 Digital Filmmaking 1, Film 3456 Digital Filmmaking 2, Film 4356 Digital Filmmaking 3, and Film 4357 Digital Filmmaking 4.
	<b>Location</b>	State whom will be assessed using the above activity AND where it will occur. The respective professors of each Digital Filmmaking course will assess the films in their courses, using the attached rubric as a guide.
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. Every semester that the courses are taught.
<b>Observations</b>	<b>Data Summary</b>	Provide a short summary of the results of the above activity AND the date these results were compiled. This benchmark is a component of our regular class work. Students cannot complete the program without completing this benchmark. This benchmark is also seen as a part of the student portfolio review. All graduating students have completed this process.
	<b>Result</b>	<input type="checkbox"/> Exceeded <input checked="" type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... The benchmark for this activity (stated above).
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b> Undergraduate Coordinator of Digital Filmmaking <b>Date of Analysis: Provide the date on which Responsible Authority reviewed data</b> Comments: Provide comments about data from Responsible Authority None
<b>Analysis</b>	<b>Department/ Area/ Program Faculty</b>	<b>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.</b> <i>Undergraduate Coordinator of Digital Filmmaking</i>  <b>Date of Presentation: Provide the date on which presentation to faculty was conducted.</b> <i>July 15, 2014</i>  <b>Comments: Provide comments about the data from the relevant faculty</b>
	<b>Conclusion</b>	<input checked="" type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<b>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</b>  No Changes Necessary.
	<b>Acknowledgement</b>	<b>Provide signature of Department Chair acknowledging above results.</b>  <div style="text-align: right;">Date</div>
	<b>Acknowledgement</b>	<b>Provide signature of College committee chairperson or College Dean acknowledging above results.</b>  <div style="text-align: right;">Date</div>

Semester and/or academic year for which the data applies: 2013 / 2014

## CI-Process Student Learning Outcome Information Sheet

*Repeat table as needed for each Student Learning Outcome*

<b>Student Learning Outcome</b>	<b>Student Learning Outcome</b>	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). 2b. Students will learn basic storytelling filmmaking skills and aesthetics.
	<b>Related Program Goal(s)</b>	State the program goal addressed by this Student Learning Outcome. A “SLO” may address a single goal or multiple goals. 2. Students will have basic understanding of creating original, creative film productions, including film aesthetics, technology, and the procedures of the motion picture industry.
	<b>Assessment Activity</b>	State the activity that will be directly assessed for the above Student Learning Outcome. 2b. Student capstone films will be submitted for instructor review. Rubrics for this measure are attached in the appendix.
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. Student films are reviewed in the categories of Writing, Directing, Cinematography, Sound, and Editing.
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation. At least 75% of films will receive a satisfactory or superior rating.
	<b>Location</b>	State whom will be assessed using the above activity AND where it will occur. All students will be assessed in the Film 4357 Digital Filmmaking 4 course.
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. Every academic year in April.
<b>24</b>	<b>Data Summary</b>	<p>Provide a short summary of the results of the above activity AND the date these results were compiled. For the Spring semester of 2014, nine films were reviewed for Writing, Directing, Cinematography, Sound, and Editing by five professors. Compiling the results, our films are overwhelmingly in the Satisfactory to Superior range. The overall ratings are as follows:</p> <p>Writing</p> <ul style="list-style-type: none"> <li>• Superior            11        (26%)</li> <li>• Satisfactory       22        (51%)</li> <li>• Unsatisfactory    10        (23%)</li> </ul> <p>Directing</p> <ul style="list-style-type: none"> <li>• Superior            15        (35%)</li> <li>• Satisfactory       21        (49%)</li> <li>• Unsatisfactory    7         (16%)</li> </ul> <p>Cinematography</p> <ul style="list-style-type: none"> <li>• Superior            23        (53%)</li> <li>• Satisfactory       13        (30%)</li> <li>• Unsatisfactory    7         (16%)</li> </ul> <p>Sound</p> <ul style="list-style-type: none"> <li>• Superior            12        (27%)</li> <li>• Satisfactory       16        (37%)</li> <li>• Unsatisfactory    15        (35%)</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>• Superior            16        (37%)</li> <li>• Satisfactory       18        (42%)</li> <li>• Unsatisfactory    9         (21%)</li> </ul>
	<b>Result</b>	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input checked="" type="checkbox"/> Did Not Meet .... The benchmark for this activity (stated above).
	<b>Responsible Authority Analysis</b>	<p><b>Authority Responsible for Analysis:</b> Provide the position of the person responsible for the program. Undergraduate Coordinator of Digital Filmmaking</p> <p><b>Date of Analysis:</b> Provide the date on which Responsible Authority reviewed data        Jul 15, 2014</p> <p><b>Comments:</b> Provide comments about data from Responsible Authority Obviously, as we’ve seen in previous assessments, our strength is in cinematography, and our weakness in</p>

Semester and/or academic year for which the data applies: 2013 / 2014

		<p>sound. Last year, the number of superiors dropped, but that number raised back up with this assessment.</p> <p>Most of our results are within the benchmark of 75% satisfactory or superior, though the sound score fell below. This is most likely attributable to many of the faculty seeing work that was incomplete at the time of the assessment, and was completed soon after.</p>
Analysis	<p><b>Department/ Area/ Program Faculty</b></p>	<p><b>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.</b> Undergraduate Coordinator of Digital Filmmaking</p> <p><b>Date of Presentation: Provide the date on which presentation to faculty was conducted.</b> <i>Jul 15, 2014</i></p> <p><b>Comments: Provide comments about the data from the relevant faculty</b></p>
	<p><b>Conclusion</b></p>	<p><input checked="" type="checkbox"/> <input type="checkbox"/> <b>Continue to assess next assessment period</b> <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change</p> <p><input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____</p>
Closing the Loop	<p><b>Assessment Data-Driven Change</b></p>	<p><b>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</b></p> <p>No Changes Necessary</p>
	<p><b>Acknowledgement</b></p>	<p><b>Provide signature of Department Chair acknowledging above results.</b></p> <p style="text-align: right;">Date</p>
	<p><b>Acknowledgement</b></p>	<p><b>Provide signature of College committee chairperson or College Dean acknowledging above results.</b></p> <p style="text-align: right;">Date</p>



Semester and/or academic year for which the data applies: 2013 / 2014

## CI-Process Student Learning Outcome Information Sheet

*Repeat table as needed for each Student Learning Outcome*

<b>Student Learning Outcome</b>	<b>Student Learning Outcome</b>	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). 3. Students will be able to demonstrate an understanding of emerging technologies in film creation, distribution, and exhibition.
	<b>Related Program Goal(s)</b>	State the program goal addressed by this Student Learning Outcome. A ‘‘SLO’’ may address a single goal or multiple goals. 3. Students will be exposed to emerging technologies in film creation, distribution, and exhibition.
	<b>Assessment Activity</b>	State the activity that will be directly assessed for the above Student Learning Outcome. 3. Faculty will report how they are exposing students to these emerging technologies in our courses, and all reports will be collected and disseminated amongst the faculty prior to our annual Digital Filmmaking retreat.
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. The faculty will discuss the emerging technologies report at our annual Digital Filmmaking retreat, then assess our progress. The report will be compiled and added to our annual ‘‘Continuous Improvement’’ report.
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation. Because ‘‘emerging technologies’’ is a constantly changing goal, our benchmark will be the consensus of the faculty that we adequately introduce students to this topic, assessed through our report.
	<b>Location</b>	State whom will be assessed using the above activity AND where it will occur. Digital Filmmaking faculty will assess this annually at our Digital Filmmaking Retreat in May.
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. Annually at our Digital Filmmaking Retreat in May.
<b>Observations</b>	<b>Data Summary</b>	Provide a short summary of the results of the above activity AND the date these results were compiled. Our program is already very technology-heavy and requires a great understanding of tech by our students. Specific new technical additions to our classes were: Directing (Hutchinson)            Using Pinterest and other online forms for pre-visualization of films Intro to Digital Film (Meador)    Online BB Journals, and off-campus blogging sites for student journals Google Forms for course surveys DF4 (Dull)                              Blogging sites for student journals Kickstarter videos Editing (Dull)                           Adobe Premiere Audio (Dull)                            Adobe Audition Digital Film 1 (Gunter)             Adobe Audition VFX & Animation (Meador)        Sketchup & Blender 3-D comp apps Cycles Renderer for Blender Google sheet for planning and project management Cinematography (Churchill)        RED camera and software
	<b>Result</b>	<input type="checkbox"/> Exceeded <input checked="" type="checkbox"/> <b>X Met</b> <input type="checkbox"/> Did Not Meet    .... <b>The benchmark for this activity (stated above).</b>
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b> Undergraduate Coordinator of Digital Filmmaking <b>Date of Analysis: Provide the date on which Responsible Authority reviewed data</b> <b>Comments: Provide comments about data from Responsible Authority</b>
<b>Analysis</b>	<b>Department/ Area/ Program Faculty</b>	<b>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.</b> <i>Undergraduate Coordinator of Digital Filmmaking</i>  <b>Date of Presentation: Provide the date on which presentation to faculty was conducted.</b> <i>July 15, 2014</i>  <b>Comments: Provide comments about the data from the relevant faculty</b>

Semester and/or academic year for which the data applies: 2013 / 2014

Closing the Loop	Conclusion	<input checked="" type="checkbox"/> <b>Continue to assess next assessment period</b> <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____ ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____	
	Assessment Data-Driven Change	<b>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</b>  No Changes Necessary	
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ Date _____	
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. _____ Date _____	

## CI-Process Student Learning Outcome Information Sheet

*Repeat table as needed for each Student Learning Outcome*

<b>Student Learning Outcome</b>	<b>Student Learning Outcome</b>	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). 4. Students will report satisfaction with their education in Digital Filmmaking
	<b>Related Program Goal(s)</b>	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. 4: Students will be satisfied with their education.
	<b>Assessment Activity</b>	State the activity that will be directly assessed for the above Student Learning Outcome. 4. Students will complete a "Satisfaction Survey" upon completion of the program, and at least eighty percent of students will either agree or strongly agree with the following statements: <ul style="list-style-type: none"> <li>• Overall, I am very satisfied with the education I received in the Digital Filmmaking program.</li> <li>• I would recommend the Digital Filmmaking program to others.</li> </ul>
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. The survey uses a Likert scale to rate student responses.
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation. At least eighty percent of students will either agree or strongly agree with the following statements: <ul style="list-style-type: none"> <li>• Overall, I am very satisfied with the education I received in the Digital Filmmaking program.</li> <li>• I would recommend the Digital Filmmaking program to others.</li> </ul>
	<b>Location</b>	State whom will be assessed using the above activity AND where it will occur. Graduating Digital Filmmaking majors will take this survey in their capstone Film 4357 Digital Filmmaking 4 course.
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. Survey will be presented to students every year in April.
<b>Observations</b>	<b>Data Summary</b>	Provide a short summary of the results of the above activity AND the date these results were compiled. In Spring of 2014, graduating students responded with an average 5.1 score (out of a scale of 6) about overall satisfaction, and a 5.3 score (again out of 6) that they would recommend the program.  Students also were questioned on many other aspects of the program, and were largely very positive about the program. The most consistent area students saw needing improvement was in the quality of their fellow students. They felt many students were being passed along in courses into higher levels without truly being able to handle the work, and with so much of their work being cooperative, it directly affects them.
	<b>Result</b>	X <input checked="" type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... The benchmark for this activity (stated above).
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b> Undergraduate Coordinator of Digital Filmmaking <b>Date of Analysis: Provide the date on which Responsible Authority reviewed data</b> July 15, 2014 <b>Comments: Provide comments about data from Responsible Authority</b> These numbers are almost a full .5 point higher than last year, and I suspect show that these numbers will vary from year to year. We didn't achieve the benchmark last year, but easily surpassed it this year. Future years hopefully reveal a trend that we can truly analyze more thoroughly than two single years.
<b>Analysis</b>	<b>Department/ Area/ Program Faculty</b>	<b>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.</b> <i>Undergraduate Coordinator of Digital Filmmaking</i>  <b>Date of Presentation: Provide the date on which presentation to faculty was conducted.</b> <i>July 15, 2014</i>  <b>Comments: Provide comments about the data from the relevant faculty</b> <i>Example:</i>
	<b>Conclusion</b>	X <input checked="" type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: ) <input type="checkbox"/> Curricular change  <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____

Semester and/or academic year for which the data applies: 2013 / 2014

<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<p><b>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</b></p> <p>No Changes Necessary</p>
	<b>Acknowledgement</b>	<p><b>Provide signature of Department Chair acknowledging above results.</b></p> <p style="text-align: right;">Date</p>
	<b>Acknowledgement</b>	<p><b>Provide signature of College committee chairperson or College Dean acknowledging above results.</b></p> <p style="text-align: right;">Date</p>

Semester and/or academic year for which the data applies: 2013 / 2014

## CI-Process Student Learning Outcome Information Sheet

*Repeat table as needed for each Student Learning Outcome*

<b>Student Learning Outcome</b>	<b>Student Learning Outcome</b>	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). 5. Students will be able to create a professional portfolio of original work.
	<b>Related Program Goal(s)</b>	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. 5. Students will be prepared for entry into the professional market or graduate school.
	<b>Assessment Activity</b>	State the activity that will be directly assessed for the above Student Learning Outcome. 5. Students will complete filmmaking portfolios to be assessed by the filmmaking faculty in their final semester.
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. Portfolios ("Demo Reels") will be assessed by the undergraduate coordinator of digital filmmaking.
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation. A majority of our students (70%) will have a satisfactory portfolio.
	<b>Location</b>	State whom will be assessed using the above activity AND where it will occur. All students will be assessed in the Film 4357 Digital Filmmaking 4 course.
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. Every year in April.
<b>Observations</b>	<b>Data Summary</b>	Provide a short summary of the results of the above activity AND the date these results were compiled. 24 out of 29 (82.7%) of our graduating film majors received a satisfactory or above on the film portfolio in April, 2014.
	<b>Result</b>	X <input checked="" type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... The benchmark for this activity (stated above).
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis:</b> Provide the position of the person responsible for the program. Undergraduate Coordinator of Digital Filmmaking <b>Date of Analysis:</b> Provide the date on which Responsible Authority reviewed data    July 15, 2014 <b>Comments:</b> Provide comments about data from Responsible Authority None
<b>Analysis</b>	<b>Department/ Area/ Program Faculty</b>	<b>Presented to Program Faculty by:</b> Provide position of person responsible for sharing results with relevant faculty. Undergraduate Coordinator of Digital Filmmaking  <b>Date of Presentation:</b> Provide the date on which presentation to faculty was conducted. July 15, 2014  <b>Comments:</b> Provide comments about the data from the relevant faculty
	<b>Conclusion</b>	X <input checked="" type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: ) <input type="checkbox"/> Curricular change  <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<b>Planned Implementation Date:</b> Provide date on which change(s) will be made based on data for this SLO.  No changes necessary.
	<b>Acknowledgement</b>	<b>Provide signature of Department Chair acknowledging above results.</b>  <div style="text-align: right;">Date</div>
	<b>Acknowledgement</b>	<b>Provide signature of College committee chairperson or College Dean acknowledging above results.</b>  <div style="text-align: right;">Date</div>