



---

WILLIAM WOODS  
UNIVERSITY

---

---

**Digital Film Annual Assessment 2023-2024**

**DIGITAL FILM ANNUAL ASSESSMENT 2023-2024** **1**

---

**ANNUAL ASSESSMENT 2023-2024** **3**

---

<b>DIGITAL FILM MAKING</b>	<b>3</b>
PROGRAM PROFILE	3
PROGRAM ASSESSMENT	5
CURRICULUM MAP	7
ASSESSMENT FINDINGS	8
PROGRAM ACTIVITIES	10
ASSESSMENT RUBRIC	12

# Annual Assessment 2023-2024

## Digital Film Making

### Program Profile

#### Program Mission Statement

*Please insert your program mission statement here*

The Digital Filmmaking program at William Woods University is a student-centered program that encourages students to find their creative voice through the technical and philosophical elements of digital filmmaking. Students accomplish this through the application and use of professional tools and academic exploration.

#### Program Data

##### Delivery Method

Traditional On Campus  
Online (selected)  
Hybrid

##### Students Majors 2023-2024

7

##### Student Majors 2022-2023

4

##### Student Minors 2023-2024

##### Student Minors 2022-2023

##### Concentrations 2023-2024

*If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.*

N/A

##### Concentrations 2022-2023

*If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.*

N/A

### **Student Demographics**

*What are the program goals for student retention, persistence, and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?*

Students enrolled within the film program have all persisted from the first year into the second. In addition to maintaining a current 100% persistence rate, we have increased enrollment in the program. These results are expected for this first year, however, it would be unrealistic to assume that we are able to maintain a 100% rate in the future as the program grows.

The current goal of the program is to stay even with, or be above the overall university persistence rate at 75%.

Persistence in the program means a couple of things:

- Student expectations are being met
- Students are well-informed coming into the program
- Coursework is rigorous enough to maintain interest without being too difficult to accomplish.
- Students are confident in the program's ability to develop professional skills that can lead to a career.

### **Optimal Enrollment**

*Considering current human and physical resources, what is the optimal enrollment for the program?*

20

### **Is the Program Externally Accredited**

Yes

No (selected)

### **External Accreditation**

*Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?*

N/A

### **Admissions and Marketing Materials**

*Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?*

Currently, aside from the standard posting on the WWU website (under academic programs) The university does not seem to offer any specific program marketing.

Any program specific marketing, particularly online would greatly benefit the program.

The FLM program shares information as it can to both marketing, advising, and advancement to promote the program and its accomplishments.

### **Marketing Material**

# Program Assessment

## Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

## Additional Standards/Outcomes

Identifier	Description
FLM.1	Students will effectively communicate information and story to a target audience, applying knowledge of visual storytelling and technical skills
FLM.2	Students will contextualize artistic and technical choices, using industry terminology and ??standards.
FLM.3	Students??will be informed and conversant in industry aesthetics, ethics, and theory.

## Alignment to the Institutional Objectives

*Please discuss the Program alignment to the Institutional Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.*

**Knowledge & Scholarship:** This is the central function of the FLM program at William Woods. Students not only learn the contemporary skills, techniques, and technologies associated with filmmaking, but also study the history, theories, and experimentations within the medium.

**Inclusion:** Representation within film has been a growing concern amongst the industry and is identified as a critical component from the very first course students take in the program. Additionally - students are invited every week to discuss and share their experiences, and their practices while providing professional and academic feedback, critique and inquiry.

**Creativity:** This piece is absolutely critica to the art of filmmaking. Students are continuously engaged with and practicing all elements of creativity within their coursework. Developing orginal works, and examing the parts and whole of other works within the industry.

**Intellectual Inquiry:** Students regularly research techniques, histories, and backgrounds in the formation of the projects, and through their assigned readings, viewings and academic writing. Additionally, students in the seminar courses look foward to developing their professional portfolio, applying for festival showings, exploring internships, and networking.

Institutional\_objectives\_2.docx

## General Education Alignment to Program

*How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)?*

**Written Communication:** Students regularly write papers, pre-production and planning materials, engage in weekly discussions and develop content for sharing with audiences.

**Oral Communication:** Students produce audio recordings and the mode of filmmaking asks for strong orla communicationa and storytelling skills. Students also ingeage in pitch presentaitions expanding upon the persuasion techniques promoted in COM 101.

**Information Literacy:** Students regularly examine works (documentary being the strongest example) for their accurracy vs storytelling elements. Filmmakers must have a strong sense for truth while maintaining an appreciation for embellishment. To be trully literate in the sense of film would be the ability to recognize how each of those are delivered and interpreted to and by audiences.

**Math:** Math comes into play when discussing lighting and falloff, it is also central to the editing process - cutting frames, adjusting timing, or adjusting paramters like position, scale, rotation, amplitude, frequency, etc. Students are required to

understand not only how to adjust the numbers and equations to achieve the desired effect - but also how to read them. In addition, budgeting plays a strong role within the coursework.

**History:** Students engage with the history of the industry and also discuss the historical context of various movements within film. Students engage with a variety of media from across the timeline of film and content preceding motion media.

**Natural Science:** Film largely draws from physics when discussing elements like lighting and sound, Students also draw upon use of the scientific method in their research endeavors.

---

**Expression and Invention:** The creative act of creating something from nothing is the heart of the filmmaking program. Several of our courses reside within this GE area and students experiences and engage in some form of expression and invention within every course.

**Inquiry and Analysis:** Students engage in regular examination and critique of contemporary, and classic works along with engaging in regular critique of their peers. Students also conduct several research projects throughout their coursework.

**Cultures and Communities:** Film is as central to our culture as any other form of storytelling and we frequently use film as a lens to examine cultural issues. Diversity, equity, inclusion and belonging are at the front of discussions currently in the industry, and therefore have come to the front of the discussions and readings within our courses.

## **NSSE Objectives Discussed Spring 2022**

### **Program Alignment to NSSE Objectives**

*Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact on student learning.*

#### **1C) Explained course material to one or more students**

Students have been asked to find and share additional resources as part of their discussion work in all courses. In addition to finding these resources, they are asked to describe how they are helpful. Other course materials are also set up to be discussed and explained through course discussions

#### **2E) Tried to better understand someone else's view by imagining how issues looks from his/her perspective**

Students who are in FLM 105 have been asked to reflect on representation in film, along with their own experiences. Using that as the starting point similar questions are asked throughout the full curriculum. Throughout the production process we ask who do we see vs who do we not? What stories are here that aren't being told? What would this look like from another's perspective/experience. Combined with historical and current political/cultural contexts.

#### **4C) Analyzing an idea, experience, or line of reasoning in depth by examining its parts.**

Students regularly engage in this process through critique of the work of their peers, along with the contemporary examples. Students also dig into theories surrounding film, its messaging and its influence throughout their coursework.

#### **4D) Evaluating a point of view, decision, or information source.**

Again, often done through critique. However, in particular, students are examining documentaries in FLM 370 documentary through an ethnographic lens and how a variety of documentaries have drawn on poor information or assumed "correctness" students research the background of these films and determine why decisions were made to veer away from truth and what that truth was/is.

## Curriculum Map

A - Assessed  
 R - Reinforced  
 I - Introduced  
 M - Master

### Digital Filmmaking Map

	FLM 105	FLM 220	FLM 221	FLM 227	FLM 250	FLM 320	FLM 321	FLM 327	FLM 330
<b>FLM.1</b> Students will effectively communicate information and story to a target audience, applying knowledge of visual storytelling and technical skills	I	I	I	I	I	R	R	R	R
<b>FLM.2</b> Students will contextualize artistic and technical choices, using industry terminology and ??standards.	I	I	I, R	I	I	R	R	R	R
<b>FLM.3</b> Students??will be informed and conversant in industry aesthetics, ethics, and theory.	I	I	I, R	I	I	R	R	R	R
<b>WWU2021.1</b> Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.	I	I	I	I	I	R	R	R	R

	FLM 331	FLM 337	FLM 350	FLM 370	FLM 450	FLM 490
<b>FLM.1</b> Students will effectively communicate information and story to a target audience, applying knowledge of visual storytelling and technical skills	R	R	R	R	A, R	A, M
<b>FLM.2</b> Students will contextualize artistic and technical choices, using industry terminology and ??standards.	R	R	R	R	A, R	A, M
<b>FLM.3</b> Students??will be informed and conversant in industry aesthetics, ethics, and theory.	R	R	R	R	A, R	A, M
<b>WWU2021.1</b> Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.	R	R	R	R	I	M

### Changes to Curriculum

*Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?*

ENG 210 and ENG 316 have been removed from the curriculum due to the overlap of course materials, and the availability/ability to offer these courses online.

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Digital Filmmaking Map

Standard/Outcome				
FLM.1 Students will effectively communicate information and story to a target audience, applying knowledge of visual storytelling and technical skills				
Assessment Measures				
<b>FLM 450</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	No data has been entered.	Course has not run yet.		
<b>FLM 490</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	No data has been entered.	Course has not run yet.		

Standard/Outcome				
FLM.2 Students will contextualize artistic and technical choices, using industry terminology and standards.				
Assessment Measures				
<b>FLM 450</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	No data has been entered.	Course has not run yet.		
<b>FLM 490</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	No data has been entered.	Course has not run yet.		

Standard/Outcome

FLM.3 Students will be informed and conversant in industry aesthetics, ethics, and theory.

Assessment Measures

<b>FLM 450</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	No data has been entered.	Course has not run yet.		

<b>FLM 490</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	No data has been entered.	Course has not run yet.		

### **Analysis of the Assessment Process**

*Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.*

Students engage in two seminar style courses through the filmmaking program. FLM 450 Seminar 1 takes place about 1/3-1/2 of the way through their journey and FLM 490 takes place their final semester at WWU in the program.

In FLM 450 students are asked to create a full proposal and presentation for their final capstone project. Through this process they are required to engage with all elements and objectives of the FLM program.

Additionally, in FLM 490 - Students demonstrate their mastery over all areas of the film production process through their submission of their capstone project - which in turn fully demonstrates their skills in FLM program and mastery of the objectives.

**At this time, this cohort of students have not made it to the two seminar courses. The first class of students will be assessed FALL 24**

### **Improvement Narrative List**

#### **Assessment Findings for the Assessment Measure level**

No improvement narratives have been added.

## Program Activities

### Student Performance Review

*Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?*

This is an online program and does not (yet) participate in Student Performance reviews.

On-ground COM students who are double majoring in FLM presented their demo-reels to the faculty and outside reviewers as part of the COM assessment

### Student Performance Review Schedule

*Upload the program schedule for students during Performance Reviews.*

### Senior Showcase/Symposium

*Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?*

This is an online program and does not currently have seniors that could participate in Senior Showcase - although the goal is to show student films during the showcase and ask students to discuss their projects with faculty and students. Ultimately, building their skills at presenting their work and being conversant in the field.

### Tools used for Assessment

*Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.*

### Service Learning

*Does the Program include projects/ course content that uses the philosophy of service learning?*

Yes

No (selected)

### Service Learning Component

*If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?*

### Co-Curricular and LEAD Events

*Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.*

The filmmaking program sponsors 4 LEAD events a year. These events vary but are in partnership with KMOS/PBS. The Independent Lens Series provides WWU with the opportunity to provide early screenings of PBS documentaries before they air. During these screenings a panel of experts (usually faculty, occasionally people involved with the film) meet with students after the screening to discuss the topics covered and the filmmaking process as a whole.

### Student Accomplishments

*Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.*

Collin Cossey, Hunter Czarnecki-Ball and Kaja Brunzlow all developed grant-funded videos for the WWU SWK program.  
Hunter Czarnecki-Ball will be interning at a production company in NYC Summer '24  
Kaja Brunzlow and Marcelina Kotyak will be interning at an advertising firm in Poland Summer '24  
Collin Cossey will be working for a Columbia Mo production house over the summer

### **Alumni Accomplishments**

*Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).*

No alumni yet!

### **Faculty Accomplishments**

*Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.*

The program (Faculty - Tony Weed) has developed learning resource partnerships with software vendors to offer WWU students the software and plugins they need at no cost.

1. Avid Media Composer -- Free for all students, faculty, staff
2. Assimilate Scratch -- Free for all students, faculty
3. Blackmagic Davinci Resolve -- Free learning and teaching resources for students/faculty

Continued service and partnership with PBS to screen independent documentaries on WWU campus.

# Assessment Rubric

<u>Clear</u>	<u>3.000 Exceeds</u>	<u>2.000 Meets</u>	<u>1.000 Falls Below Expectations</u>	<u>N/A</u>
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:	The program provided a solid approach communication with students.			
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:				
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:				
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:				
Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:				

Data Driven Decision-making is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:	Assessment is set up at the completion of the program and the courses identified for Assessment have not yet been taught.			
Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	Assessment is set up at the completion of the program and the courses identified for Assessment have not yet been taught.			
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:	Assessment is set up at the completion of the program and the courses identified for Assessment have not yet been taught. the program did provide a summary of what the assessment will be when the courses are taught in the future.			
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:	Assessment is set up at the completion of the program and the courses identified for Assessment have not yet been taught.			
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:	this is an online program and does not participate at this time in Student Performance Review activities.			
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:	this is an online program and does not participate at this time in Senior showcase activities.			
Co Curricular and LEAD activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				

