



2024-2025

# ANNUAL ASSESSMENT REPORT

Digital Film

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# 2024-2025 Assessment Narrative on Findings

Digital Filmmaking (BFA)

## Mission and Introduction

### Introduction

1. Provide an overview of the program and the context of where it's housed within the institution (what department, etc.).

#### **Narrative:**

The BFA in Digital Filmmaking is an online-only program offered within the College of Art, Design & Media. The program launched in Fall of 2022 and was born out of the success of the on-ground Digital Filmmaking concentration in Communication.

### Program Mission Statement

1. What changes has the program made to the mission statement over the course of this cycle? Why were these changes made? Are any revisions planned?

#### **Narrative:**

No changes to the mission have been made.

### Alignment to Institution Mission

1. How does the mission of the program align with the mission of the institution?

#### **Narrative:**

The B.F.A. in Digital Filmmaking supports the university's mission by turning its core values into practical goals for students. The program helps students build hands-on skills, think critically, and prepare for careers in film, television, and digital media. It also creates a learning environment that puts students first and values creativity, and curiosity. Overall, the program gives students the tools they need to succeed in creative industries and grow as thoughtful storytellers.

# Student Learning Outcomes Assessment and Curriculum

## Program Student Learning Outcomes

1. Describe how these outcomes pertain to the program's mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?
2. Describe the extent to which students in the program have met these outcomes.

### Narrative:

The three objectives are central to the art of filmmaking and to the profession as a whole. The BFA program centers itself around the student's ability to tell story, and communicate with an audience, all done through a complete understanding of the field.

This year the only data received for assessment came from a tutorial class of 3. With this small amount of data, it was difficult to assess the overall outcomes of the program. As more students move through the program, we expect to see the results normalize.

Students who completed their assignments on-time and according to the guidelines presented easily met the benchmarks. Students missed the mark by submitting incomplete coursework (or not submitting)

### Evidence:

- [Digital Filmmaking \(BFA\)\\_2024-2025 Curriculum and Assessment Findings\\_2024-2025](#)

## Curriculum Map

1. Describe the course pathway students take to achieve this program degree. Highlighting any key or core courses, have any changes been made to this pathway or degree requirements over the course of this cycle? Why or why not?

### Narrative:

The curriculum map was developed this cycle.

Students begin with 100-200 level coursework and then enter into FLM 450 Film Seminar I. In this course students map out the remainder of their courses and objectives/goals up to graduation. They present a pitch for a capstone project to be completed at the conclusion of their program in FLM 490. All 300-400 level coursework following FLM 450 centers around the proposed project set out in 450.

## Measures and Results

1. Discuss the measures you've selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the

course of this cycle? Why or why not? Will different measures be chosen the next time this outcome is assessed?

2. Summarize and discuss the results of the program's measures over the course of this cycle. Have the results demonstrated improvement or mastery of this outcome? Why or why not?

### **Narrative:**

The filmmaking program is structured so that students encounter each piece of the production processes separately, to take a deep dive into the subject matter, and then bring those pieces together in their seminar courses to demonstrate mastery.

A student will take their 100-200 level courses to gain some introductory knowledge, along with intermediate skills. Following which, they enroll in FLM 450 - Seminar I. In this course, they bring their skills and knowledge of all areas of production together to form a proposal for their capstone project.

It is during the proposal stage that we first assess the film students. Prior to this, they are still being introduced to topics within the filmmaking field. Following FLM 450, students enroll in their 300-400 level coursework where they master the skills they previously learned and conduct work on their capstone projects. At the conclusion of those courses, students enroll in FLM 490 where they place the final touches on their capstone project with instructor /peer guidance. It is during FLM 490 Seminar II that we assess our students who at this point should have mastered all outcomes of the program.

As this is the first cohort of students moving through, we are not making any changes at this time

### **Evidence:**

- [Digital Filmmaking \(BFA\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

## **Participation in Assessment**

1. How do program faculty participate in assessment? What is the process? Have any changes been made to encourage participation over the course of this cycle?

### **Narrative:**

With only one full-time faculty member in the program, the courses in which assessment takes place have been assigned to that faculty, who is also responsible for this report.

## **Action Items and Use of Results**

1. Summarize or highlight action items taken as a result of program's assessment results. How have the results driven improvement over the course of this cycle?

**Narrative:**

No actions have yet taken place.

**Evidence:**

- [Digital Filmmaking \(BFA\)\\_2024-2025 Curriculum and Assessment Findings\\_2024-2025](#)

**Gen Ed**

1. What courses in your program are tied to general education requirements at the institution? How many students from outside the department are taking courses in the program to fulfill gen ed requirements?

Graduate Programs please note NA in this section as it does not apply to your program.

**Narrative:**

The following courses are General Education:

- ENG 215 - Film Genres - Q
- FLM 221 - Screenwriting I - X
- FLM 227 - Cinematography I - X
- FLM 250 - Editing I - X

With 12 majors in the program, and these courses filling regularly, a majority of the students enrolled in these courses are using them to fulfill GE requirements

**NSSE Focused Activities**

In the Spring of 2024, the faculty voted on the following NSSE objectives for focus.

2B - Connected your learning to societal problems or issues.

2F - Learned something that changed the way you understand an issue or concept.

9A - Identified Key information from reading assignments.

6A - Reached conclusions based on your own analysis of numerical information (numbers, graphs statistics, ...)

How has your program incorporated these learning objectives into the program curriculum?

**Narrative:**

This year the Special Topics course covered Documentary. Which achieves all of the noted focused activities. Particularly 2B, 2F and 6A. In addition to that, as courses are being revised for 5-weeks more book readings and outside articles are being incorporated into the courses to reinforce 9A and to build upon the other objectives as well. Noting that these were

previously shortcomings in the Film program helped provide direction in way to incorporate more supplementary material into the curriculum.

## **Concentrations**

### **Concentration Information**

Please list the concentrations that relate to your program. If you do not have any Concentrations, please note N/A in the text box.

#### **Narrative:**

N/A

## **Faculty Qualifications, Activities and Scholarship**

### **Scholarship and Research**

1. Summarize and highlight key scholarship and research activities conducted by faculty over the course of the review cycle.

#### **Narrative:**

No key scholarship or research conducted this academic year. Tony Weed was promoted to an administrative position in the university, and with that adjustment scholarship and research activities were placed on hold while settling in.

### **Faculty Awards and Honors**

1. Discuss and highlight awards and honors received by faculty over the course of the cycle.

#### **Narrative:**

N/A

### **Teaching Support and Monitoring Teaching Quality**

1. How are faculty being supported to ensure high quality teaching and learning?

#### **Narrative:**

Faculty utilized provided Professional Development opportunities throughout the year. Additionally support materials for online course development are provided through the LMS in every course.

# Program Data: Student Experience

## Enrollment and Recruitment

1. What are the trends with enrollment in this program over the course of the review cycle? How does this compare to institutional trends or similar programs on campus?
2. Describe recruitment efforts or goals such as increased enrollment or diversity. Have these initiatives been successful?

### Narrative:

Enrollment has steadily increased in the program from 2 initial cohort into 10 majors in the current cohort. This is the institution's only fully online art program. However, compared to on-ground this program is growing faster than others.

Recruitment for the program has been consistent with recruitment for all online programs, in that the online experience is recruited for and students self-select into majors. This has been successful however some additional attention and direction placed onto filmmaking would be appreciated and would likely strengthen the program even more.

Students enjoy that it is a BFA, one of the few offered online, most online film programs are a BS. This is an area we could capitalize on.

### Evidence:

- [Program Activity Report](#)

## Retention

1. Has student retention remained in an acceptable range over the course of the review cycle?
2. Discuss strategies or actions that the program is doing to impact student retention within the program?

### Narrative:

We see that students are retaining throughout the program and are well within an acceptable range. The largest strategy is being thoughtful and purposeful with course rotations and offerings.

### Evidence:

- [Program Activity Report](#)

## Curriculum/Course Retention and Success

1. Describe enrollment trends in the courses within the program.
2. Reflect on the success of the students within the courses over the course of the cycle. Highlight some completion or DFW rates in the core courses. Were these in line with expectations?
3. Assess student performance and success in online vs. on-campus courses.

### Narrative:

The program continues to grow during its second year (from 2 to 10 in the fall). 3/3 students have progressed beyond the halfway point of FLM 450 and are poised to graduate at the end of next year.

### Evidence:

- [Program Activity Report](#)

## Completion

1. How many students are graduating from the program? Have the completion rates been in line with expectations?
2. Describe findings resulting from exit surveys or program alumni surveys that were conducted over the course of the cycle.

### Narrative:

No students are currently graduating - the first cohort is expected to graduate at the end of next academic year.

Exit and alumni surveys will be conducted next year.

## Course Evaluation Data

1. What were some positive and negative feedback received from students who completed the courses? Highlight any trends or insights that came from course evaluations over the course of the cycle.

### Narrative:

EOC's reveal that students enjoy their coursework and their professors. However, some found the transition to 5-weeks difficult as many of the courses are project based and the accelerated timeline has made those courses more difficult to complete. In addition, students are looking for faster, more detailed feedback.

## **Student Advising**

1. What advising mechanism is in place for the student?

### **Narrative:**

Students are advised through the online advising office by professional full-time advisors. The faculty within the program coordinate and communicate regularly with the advising office in regard to graduation plans and curriculum offerings.

## **Student Awards and Achievements**

1. Highlight the accomplishments and external honors received by students in the program over the course of this cycle.

### **Narrative:**

Several students made the Dean's list this year.

## **Program Analysis**

### **SWOT Analysis**

1. Strengths, Weaknesses, Opportunities, and Threats.

### **Narrative:**

#### Strengths

- Well qualified, knowledgeable full-time and adjunct faculty
- Hands on nature of the program
- Variety of courses across production areas
- Offering as a BFA generates appeal

#### Weaknesses

- Lack of concentrations - generalist approach
- 5-week format limits depth

#### Opportunities

- Program growth could lead to concentrations, offering greater depth

## Threats

- Students getting out of sequence in courses can disrupt their progress
- Low enrollment leads to tutorials and alters the student experience.

## Industry and Program Trends

### Senior Exit Surveys

1. What were some positive and negative feedback received from students as they complete their degrees? Highlight any trends or insights that came from exit surveys over the course of the cycle.

#### **Narrative:**

This will be added in the 2526 academic year

### Recommendations from Previous Annual Assessment Reports

1. Summarize Action Items, goals from the program that were listed in the previous Annual Assessment report, describe how/if those recommendations were applied this year.

#### **Narrative:**

The focus of the program been to grow enrollment and move our cohorts through the full program. A lot of attention has been paid this AY to the 5-Week conversion of all the courses and helping students through that transition.