

# MSU Departmental Assessment Report Spring 2016

Department: School of Film and Photography

Date: May 20, 2016

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 15<sup>th</sup> each year.

The use of this template is entirely optional.

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

Academic Year: 2015-2016  
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, Spring 2014**

#### **B.A.**

The final assignment were collected from FILM 371 and 372 in the undergraduate curriculum and scored using our “Production Assignment” rubric template. We evaluated outcomes 1, 3, 4, 5.

The final project was collected from Film 381 and scored according to the “Creative Writing” rubric. We evaluated outcomes 2, 3, 5.

#### **MFA**

The final written assignment was collected from FILM 581 and scored according to our ‘MFA Writing Assignment’ rubric. We evaluated outcomes 2, 3, 5.

## **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.

