

2016-2017 Assessment Cycle COLA_Moving Image Arts BA

Mission (due 1/20/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / Department / Program Mission

College Mission

Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."

The College of Liberal Arts is dedicated to the advancement of knowledge through teaching, research, and service. The College teaches students to think critically, applying scientific principles and intellectual schema to understand human behavior and society in a diverse world, to express ideas and ideals in a variety of forms, and to understand themselves and others as members of regional and global communities. The intellectual and creative foundations of this enterprise are written and oral communication, analytical and reasoning skills, and the ability to solve problems creatively. Each departmental curriculum presents perspectives from the past, provides an understanding of the present and directs attention to the challenges of the future. As active researchers, faculty in the College work to advance the frontiers of knowledge and our understanding of humanity and the world we live in, and to use that knowledge and understanding to improve the human condition.

Department / Program Mission

Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".

Our Vision

The Moving Image Arts program is dedicated to the mastery and mindful application of the Cinematic Language: A thorough analysis coupled with real-world application of the tools used by filmmakers and media content creators to convey their message, stories or products to a target audience.

This knowledge serves as the building block of the practical-oriented teaching that the program offers to its student artists. They learn how to channel their own creativity, develop and create meaningful projects, while fully embracing the specifics related to the media format, the context, the audience, and the core nature of the topic.

Special emphasis is placed on real world models and equivalence: Assignments become client needs, content reflect societal values, projects become marketable and/or reel-worthy products.

Methodology

The Moving Image Arts program offers a uniquely interdisciplinary curriculum to its student media and film artists. Our students are constantly evolving within three core components which we believe are the pillars of modern day

filmmaking and media content creation:

1. Theory and scholarship: acquire and refine the ability to efficiently research and critically vet any information on the field or subject of study.
2. Practical application: While learning the concepts and tools used by visual storytellers around the world, students get to apply this knowledge in hands-on projects, and internships which we facilitate within our local media industry.
3. Business/Commercial standards: how to properly quantify and logistically plan projects students work on. While mindful of industry ethics, students perform professionally to execute their projects.

Assessment Plan (due 1/20/17)

Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	Theory and Scholarish/Aesthetics: Students will be able to compare and contrast the principle theories of aesthetics in film, will be able to discuss scholarly interpretation of film and its history in depth, and will be able to place a particular film in aesthetic, historical and interpretive context.		
Legends	PO - Program Objective (academic units); SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures			
	Assessment Measure	Criterion	Attachments
	Direct - Capstone Assignment	Each Moving Image Arts senior will produce, often in collaboration with other students, a capstone project. Projects will be reviewed and assessed at that time by a jury comprised of no less than three evaluators (ideally, two MIA faculty and one industry professional). Projects will be scored according to a standard assessment rubric applied to all Capstone Projects. That rubric will be derived from the three general learning outcomes listed above. Except in limited cases, seniors in the MIA program are expected to design their Capstone Projects as collaborative undertakings. Projects are to be designed and executed as a team, typically consisting of between two and five students. Capstone teams will operate under the direction of a supervising professor, selected by the students from among designated MIA faculty. Each member of the project team must have a well-defined role, specified in writing and approved by the supervising faculty member. This	Capstone_Evaluation_12_04_14.docx

		<p>document, signed by each member of the team, will serve as a kind of contract between the students so that each member's obligations on the project are clear. Revisions to those roles must be submitted in writing and approved. The team will designate one student member to serve as the project's coordinator (in most cases, this will be the producer.) Capstone teams are expected to meet regularly, and the coordinator is responsible for maintaining a record of those meetings, as well as a dated log documenting all duties performed by the team's members. Regardless of his or her duties, each Capstone student must submit a Critical Introduction, corresponding to that student's designated role in the project. Ordinarily 5 – 10 pages, this introduction is expected to meet or exceed the basic standards of professional writing that college seniors ordinarily must adhere to. Most importantly, it must address the student's performance under the three categories of learning outcomes universal to all MIA graduates: Motion picture aesthetics (the theoretical / scholarly) Motion picture practice (the technical) Motion picture business (the commercial / professional) At least 70% of students will receive an overall rating of "good" or "excellent" in 70% of the competencies evaluated as part of the Aesthetics learning outcome.</p>	
	Direct - Internship Evaluation	<p>Internships contribute to our students meeting the three learning objectives. By working with industry professionals, 1) students model and refine their aesthetic sensibilities, 2) students acquire experience and training in technical skills, 3) they acquire first-hand experience of commercial realities in this industry. Employees assess our students performance according to an Intern Evaluation instrument.</p>	Student_Intern_Evaluation_.docx
	Direct - Independent Study (Other)	<p>Students with special projects can enroll in an Independent Study course if his or her project meets MIA's learning objectives.</p>	Capstone_Evaluation_12_04_14.docx

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Goal/Objective	Technical and Practicum Component: Students will master the rudiments of film making technique, including storyboarding, scene design, camera and lighting, sound design and recording, editing.							
Legends	SLO - Student Learning Outcome/Objective (academic units); PO - Program Objective (academic units);							
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Assessment Measures	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>Direct - Capstone Assignment</td> <td> <p>Each Moving Image Arts senior will produce, often in collaboration with other students, a capstone project. Projects will be reviewed and assessed at that time by a jury comprised of no less than three evaluators (ideally, two MIA faculty and one industry professional). Projects will be scored according to a standard assessment rubric applied to all Capstone Projects. That rubric will be derived from the three general learning outcomes listed above. Except in limited cases, seniors in the MIA program are expected to design their Capstone Projects as collaborative undertakings. Projects are to be designed and executed as a team, typically consisting of between two and five students. Capstone teams will operate under the direction of a supervising professor, selected by the students from among designated MIA faculty. Each member of the project team must have a well-defined role, specified in writing and approved by the supervising faculty member. This document, signed by each member of the team, will serve as a kind of contract between the students so that each member's obligations on the project are clear. Revisions to those roles must be submitted in writing and approved. The team will designate one student member to serve as the project's coordinator (in most cases, this will be the</p> </td> <td>Capstone_Evaluation_12_04_14.docx</td> </tr> </tbody> </table>	Assessment Measure	Criterion	Attachments	Direct - Capstone Assignment	<p>Each Moving Image Arts senior will produce, often in collaboration with other students, a capstone project. Projects will be reviewed and assessed at that time by a jury comprised of no less than three evaluators (ideally, two MIA faculty and one industry professional). Projects will be scored according to a standard assessment rubric applied to all Capstone Projects. That rubric will be derived from the three general learning outcomes listed above. Except in limited cases, seniors in the MIA program are expected to design their Capstone Projects as collaborative undertakings. Projects are to be designed and executed as a team, typically consisting of between two and five students. Capstone teams will operate under the direction of a supervising professor, selected by the students from among designated MIA faculty. Each member of the project team must have a well-defined role, specified in writing and approved by the supervising faculty member. This document, signed by each member of the team, will serve as a kind of contract between the students so that each member's obligations on the project are clear. Revisions to those roles must be submitted in writing and approved. The team will designate one student member to serve as the project's coordinator (in most cases, this will be the</p>	Capstone_Evaluation_12_04_14.docx	
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	<p>Direct - Internship Evaluation</p>	<p>Attachments: Assessment Measure: Indirect - Survey - employer Criterion: Internships contribute to our students meeting the three learning objectives. By working with industry professionals, 1) students model and refine their aesthetic sensibilities, 2) students acquire experience and training in technical skills, 3) they acquire first-hand experience of commercial realities in this industry. Employees positively assess our students performance according to an Intern Evaluation instrument.</p>	<p>Student_Intern_Evaluation_.docx</p>
	<p>Direct - Independent Study (Other)</p>	<p>Students with special projects can enroll in an Independent Study course if his or her project meets MIA's learning objectives.</p>	<p>Capstone_Evaluation_12_04_14.docx</p>

<p>Goal/Objective</p>	<p>Commercial and Business Component: Students will be familiar with the methods of film financing, production, distribution and advertising, and be able to conceptualize and carry out the financing and promotion of a film.</p>
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Legends	PO - Program Objective (academic units); SLO - Student Learning Outcome/Objective (academic units);		
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Results & Improvements (due 9/15/17)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Theory and Scholarish/Aesthetics: Students will be able to compare and contrast the principle theories of aesthetics in film, will be able to discuss scholarly interpretation of film and its history in depth, and will be able to place a particular film in aesthetic, historical and interpretive context.

Goal/Objective	Theory and Scholarish/Aesthetics: Students will be able to compare and contrast the principle theories of aesthetics in film, will be able to discuss scholarly interpretation of film and its history in depth, and will be able to place a particular film in aesthetic, historical and interpretive context.	
Legends	PO - Program Objective (academic units); SLO - Student Learning Outcome/Objective (academic units);	
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	Direct - Internship Evaluation	Internships contribute to our students meeting the three learning objectives. By working with industry professionals, 1) students model and refine their aesthetic sensibilities, 2) students acquire experience and training in technical skills, 3) they acquire first-hand experience of commercial realities in this industry. Employees assess our students performance according to an Intern Evaluation instrument.
	Direct - Independent Study (Other)	Students with special projects can enroll in an Independent Study course if his or her project meets MIA's learning objectives.

Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Capstone Assignment	<p>Has the criterion Each Moving Image Arts senior will produce, often in collaboration with other students, a capstone project. Projects will be reviewed and assessed at that time by a jury comprised of no less than three evaluators (ideally, two MIA faculty and one industry professional). Projects will be scored according to a standard assessment rubric applied to all Capstone Projects. That rubric will be derived from the three general learning outcomes listed above. Except in limited cases, seniors in the MIA program are expected to design their Capstone Projects as collaborative undertakings. Projects are to be designed and executed as a team, typically consisting of between two and five students. Capstone teams will operate under the direction of a supervising professor, selected by the students</p>	<p>Students enrolled in Capstone I and II successfully completed the course and graduated. However, we find students in the first Capstone need more structure to stay on task; too often students receive "Incompletes" in their first capstone.</p>		<p>- Pedagogical Change : We now run the Capstone projects more like a classroom with schedule days and times to meet and with a syllabus with clear deadlines and deliverables, simulating to a high degree the media content industry. Fall 2017 is the first semester to implement this strategy.</p>

		<p>from among designated MIA faculty. Each member of the project team must have a well-defined role, specified in writing and approved by the supervising faculty member. This document, signed by each member of the team, will serve as a kind of contract between the students so that each member's obligations on the project are clear. Revisions to those roles must be submitted in writing and approved. The team will designate one student member to serve as the project's coordinator (in most cases, this will be the producer.) Capstone teams are expected to meet regularly, and the coordinator is responsible for maintaining a record of those meetings, as well as a dated log documenting all duties performed by the team's members. Regardless of his or her duties, each Capstone student must submit a Critical Introduction, corresponding to that student's designated role in the project. Ordinarily 5 – 10 pages, this introduction is</p>			
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		<p>expected to meet or exceed the basic standards of professional writing that college seniors ordinarily must adhere to. Most importantly, it must address the student's performance under the three categories of learning outcomes universal to all MIA graduates: Motion picture aesthetics (the theoretical / scholarly) Motion picture practice (the technical) Motion picture business (the commercial / professional) At least 70% of students will receive an overall rating of "good" or "excellent" in 70% of the competencies evaluated as part of the Aesthetics learning outcome. been met yet? Met</p>			
	<p>Direct - Internship Evaluation</p>	<p>Has the criterion Internships contribute to our students meeting the three learning objectives. By working with industry professionals, 1) students model and refine their aesthetic sensibilities, 2) students acquire experience and training in technical skills, 3) they acquire first-hand experience of commercial realities in this industry. Employees assess</p>			

		our students performance according to an Intern Evaluation instrument. been met yet?			
	Direct - Independent Study (Other)	Has the criterion Students with special projects can enroll in an Independent Study course if his or her project meets MIA's learning objectives. been met yet?			

Assessment List Findings for the Assessment Measure level for Technical and Practicum Component: Students will master the rudiments of film making technique, including storyboarding, scene design, camera and lighting, sound design and recording, editing.

Goal/Objective	Technical and Practicum Component: Students will master the rudiments of film making technique, including storyboarding, scene design, camera and lighting, sound design and recording, editing.	
Legends	SLO - Student Learning Outcome/Objective (academic units); PO - Program Objective (academic units);	
Standards/Outcomes		
Assessment Measures	Assessment Measure	Criterion
	Direct - Capstone Assignment	Each Moving Image Arts senior will produce, often in collaboration with other students, a capstone project. Projects will be reviewed and assessed at that time by a jury comprised of no less than three evaluators (ideally, two MIA faculty and one industry professional). Projects will be scored according to a standard assessment rubric applied to all Capstone Projects. That rubric will be derived from the three general learning outcomes listed above. Except in limited cases, seniors in the MIA program are expected to design their Capstone Projects as collaborative undertakings. Projects are to be designed and executed as a team, typically consisting of between two and five students. Capstone teams will operate under the direction of a supervising professor, selected by the students from among designated MIA faculty. Each member of the project team must have a well-defined role, specified in writing and approved by the supervising faculty member. This document, signed by each member of the team, will serve as a kind of contract between the students so that each member's obligations on the project are clear. Revisions to those roles must be submitted in writing and approved. The team will designate one student member to serve as the project's coordinator (in most cases, this will be the producer.) Capstone teams are expected to meet regularly, and the coordinator is responsible for maintaining a record of those meetings, as well as a dated log

		documenting all duties performed by the team's members. Regardless of his or her duties, each Capstone student must submit a Critical Introduction, corresponding to that student's designated role in the project. Ordinarily 5 – 10 pages, this introduction is expected to meet or exceed the basic standards of professional writing that college seniors ordinarily must adhere to. Most importantly, it must address the student's performance under the three categories of learning outcomes universal to all MIA graduates: Motion picture aesthetics (the theoretical / scholarly) Motion picture practice (the technical) Motion picture business (the commercial / professional) At least 70% of students will receive an overall rating of "good" or "excellent" in 70% of the competencies evaluated as part of the Technical learning outcome.
Direct - Internship Evaluation		Attachments: Assessment Measure: Indirect - Survey - employer Criterion: Internships contribute to our students meeting the three learning objectives. By working with industry professionals, 1) students model and refine their aesthetic sensibilities, 2) students acquire experience and training in technical skills, 3) they acquire first-hand experience of commercial realities in this industry. Employees positively assess our students performance according to an Intern Evaluation instrument.
Direct - Independent Study (Other)		Students with special projects can enroll in an Independent Study course if his or her project meets MIA's learning objectives.

Assessment Findings					
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Capstone Assignment	Has the criterion Each Moving Image Arts senior will produce, often in collaboration with other students, a capstone project. Projects will be reviewed and assessed at that time by a jury comprised of no less than three evaluators (ideally,	Students in MIA 466 in the Spring 2017, the students' final semester to complete the capstone project, did so satisfactorily. However, students in their first capstone (MIA 465) received grades of "I". MIA faculty has revised	SHORT_NARRATIVE_Capstone_Deliverables.docx Non_Fiction_Capstone_Deliverables.docx Capstone_Syllabus_Non_Fiction.docx Capstone_Syllabus___Narrative_Shots.docx	- Pedagogical Change : We run the Capstone projects more like a classroom now with scheduled days and times to meet following a clear syllabus with clear deadlines and deliverables, simulating to a high degree the media content industry. Fall 2017 is the first semester to implement this strategy. - Curricular Change : We are identifying the weak areas

		<p>two MIA faculty and one industry professional). Projects will be scored according to a standard assessment rubric applied to all Capstone Projects. That rubric will be derived from the three general learning outcomes listed above. Except in limited cases, seniors in the MIA program are expected to design their Capstone Projects as collaborative undertakings. Projects are to be designed and executed as a team, typically consisting of between two and five students.</p>	<p>the capstone course by implementing a syllabus and a clear list of expected deliverables and deadlines. Grades have been assigned for each deliverable. This change is intended to keep students on task to complete the requirements for Capstone I (Development and Pre-production of a fiction or non-fiction product). These documents are attached.</p>	<p>of our curriculum: Screenwriting and post-production. To resolve this problem, we are adding two new courses: Screenwriting II and Digital Video Editing II. These courses will allow students to move beyond introductory courses to enhance their skills and creativity in these areas. The first advanced course for Screenwriting will be offered in Spring 2019 using existing faculty in English. The first advanced course in Editing is being offered now, Fall 2017.</p> <p>- Student/Faculty Support (for Educational Programs): New faculty is needed to offer the new courses we have identified that will strengthen our student's projects and therefore the MIA program for recruiting purposes to make it more competitive: great projects recruit students. Likewise, by broadening our</p>
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	<p>Capstone teams will operate under the direction of a supervising professor, selected by the students from among designated MIA faculty. Each member of the project team must have a well-defined role, specified in writing and approved by the supervising faculty member. This document, signed by each member of the team, will serve as a kind of contract between the students so that each member's obligations on the project are clear. Revisions to those roles must be</p>		<p>students learning objectives, we make them more marketable in the industry, another indicator of a strong media content program.</p>
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		<p>submitted in writing and approved. The team will designate one student member to serve as the project's coordinator (in most cases, this will be the producer.) Capstone teams are expected to meet regularly, and the coordinator is responsible for maintaining a record of those meetings, as well as a dated log documenting all duties performed by the team's members. Regardless of his or her duties, each Capstone student must submit a Critical Introduction, corresponding to that student's designated</p>			
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		<p>students will receive an overall rating of "good" or "excellent" in 70% of the competencies evaluated as part of the Technical learning outcome. been met yet? Met</p>			
	<p>Direct - Internship Evaluation</p>	<p>Has the criterion Attachments: Assessment Measure: Indirect - Survey - employer Criterion: Internships contribute to our students meeting the three learning objectives. By working with industry professionals, 1) students model and refine their aesthetic sensibilities, 2) students acquire experience and training in technical skills, 3)</p>	<p>The students completing internships did so successfully. Three internships were fulfilled: 1) One student interned at UL Lafayette Public Relations Department for a videographer assistant; 2) Six students interned at KRVS to produce the "Local Produce" program; and, 3) Three students interned at Potenza, a local advertising</p>		<p>- Professional development/training: We continue to seek out internships to offer students hands on experiences with professional media producers.</p>

		<p>they acquire first-hand experience of commercial realities in this industry. Employees positively assess our students performance according to an Intern Evaluation instrument. been met yet? Met</p>	<p>company.</p>		
	<p>Direct - Independent Study (Other)</p>	<p>Has the criterion Students with special projects can enroll in an Independent Study course if his or her project meets MIA's learning objectives. been met yet?</p>	<p>Independent Study is an option to students who want to produce their own project outside of the mandatory Capstone Project. We did not have students work on their own special projects outside their capstone projects. Therefore, we do not have data to report.</p>		

Assessment List Findings for the Assessment Measure level for Commercial and Business Component: Students will be familiar with the methods of film financing, production, distribution and advertising, and be able to conceptualize and carry out the financing and promotion of a film.

Goal/Objective	Commercial and Business Component: Students will be familiar with the methods of film financing, production, distribution and advertising, and be able to conceptualize and carry out the financing and promotion of a film.	
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<p>Assessment Findings</p>	<table border="1"> <thead> <tr> <th data-bbox="321 516 472 611">Assessment Measure</th> <th data-bbox="472 516 740 611">Criterion</th> <th data-bbox="740 516 899 611">Summary</th> <th data-bbox="899 516 1365 611">Attachments of the Assessments</th> <th data-bbox="1365 516 1528 611">Improvement Narratives</th> </tr> </thead> <tbody> <tr> <td data-bbox="321 611 472 1990"> <p>Direct - Capstone Assignment</p> </td> <td data-bbox="472 611 740 1990"> <p>Has the criterion Each Moving Image Arts senior will produce, often in collaboration with other students, a capstone project. Projects will be reviewed and assessed at that time by a jury comprised of no less than three evaluators (ideally, two MIA faculty and one industry professional). Projects will be scored according to a standard assessment rubric applied to all Capstone Projects. That rubric will be derived from the three general learning outcomes listed above. Except in limited cases, seniors in the MIA program are expected to design their Capstone Projects as collaborative undertakings. Projects are to be designed and executed as a team, typically consisting of between two and five students. Capstone teams will operate under</p> </td> <td data-bbox="740 611 899 1990"> <p>Students in MIA 466 in the Spring 2017, the students' final semester to complete the capstone project, did so satisfactorily. However, students in their first capstone (MIA 465) received grades of "I". MIA faculty has revised the capstone course by implementing a syllabus and a clear list of expected deliverables and deadlines. Grades have been assigned for each deliverable. This change is intended to</p> </td> <td data-bbox="899 611 1365 1990"> <p>Capstone_Syllabus__Narrative_Short.pdf Capstone_Syllabus__Non_Fiction.pdf Narrative_Shots__Capstone_Deliverables.pdf Non_Fiction__Capstone_Deliverables.pdf</p> </td> <td data-bbox="1365 611 1528 1990"> <p>- Curricular Change : A new course on Licensing has been identified. We believe the learning objectives in this course would strengthen our student's skills and creativity, particularly in the Producer track. - Pedagogical Change : New faculty and/or Adjunct to teach additional courses mentioned in the Curricular Change.</p> </td> </tr> </tbody> </table>				Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	<p>Direct - Capstone Assignment</p>	<p>Has the criterion Each Moving Image Arts senior will produce, often in collaboration with other students, a capstone project. Projects will be reviewed and assessed at that time by a jury comprised of no less than three evaluators (ideally, two MIA faculty and one industry professional). Projects will be scored according to a standard assessment rubric applied to all Capstone Projects. That rubric will be derived from the three general learning outcomes listed above. Except in limited cases, seniors in the MIA program are expected to design their Capstone Projects as collaborative undertakings. Projects are to be designed and executed as a team, typically consisting of between two and five students. Capstone teams will operate under</p>	<p>Students in MIA 466 in the Spring 2017, the students' final semester to complete the capstone project, did so satisfactorily. However, students in their first capstone (MIA 465) received grades of "I". MIA faculty has revised the capstone course by implementing a syllabus and a clear list of expected deliverables and deadlines. Grades have been assigned for each deliverable. This change is intended to</p>	<p>Capstone_Syllabus__Narrative_Short.pdf Capstone_Syllabus__Non_Fiction.pdf Narrative_Shots__Capstone_Deliverables.pdf Non_Fiction__Capstone_Deliverables.pdf</p>	<p>- Curricular Change : A new course on Licensing has been identified. We believe the learning objectives in this course would strengthen our student's skills and creativity, particularly in the Producer track. - Pedagogical Change : New faculty and/or Adjunct to teach additional courses mentioned in the Curricular Change.</p>
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	<p>the direction of a supervising professor, selected by the students from among designated MIA faculty. Each member of the project team must have a well-defined role, specified in writing and approved by the supervising faculty member. This document, signed by each member of the team, will serve as a kind of contract between the students so that each member's obligations on the project are clear. Revisions to those roles must be submitted in writing and approved. The team will designate one student member to serve as the project's coordinator (in most cases, this will be the producer.) Capstone teams are expected to meet regularly, and the coordinator is responsible for maintaining a record of those meetings, as well as a dated log documenting all duties performed by the team's members. Regardless of his or her duties, each Capstone student must submit a Critical Introduction, corresponding to that student's designated role in</p>	<p>keep students on task to complete the requirements for Capstone I (Development and Pre-production of a fiction or non-fiction product). These documents are attached.</p>		
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		<p>the project. Ordinarily 5 – 10 pages, this introduction is expected to meet or exceed the basic standards of professional writing that college seniors ordinarily must adhere to. Most importantly, it must address the student's performance under the three categories of learning outcomes universal to all MIA graduates: Motion picture aesthetics (the theoretical / scholarly) Motion picture practice (the technical) Motion picture business (the commercial / professional) At least 70% of students will receive an overall rating of "good" or "excellent" in 70% of the competencies evaluated as part of the Commercial/Professional learning outcome. been met yet? Met</p>			
	<p>Direct - Internship Evaluation</p>	<p>Has the criterion Attachments: Assessment Measure: Indirect - Survey - employer Criterion: Internships contribute to our students meeting the three learning objectives. By working with industry professionals, 1)</p>	<p>The students completing internships did so successfully. Three internships were fulfilled: 1) One student interned at UL</p>	<p>Student_Intern_Evaluation_.docx</p>	

		<p>students model and refine their aesthetic sensibilities, 2) students acquire experience and training in technical skills, 3) they acquire first-hand experience of commercial realities in this industry. Employees positively assess our students performance according to an Intern Evaluation instrument. Attachments: been met yet? Met</p>	<p>Lafayette Public Relations Department for a videographer assistant; 2) Six students interned at KRVS to produce the "Local Produce" program; and, 3) Three students interned at Potenza, a local advertising company.</p>		
	<p>Direct - Independent Study (Other)</p>	<p>Has the criterion Students with special projects can enroll in an Independent Study course if his or her project meets MIA's learning objectives. been met yet?</p>	<p>Independent Study is an option to students who want to produce their own project outside of the mandatory Capstone Project. We did not have students work on their own special projects outside their capstone projects. Therefore, we do not have data to report.</p>		

Reflection (Due 9/15/17)

Reflection

1) How were assessment results shared in the unit?

Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email (selected)

Presented formally at staff / department / committee meetings (selected)

Discussed informally (selected)

Other (explain in text box below)

2) How frequently were assessment results shared in the unit?

Frequently (>4 times per cycle) (selected)

Periodically (2-4 times per cycle)

Once per cycle

Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

Department Head (selected)

Dean / Asst. or Assoc. Dean (selected)

Departmental assessment committee

Other faculty / staff (selected)

4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

Capstone process still needs tweaking. (See below for new action plan ideas to remedy this.) It is too early to assess the recruiting initiative (materials, online presence, new courses, etc.) as these initiatives have not fully been implemented at this time. The 2017-2018 cycle will reveal more findings.

5) What has the unit learned from the current assessment cycle?

At this writing, new Course and Change Course forms are being submitted for approval. These changes and new courses will strengthen the MIA program, making it a more competitive program in its field, and better prepare our students for careers in media content developing. Approval has been obtained to hire a one-year appointment to meet teaching obligations for the new courses. This new hire will also mentor students in their Capstone Projects. Moreover, we believe capstone projects will be better and stronger productions as a result of the new courses. Changing course names will make these assessments more precise, by having the ability to track independent study and internships easier and more accurately. We have already identified new action plans to include in the next assessment (Resource materials for students in Capstone, Capstone Syllabus, Capstone Deliverables List, Deadlines, Grading per deliverable. These changes will reduce the amount of "Incomplete" grades in Capstone I. The informal tracks we are developing will likewise enhance project quality by having better trained students in their area of interest to create a diverse capstone group for collaboration.

Attachments