

# University of Louisiana at Lafayette

## Detailed Assessment Report 2015-2016 Moving Image Arts BA

As of: 11/22/2016 09:17 AM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

### Mission / Purpose

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The mission of the Moving Image Arts Department at UL Lafayette is to prepare graduates for a variety of professions that utilize motion pictures as a medium of creative expression. To that end, the program of study emphasizes moving images as cinematic language that transcends any single application or industry. Students receive instruction in three aspects of this field: 1) the creative/ aesthetic; 2) the practical/ technical; and 3) the commercial/ professional.

### Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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#### **SLO 1: 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.

#### Related Measures

##### **M 1: Capstone Project**

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:

- a. Motion picture aesthetics (the theoretical / scholarly)
- b. Motion picture practice (the technical)

c. Motion picture business (the commercial / professional)

Source of Evidence: Capstone course assignments measuring mastery

**Connected Document**

[Capstone Evaluation](#)

**Target:**

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.

**Connected Document**

[Capstone Evaluation](#)

**Finding (2015-2016) - Target: Met**

Spring 2016:

Of the 19 students who completed their second capstone course (MIA 466) and graduated, six students received a grade of A, 12 a grade of B, and one a grade of C. The mean score is above goal at 3.5.

**Related Action Plans (by Established cycle, then alpha):**

**Capstone Evaluation**

In order to evaluate the three target objectives (Aesthetic, Technical, Commercial) a document has been created to assist the evaluators. This document will be used by the evaluators to assess and grade Capstone projects. It will be implemented for the 2013-2014 academic year. The document is connected to the Objectives and Findings and can be reviewed in the Document Management section. To remain relevant, the evaluation instrument is assessed annually.

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Project | **Outcome/Objective:** Aesthetics  
| commercial/professional | technical

**Implementation Description:** Beginning with the Fall 2013 Capstone projects, this Evaluation will be used by Evaluators.

**Projected Completion Date:** 06/2017

**Responsible Person/Group:** All Evaluators of MIA Capstone Projects.

**Connected Document**

[Capstone Evaluation](#)

**Curriculum-Adjunct**

The MIA program curriculum is weak in the areas of editing, motion picture production, and sound design. The strengths of current MIA faculty is in the areas of research and development, scriptwriting, documentary filmmaking, producing, directing, and marketing and distribution. Adjunct Faculty will be sought to fill these gaps.

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Project | **Outcome/Objective:** Aesthetics  
| commercial/professional | technical

**Implementation Description:** Hire Adjunct Faculty

**Projected Completion Date:** 05/2017

**Responsible Person/Group:** Virgile Beddok, Jordan Kellman, and Conni Castille

**Budget Amount Requested:** \$10,000.00 (recurring)

### Capstone Guide

We will create a set of instructional guidelines on best practices for achieving success in the capstone. It will offer step-by-step guidelines to the capstone process. It will inform them of evaluation standards and expectations and recommend general strategies for achieving the best possible outcomes. This guide will be published and issued to each first semester capstone student.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Project | **Outcome/Objective:** Aesthetics  
| commercial/professional | technical

**Projected Completion Date:** 06/2017

**Responsible Person/Group:** Virgile Beddok and Conni Castille

**Connected Document**

[Capstone Evaluation](#)

### Develop internship opportunities

Our internship program continues to expand. In the 2015-16 year we created internships with several businesses including UL Lafayette's Public Relations Department, Lafayette Entertainment Initiative, KRVS Public Radio, Potenza as well as three film productions. A total of 12 MIA students engaged in days-to-day operations in professional settings to create media content. Students are evaluated by their mentor at the end of each semester.

MIA is a provider of services on two pending grant applications. If awarded, MIA students will produce content for Vermillionville's Educational Grant from the National Endowment for the Arts, and the Louisiana Endowment for the Humanities.

**Established in Cycle:** 2013-2014

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Project | **Outcome/Objective:** Aesthetics

**Implementation Description:** MIA Faculty seeks community partnerships for MIA student-placement in related industry positions to immerse in day-to-day operations or engage in hands-on productions filmed in the Lafayette area.

### Equipment and Resources

Cinema grade equipment is critical to the program. It enhances production quality of projects, and gives students hands-on experience with equipment they will encounter in the industry, after graduation.

Grant writing efforts continue, targeted at equipment purchases and resources.

A recent collaboration with the College of Education secures eight drone cameras. MIA Faculty will be responsible for teaching Aerial Cinematography and Ethics.

A STEP grant has been submitted to upgrade an auditorium to theater quality to serve multiple departments and programs.

**Established in Cycle:** 2013-2014

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Project | **Outcome/Objective:** Aesthetics  
| commercial/professional | technical

**Implementation Description:** Perform equipment assessment across departments and seek out grants annually.

**Projected Completion Date:** 04/2017

**Responsible Person/Group:** Jordan Kellman, Virgile Beddok,, Conni Castille

### **Program Growth and Development**

The Moving Image Arts Program's success depends on its flexibility and adaptability to changing industry technology and platform modes impacting media content producers while remaining academically competitive with other Universities.

It has been one year since filling the Associate Professor position with Professor Beddok. After much research on program comparison and market trends, we found a lack of practical oriented courses in our program. We need to strengthen MIA's humanities and research education base, and introduce informal tracks (or concentrations) to get MIA students more academically well rounded and more competitive in their field. The proposed modifications are described in an attached documentare designed to develop specific skill sets in our students. A one-year appointment is proposed to hire necessary faculty to offer additional courses.

#### ***New MIA Faculty Needs***

The revised MIA Program introduces eight new course offerings. Intro courses taught by Adjuncts and advanced courses taught by MIA new and existing core faculty.

#### ***Advising and Capstone Demands***

Current MIA declared Majors is 84 with two core faculty providing advising and Capstone mentoring. This scenario is not sustainable. The new Associate Professor/one-year appointee housed in MIA relieves the advising and capstone burdens while offering needed coursework elevating MIA Program's quantity and quality for its students to remain a competitive program.

#### ***MIA 101 Course in Demand***

MIA 101 is a critical recruiting course for the MIA Program and a pre-requisite course for all MIA majors. No other MIA courses can be taken until MIA 101 is completed. The course is also a required course in two Informatics concentrations (Web Design and Media Technology). MIA 101 is also required for students minoring in MIA Cinema Studies. The course's demand required two sections Fall 2016 straining availability of other critical course offerings due to faculty shortfall.

**Established in Cycle:** 2013-2014

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Project | **Outcome/Objective:** Aesthetics  
| commercial/professional | technical

**Implementation Description:** Develop job description and seek a one-year appointment

**Projected Completion Date:** 06/2017

**Responsible Person/Group:** MIA Search Committee

**Budget Amount Requested:** \$50,000.00 (recurring)

**Improve Student Work Quality**

In general, the Capstone process is always under scrutiny to ensure the best possible process that ensures the highest possible production quality in our student's work. This high degree of expectation makes the student a better artist and humanities scholar. We will implement a strict production schedule entailing drafts and rough cuts for each student or group project imitating that of the industry with a great emphasis on revision. With the addition of a new core MIA faculty member, and more assistance from our interdisciplinary faculty, we expect to see higher quality productions in our graduating seniors.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Project | **Outcome/Objective:** Aesthetics

**Projected Completion Date:** 12/2015

**Responsible Person/Group:** Conni Castille and Virgile Beddok

**M 3: Internships**

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.

Source of Evidence: Employer survey, incl. perceptions of the program

**Target:**

Employees positively assess our students performance according to an Intern Evaluation instrument.

**SLO 2: technical**

Students will master the rudiments of film making technique, including storyboarding, scene design, camera and lighting, sound design and recording, and editing.

**Related Measures**

**M 1: Capstone Project**

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- a. Motion picture aesthetics (the theoretical / scholarly)
- b. Motion picture practice (the technical)
- c. Motion picture business (the commercial / professional)

Source of Evidence: Capstone course assignments measuring mastery

#### **Connected Document**

[Capstone Evaluation](#)

#### **Target:**

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.

#### **Connected Document**

[Capstone Evaluation](#)

#### **Related Action Plans (by Established cycle, then alpha):**

##### **Capstone Evaluation**

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**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

##### **Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Project | **Outcome/Objective:** Aesthetics  
| commercial/professional | technical

**Implementation Description:** Beginning with the Fall 2013 Capstone projects, this Evaluation will be used by Evaluators.

**Projected Completion Date:** 06/2017

**Responsible Person/Group:** All Evaluators of MIA Capstone Projects.

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##### **Curriculum-Adjunct**

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**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

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**Implementation Description:** Hire Adjunct Faculty

**Projected Completion Date:** 05/2017

**Responsible Person/Group:** Virgile Beddok, Jordan Kellman, and Conni Castille

**Budget Amount Requested:** \$10,000.00 (recurring)

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**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Project | **Outcome/Objective:** Aesthetics  
| commercial/professional | technical

**Projected Completion Date:** 06/2017

**Responsible Person/Group:** Virgile Beddok and Conni Castille

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### Equipment and Resources

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A STEP grant has been submitted to upgrade an auditorium to theater quality to serve multiple departments and programs.

**Established in Cycle:** 2013-2014

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Project | **Outcome/Objective:** Aesthetics  
| commercial/professional | technical

**Implementation Description:** Perform equipment assessment across departments and seek out grants annually.

**Projected Completion Date:** 04/2017

**Responsible Person/Group:** Jordan Kellman, Virgile Beddok,, Conni Castille

### Program Growth and Development

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**Established in Cycle:** 2013-2014

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Project | **Outcome/Objective:** Aesthetics  
| commercial/professional | technical

**Implementation Description:** Develop job description and seek a one-year appointment

**Projected Completion Date:** 06/2017

**Responsible Person/Group:** MIA Search Committee

**Budget Amount Requested:** \$50,000.00 (recurring)

### **Higher Production Quality in Student's Work**

In general, the Capstone process is always under scrutiny to ensure the best possible process that ensures the highest possible production quality in our student's work. This high degree of expectation makes the student a better artist and humanities scholar. We will implement a strict production schedule entailing drafts and rough cuts for each student or group project imitating that of the industry with a great emphasis on revision. With the addition of a new core MIA faculty member, and more



assistance from our interdisciplinary faculty, we expect to see higher quality productions in our graduating seniors.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Project | **Outcome/Objective:** technical

**Responsible Person/Group:** Conni Castille and Virgile Beddok

### **Curriculum Adaptation and Relevance**

The Moving Image Arts Program's success depends on its flexibility and adaptability to changing industry technology and platform modes impacting media content producers while remaining academically competitive with other Universities.

It has been one year since filling the Associate Professor position with Professor Beddok. After much research on program comparison and market trends, we found a lack of practical oriented courses in our program. We need to strengthen MIA's humanities and research education base, and introduce informal tracks (or concentrations) to get MIA students more academically well rounded and more competitive in their field. The proposed modifications listed below are designed to develop specific skill sets in our students. (\* indicates new course offerings)

#### **II. MIA CORE REVISIONS**

##### A. COLA Core

For Communications: Replace note with "Consult with Advisor" to complement concentration

For Behavioral Sciences: add "Consult with Advisor" to compliment concentration

##### B. MIA Core

*Theory, Scholarship and Humanities*

Change requirement from "choose one" to "choose two"

Add ENGL 375 Film Terms and History

Remove CMCN 374 (it is no longer taught)

Remove ENGL 275 (it is redundant with MIA 101)

Add HUMN 151, 152, 300

*Practicum:*

Remove CMCN 360 TV Production

Remove CMCN 365 Single Camera Production

Remove INFX 101 Informatics Fundamentals

Add CMCN 250 Audio Production

*Commercial:*

Change requirement from “choose two” to “choose two”

*MIA Electives:*

Refer to handouts for removals and additions.

#### **IV. TRACKS**

##### **A. Documentary**

*COLA core:*

History (2 classes): Recommend History courses like Intro to Public

History, Louisiana History, African-American History, etc.

Behavioral Sciences (2 classes): Recommend ANTH, CJUS, SOCI

*MIA Core:* Recommend for PRACTICUUM: VIAR 396 Photography and CMCN

250 Audio Production

*MIA Electives Recommended (18hours):*

ENGL 332 Introduction to Folklore

ENGL 335 Louisiana Folklore or a subject-specific HIST course

CMCN 330 Advertising Principles

CMCN 309 Interview Techniques (ENGL 360 Advanced Writing etc.)

CMCN 333 Digital Photography (Photojournalism)

CMCN 465 Documentary Filmmaking

*Minor:* Recommend Liberal Arts: Humanities, Heritage Studies, Cajun and

Creole Studies, African-American Studies, History

##### **B. Narrative Film Production**

*COLA Core:* For Communications requirement recommend THEA 261 Acting I

*MIA Core:* Recommend for PRACTICUUM:

VIAR 396 Photography

ENGL 352 Screenwriting

*MIA Electives Recommended (18 hours)*

MIA 350 Motion Picture Post Production (Editing I)

MIA 352 Motion Picture Production (First camera class)

\*MIA xx1 Motion Picture Production Advanced

\*MIA xx2 Aerial Cinematography

\*MIA xx3: Legal Issues and Licensing

\*MIA xx4 Sound Design for Film

MIA 320 Development and Distribution (addition of  
Movie Magic)

\*MIA/ENGL Screenwriting II

ENGL 409: Special Topics Directors

CMCN 460 Directing for TV and Film

VIAR 335 Media Workshop

VIAR 309 Sound Design

MUSI 275 Intro to Music Technology

MUSI 377 Audio Recoding Techniques II

MUSI 422 Live Sound & Post Production

MUSI 438 Film Scoring I

MUSI 439 Film Scoring II

**C. Film Post-Production (Narrative or Documentary)**

*COLA Core:* For Arts recommend MUSI Appreciation

*MIA Core:* For PRACTICUM

ENGL 352 Screenwriting

MIA 350 Post Production

*MIA Electives Recommended (18 hours)*

ENGL 352 Screenwriting

MIA 350 Motion Picture Post Production (Editing I)\*

MIA xx1 Motion Picture Post Production Advanced (Editing II)

MIA xx4 Sound Design for Film

\*MIA xx5 Color Correction

\*MIA xx6 Three-D Modeling

ENGL 375 Film Studies and Terms  
ENGL 409 Special Topics Directors  
HUMN 300

**D. Audio Production and Post-Production**

*COLA Core: For Arts recommend MUSI Appreciation*

*MIA Core: Recommended for PRACTICUM*

CMCN 250 Audio Recording

MIA 350 Motion Picture Post Production (Editing I)

*MIA Electives Recommended (18 hours)*

MIA 350 Motion Picture Post Production (Editing I)

MIA xx4 Sound Design for film

\*MIA xx7 Field Sound Production for Film

\*MIA xx8 Sound Mixing for Film

VIAR 309 Sound Design

MUSI 275 Intro to Music Technology

MUSI 377 Audio Recoding Techniques II

MUSI 422 Live Sound & Post Production

MUSI 438 Film Scoring I

MUSI 439 Film Scoring II

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Project | **Outcome/Objective:** technical

**Projected Completion Date:** 05/2017

**Responsible Person/Group:** Virgile Beddok and Conni Castille

**M 3: Internships**

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.

Source of Evidence: Employer survey, incl. perceptions of the program

**Target:**

Employees positively assess our students performance according to an Intern Evaluation instrument.

### **SLO 3: commercial/professional**

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.

#### **Related Measures**

##### **M 1: Capstone Project**

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Source of Evidence: Capstone course assignments measuring mastery

#### **Connected Document**

[Capstone Evaluation](#)

##### **Target:**

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.

#### **Connected Document**

[Capstone Evaluation](#)

#### **Related Action Plans (by Established cycle, then alpha):**

##### **Capstone Evaluation**

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**Implementation Status:** In-Progress  
**Priority:** High

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**Implementation Description:** Beginning with the Fall 2013 Capstone projects, this Evaluation will be used by Evaluators.

**Projected Completion Date:** 06/2017

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**Implementation Status:** In-Progress  
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**Implementation Description:** Hire Adjunct Faculty

**Projected Completion Date:** 05/2017

**Responsible Person/Group:** Virgile Beddok, Jordan Kellman, and Conni Castille

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**Established in Cycle:** 2013-2014  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

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**Projected Completion Date:** 06/2017

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**Equipment and Resources**

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### **Program Growth and Development**

The Moving Image Arts Program's success depends on its flexibility and adaptability to changing industry technology and platform modes impacting media content producers while remaining academically competitive with other Universities.

It has been one year since filling the Associate Professor position with Professor Beddok. After much research on program comparison and market trends, we found a lack of practical oriented courses in our program. We need to strengthen MIA's humanities and research education base, and introduce informal tracks (or concentrations) to get MIA students more academically well rounded and more competitive in their field. The proposed modifications are described in an attached documentare designed to develop specific skill sets in our students. A one-year appointment is proposed to hire necessary faculty to offer additional courses.

#### ***New MIA Faculty Needs***

The revised MIA Program introduces eight new course offerings. Intro courses taught by Adjuncts and advanced courses taught by MIA new and existing core faculty.

#### ***Advising and Capstone Demands***

Current MIA declared Majors is 84 with two core faculty providing advising and Capstone mentoring. This scenario is not sustainable. The new Associate Professor/one-year appointee housed in MIA relieves the advising and capstone burdens while offering needed coursework elevating MIA Program's quantity and quality for its students to remain a competitive program.

#### ***MIA 101 Course in Demand***

MIA 101 is a critical recruiting course for the MIA Program and a pre-requisite course for all MIA majors. No other MIA courses can be taken until MIA 101 is completed. The course is also a required course in two Informatics concentrations (Web Design and Media Technology). MIA 101 is also required for students minoring in MIA Cinema Studies. The course's demand required two sections Fall 2016 straining availability of other critical course offerings due to faculty shortfall.

**Established in Cycle:** 2013-2014  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Project | **Outcome/Objective:** Aesthetics  
| commercial/professional | technical

**Implementation Description:** Develop job description and seek a one-year appointment

**Projected Completion Date:** 06/2017

**Responsible Person/Group:** MIA Search Committee

**Budget Amount Requested:** \$50,000.00 (recurring)

**Higher Production Quality in Student's Work**

In general, the Capstone process is always under scrutiny to ensure the best possible process that ensures the highest possible production quality in our student's work. This high degree of expectation makes the student a better artist and humanities scholar. We will implement a strict production schedule entailing drafts and rough cuts for each student or group project imitating that of the industry with a great emphasis on revision. With the addition of a new core MIA faculty member, and more assistance from our interdisciplinary faculty, we expect to see higher quality productions in our graduating seniors.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Project | **Outcome/Objective:**  
commercial/professional

**Projected Completion Date:** 05/2016

**Responsible Person/Group:** Conni Castille and Virgile Beddok

**Code of Professional Responsibility and Safety Guidelines**

As part of the professional learning experience, students must abide by industry code of ethics and safety guidelines. A Standard Operating Procedure (Number 16-03-01) has been developed and implemented in Spring 2016 for all MIA students. This document will continue to be adapted to the current industry standards. It applies to all and any activities performed by students both for and not for credit in conjunction with their degree program as approved by MIA Faculty.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Project | **Outcome/Objective:**  
commercial/professional

**Implementation Description:** All students engaged in productions receive materials.

**Responsible Person/Group:** Conni Castille and Virgile Beddok

**MIA Recruitment, Promotional Materials, Web Presence, and Outreach**

In tight State budget times, public universities become more business-oriented having to increase student enrollment to compensate for cuts or impending threats of cuts. Recruiting MIA students is critical to the program.

Currently, the MIA Program has online visibility challenges inherent in its limbo state as not being a department, but functioning as one.



Administratively it straddles the College of Liberal Arts and the English Department. As of now, web information is tucked within the English Department's website as a 'concentration' and referenced under "what to do with your English degree'.

As we actively address this challenge, we are simultaneously developing a brochure for recruitment events. Additional internet promotion comes from our Youtube channel to showcase Faculty and student work, and a MIA Facebook page, and our active posts on the UL Film Club's Facebook page.

Two years ago the Senior Showcase for community outreach. Here, graduating Seniors screen their works before family, friends, faculty, and industry representatives. In Spring 2016, some 245 people attended. The showcase is designed like a film festival requiring students to perform all the motions to get into a festival (taglines, posters, synopsis, Director's Statement, and to engage with an audience during a Q&A session.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Project | **Outcome/Objective:**  
commercial/professional

**Measure:** Internships | **Outcome/Objective:**  
commercial/professional

**Implementation Description:** Search terms will be exhausted on UL's website to see exactly how and where MIA program pops up.

**Projected Completion Date:** 12/2016

**Responsible Person/Group:** Conni Castille and Virgile Beddok

### **M 3: Internships**

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.

Source of Evidence: Employer survey, incl. perceptions of the program

#### **Target:**

Employees positively assess our students performance according to an Intern Evaluation instrument.

#### **Related Action Plans (by Established cycle, then alpha):**

##### **Alumni Tracking**

Retaining contact with MIA Alumni is important to track success of our students and our program. As part of the Degree Plan process, we request a permanent email address (not the UL email) and enter it into a group file. Twice per year we will reach out to our alumni to find out what they've been up to, how prepared they are for the industry. This information will become useful to our curriculum design, course offerings, and internship focus. Moreover, job opportunities we hear about will be forwarded to our MIA alumni. This industry operates through networking and we want to assist our students to tap into that network.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Internships | **Outcome/Objective:**  
commercial/professional

**Responsible Person/Group:** Conni Castille and Virgile Beddok

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**Responsible Person/Group:** Conni Castille and Virgile Beddok

## Analysis Questions and Analysis Answers

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**How were assessment results shared and evaluated within the unit?**

Assessments were shared with co-faculty and several new Action Plans have been suggested for 2016-17 cycle.

**Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?**

The majority of our student's capstone projects met industry standards. Having an additional faculty member provided needed assistance in mentoring the projects. We implemented the hard deadlines suggested in the Action Plan that made workflow more productive allowing for more critique and revisions before the final product. Based on the some 250

people in attendance at the Senior Showcase, albeit some family and friends, many were industry representatives recruiting for film festivals and employment.

**What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?**

We continue to balance the academic needs of our students to produce the best product possible in their Capstone projects. Part of the shortfall is lack of courses. This has been addressed in several new action plans created this cycle. In the meantime, the Capstone projects require much more attention and guidance given the limited course offerings. We feel we can increase the quality of work coming out of the MIA program.

Our Senior Showcase event is successful in sharing with the community at large what we do in the Moving Image Arts program. It has the potential to serve as a recruiting tool while offering our graduates an audience of potential employers.