### Course SLOs 1 and ctu.unitid = 726

#### ECC: FILM 113 - Screenplay Analysis - SLO #1
Act Structure - At the end of this course, students will be able to graph the act structure of a given Hollywood narrative film.

**Course SLO Assessment Cycle:**
- 2014-15 (Fall 2014)

**Input Date:**
- 12/12/2013

**Course SLO Status:**
- Active

**Assessment Methods & Standard and Target for Success / Tasks**

- **Assessment Method Description:** During the penultimate class session, students screened a 75 minute narrative film and were instructed to take notes on all of the storytelling elements studied throughout the semester. These notes could be used to when taking the final exam during the last class period. The exam was written and question #10 specifically addressed the SLO and asked the students to graph the act structure of the test film and to include the scenes that marked the act breaks. A 2-1-0 scale was used to assess the responses: 2=graphed the act structure correctly and correctly identified the scenes that marked the end of Act I and Act II; 1=act structure graphed correctly but at least scene identification was incorrect; 0=graph incorrect, scenes incorrect or elected not to answer.

- **Assessment Method:**
  - Exam/Test/Quiz

- **Standard and Target for Success:**
  - A target of 85% of students would earn a 1 or higher on the assessment question given this type of question appeared on 2 previous exams (with different films) and on 6 in class analysis exercises. The reasoning for including students scoring a 1 as being successful is that selecting scenes that mark the act breaks is a bit subjective thus failure to accurately select a moment from the film does not mean the students did not learn the concept of act structure for motion pictures.

**Results**

02/08/2015 - Of the 29 students assessed, 19 scored a 2 (65.5%), 8 scored a 1 (27.5%), and 2 scored a 0 as they did not answer the question (7%). Combining students who scored a 2 and 1 equaled 93% and the target was met. This was not unexpected as students practiced in small group writing exercises throughout the semester that taught them the strategies for uncovering the act structure for short and feature films.

- **Standard Met?**
  - Yes

- **Semester and Year Assessment Conducted:**
  - 2014-15 (Fall 2014)

- **Faculty Assessment Leader:**
  - Kevin O'Brien

**Action & Follow-Up**

02/08/2015 - At this time, the individual and small group exercises students do throughout the semester have proven to be valuable practice in preparation for exams that test their knowledge of screen storytelling. Thus, no changes are recommended at this time.

- **Action Category:**
  - Teaching Strategies

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**Course SLOs 1 and ctu.unitid = 726**

#### ECC: FILM 153 - American Independent Cinema - SLO #3
Paramount Decrees - At the end of this course, students will be able to evaluate the impact of the 1948 Paramount Decrees on American Independent filmmakers.

**Course SLO Assessment Cycle:**
- 2014-15 (Fall 2014)
- 2015-16 (Fall 2015)

**Input Date:**
- 12/12/2013

**Course SLO Status:**
- Active

**Assessment Methods & Standard and Target for Success / Tasks**

- **Assessment Method Description:**
  - During the penultimate class session, students screened a 75 minute narrative film and were instructed to take notes on all of the storytelling elements studied throughout the semester. These notes could be used to when taking the final exam during the last class period. The exam was written and question #10 specifically addressed the SLO and asked the students to graph the act structure of the test film and to include the scenes that marked the act breaks. A 2-1-0 scale was used to assess the responses: 2=graphed the act structure correctly and correctly identified the scenes that marked the end of Act I and Act II; 1=act structure graphed correctly but at least scene identification was incorrect; 0=graph incorrect, scenes incorrect or elected not to answer.

- **Assessment Method:**
  - Exam/Test/Quiz

- **Standard and Target for Success:**
  - A target of 85% of students would earn a 1 or higher on the assessment question given this type of question appeared on 2 previous exams (with different films) and on 6 in class analysis exercises. The reasoning for including students scoring a 1 as being successful is that selecting scenes that mark the act breaks is a bit subjective thus failure to accurately select a moment from the film does not mean the students did not learn the concept of act structure for motion pictures.

**Results**

02/08/2015 - Of the 29 students assessed, 19 scored a 2 (65.5%), 8 scored a 1 (27.5%), and 2 scored a 0 as they did not answer the question (7%). Combining students who scored a 2 and 1 equaled 93% and the target was met. This was not unexpected as students practiced in small group writing exercises throughout the semester that taught them the strategies for uncovering the act structure for short and feature films.

- **Standard Met?**
  - Yes

- **Semester and Year Assessment Conducted:**
  - 2014-15 (Fall 2014)

- **Faculty Assessment Leader:**
  - Kevin O'Brien

**Action & Follow-Up**

02/08/2015 - At this time, the individual and small group exercises students do throughout the semester have proven to be valuable practice in preparation for exams that test their knowledge of screen storytelling. Thus, no changes are recommended at this time.

- **Action Category:**
  - Teaching Strategies

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**Course SLOs 1 and ctu.unitid = 726**

#### ECC: FILM 154 - Regional Cinemas - SLO #3

**Course SLO Assessment Cycle:**
- 2014-15 (Fall 2014)

**Input Date:**
- 12/12/2013

**Course SLO Status:**
- Active

**Assessment Methods & Standard and Target for Success / Tasks**

- **Assessment Method Description:**
  - During the penultimate class session, students screened a 75 minute narrative film and were instructed to take notes on all of the storytelling elements studied throughout the semester. These notes could be used to when taking the final exam during the last class period. The exam was written and question #10 specifically addressed the SLO and asked the students to graph the act structure of the test film and to include the scenes that marked the act breaks. A 2-1-0 scale was used to assess the responses: 2=graphed the act structure correctly and correctly identified the scenes that marked the end of Act I and Act II; 1=act structure graphed correctly but at least scene identification was incorrect; 0=graph incorrect, scenes incorrect or elected not to answer.

- **Assessment Method:**
  - Exam/Test/Quiz

- **Standard and Target for Success:**
  - A target of 85% of students would earn a 1 or higher on the assessment question given this type of question appeared on 2 previous exams (with different films) and on 6 in class analysis exercises. The reasoning for including students scoring a 1 as being successful is that selecting scenes that mark the act breaks is a bit subjective thus failure to accurately select a moment from the film does not mean the students did not learn the concept of act structure for motion pictures.

**Results**

02/08/2015 - Of the 29 students assessed, 19 scored a 2 (65.5%), 8 scored a 1 (27.5%), and 2 scored a 0 as they did not answer the question (7%). Combining students who scored a 2 and 1 equaled 93% and the target was met. This was not unexpected as students practiced in small group writing exercises throughout the semester that taught them the strategies for uncovering the act structure for short and feature films.

- **Standard Met?**
  - Yes

- **Semester and Year Assessment Conducted:**
  - 2014-15 (Fall 2014)

- **Faculty Assessment Leader:**
  - Kevin O'Brien

**Action & Follow-Up**

02/08/2015 - At this time, the individual and small group exercises students do throughout the semester have proven to be valuable practice in preparation for exams that test their knowledge of screen storytelling. Thus, no changes are recommended at this time.

- **Action Category:**
  - Teaching Strategies
Calculating Exposure - At the end of this course, students will be able to demonstrate how to properly use an incident light meter to calculate exposure in a variety of lighting situations. These questions were broken out and analyzed separately from the rest of the final exam. 

**Assessment Method:** Exam/Test/Quiz 

**Standard and Target for Success:** Questions were either correct or incorrect and the target was 70% of the students would answer correctly the questions assessing the SLO.

**Results**

2014-15 (Fall 2014) - Of the 16 students observed during the two labs and the two critique sessions, only 2 struggled with the concept of using the incident meter to calculate exposure. One student had taken the prerequisite course at another school and lacked the skills developed in ECC's prerequisite course Film 122. The other student had met the prerequisite through still photography and may have contributed to those stronger results. Looking closely at each question, the ones where students scored the highest had complimentary readings and may have contributed to those stronger results.

**Standard Met?** Yes

**Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)

**Faculty Assessment Leader:** Kent Hayward

**Faculty Contributing to Assessment:** Kevin O'Brien

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Curriculum Changes

**Action Category:** Teaching Strategies

**Action & Follow-Up**

02/08/2015 - Of the 16 students observed during the two labs and the two critique sessions, only 2 struggled with the concept of using the incident meter to calculate exposure. One student had taken the prerequisite course at another school and lacked the skills developed in ECC's prerequisite course Film 122. The other student had met the prerequisite through still photography courses but the incident meter is not used in those courses and thus concepts such as footcandles and incident light were unfamiliar. Aside from those two individuals, 14 of the 16 students (87.5%) showed facility with the meter during shooting and the results were validated in the subsequent screenings. Further evidence that projects shot later in the semester using the same technique showed consistent exposure control.

**Standard Met?** Yes

**Semester and Year Assessment Conducted:** 2014-15 (Fall 2014)

**Faculty Assessment Leader:** Kevin O'Brien

**Action Category:** Curriculum Changes

**Action & Follow-Up**

02/08/2015 - When curricular changes commence in 2015 for aligning the program with the AA-T degree, serious consideration should be to remove the prerequisite and allow all students to practice cinematography at the beginning level.

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Key Filmmakers and Contributions - At the end of this course, students will be able to identify key filmmakers and their contributions to the development of their country's cinema.

**Course SLO Assessment Cycle:** 2014-15 (Fall 2014)

**Input Date:** 12/12/2013

**Course SLO Status:** Active