Assessment: Course Four Column

Fall 2018

El Camino: Course SLOs (FA) - Film/Video

ECC: FILM 100:Introduction to Electronic Media

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #1 Creation of American Radio and Television Broadcast Networks - At the end of this course, students will be able to chart the key technological developments that contributed to the creation of American radio and television broadcast networks. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2017-18 (Fall 2017), 2018-19 (Fall 2018) **Input Date:** 08/24/2015	**Exam/Test/Quiz -** 90 question midterm exam which includes 80 objective questions and 4 short answer questions that covered the technology, inventors, and business people that engendered the development of the American electronic media industries. **Standard and Target for Success:** Standard for success was that 75% of the students passed the exam with a C- or better letter grade (70% or a GPA of 1.7).	**Semester and Year Assessment Conducted:** 2017-18 (Fall 2017) **Standard Met? :** Standard Met 28 students took the exam. Of the 28 students, 23 scored a C- or higher (1.7 GPA). Collectively 82% of the students scored above the target. As a group, the average GPA for the exam was 2.6, or just under a B-. (09/28/2017) **% of Success for this SLO:** 82 **Faculty Assessment Leader:** Kevin O'Brien	**Action:** The Fall 2017 assessment cycle was the first time this course has been taught. It is scheduled again for Fall 2018. Based on the successful pass rate of the students who took the course during its initial offering, no major changes are planned for the second iteration. (03/27/2018) **Action Category:** Curriculum Changes
	Multiple Assessments - Exam #1 was an 80 question first midterm exam which included 60 objective questions and 2 short answer questions that covered the technology, inventors, and business people that engendered the development of the American electronic media industries, specifically radio and how it paralleled the development of the movie industry. Exam #2 was a 78 question second midterm which	**Semester and Year Assessment Conducted:** 2018-19 (Fall 2018) **Standard Met? :** Standard Met 40 students took Exams #1 and #2. For each exam 9 students scored less than a 70% or a C- on the . This translates into 77.5% of the students scoring higher than the target and 22.5% scoring lower. Several observations: One student that scored below the target on the first exam scored above it on Exam #2 and one student who scored above the target on Exam #1 scored below it on Exam #2. That student had repeated absences during part two of the semester. Of the other 7 students in the low group, 1 was an international student who struggled with the language	**Action:** After careful review of the exams, they are fair, objective and the material tested was covered thoroughly in class lectures, discussions, documentary screenings. Furthermore, detailed study guides were posted on the instructor's website at least a week before exam dates and all films screened in class were made available at the same location for student review. Class time in the session prior to the exam was

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	included 66 questions that covered the technology, inventors, and business people that engendered the development of the American television industry, its antecedents in the radio industry, and key effects it had on the the motion picture industry. **Standard and Target for Success:** Standard for success was that 75% of the students passed the two exams with a C- or better letter grade (70% or a GPA of 1.7).	but improved and successfully passed the course with a C. Another missed the second exam but elected to stay in the course although he was advised to drop. Another did drop after the second exam and attendance was a crucial factor in his lack of success. Another student who struggled with the exams had excellent attendance and did show improvement on Exam #3 and wrote a term paper in the B/B+ range. (04/02/2019) **% of Success for this SLO:** 77.5 **Faculty Assessment Leader:** Kevin O'Brien	allocated for review and the instructor was readily available for additional assistance during office hours and up to 10pm via email the night before the exam for last minute questions. Thus, no changes will be made for the course in terms of teaching strategies the next time it is taught. (04/02/2019) **Action Category:** Teaching Strategies
SLO #3 Formal Characteristics of American Radio and Television Programming - At the end of this course, students will be able to identify the formal characteristics of American radio and television programming from different time periods. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2018-19 (Fall 2018) **Input Date:** 08/24/2015	**Essay/Written Assignment -** Students were assigned short essay on a media artifact selected by the instructor. Instructions specified that the paper should be double-spaced with 12 point font, be typed/word processed, proofread and free from typographical, spelling, and grammar errors. Typical length about 3-4 pages striving for quality of writing and depth of thought. It was not posited as a research paper, but if students cited a source, they were instructed to simply write, "According to Blumenberg in Introduction to Film…" First, students were asked summarize the story of [selected film or program] and include the names of the main characters, the year it was released, the director's name, and the studio or production company. Second, students were to write a	**Semester and Year Assessment Conducted:** 2018-19 (Fall 2018) **Standard Met? :** Standard Met 35 papers were scored. 5 students on the roll ledger did not turn in papers. Accounting for the 5, 1 dropped the course, 1 stopped attending, 1 had poor attendance throughout the semester and earned a D for the course. The other 2 students were performing solidly and inexplicably did not turn in their papers. One student was performing at the A level and one at the B level and it cost them both a whole letter grade when course grades were finalized. Overall the class scored an average of 2.6 (B-) on the paper with only one student below the target of 2.0 or a C. That student scored a 1.85 or C/C- on the paper and had attendance problems as he was on the the college water polo team. Target was met. (04/02/2019) **% of Success for this SLO:** 91 **Faculty Assessment Leader:** Kevin O'Brien	**Action:** SLO should be revised. After teaching the course two times, identifying the formal characteristics of American radio and TV programming is covered through lectures, discussion, exams. The paper is better used to have students practice analytical skills to decipher media artifacts, to analyze contemporary media messages, and to question ideologies contained in various types of programs. (04/02/2019) **Action Category:** SLO/PLO Assessment Process

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	brief personal reaction to [selected film or program]. Here is where they could write in the first person and tell the reader what liked or disliked about the film like we had done in class before our analyses. Students were coached to Justify their responses with specific examples from the film and to not write in generic phrases such as “This was a really cool film.” Third, students were to analyze and write about the subtext/ideology of the [selected film or program]. In the handout that detailed the paper's instructions, it was stressed that this was the most important of the three sections and that the strongest papers would make connections to contextual events or current issues of the day and show depth of analyses. **Standard and Target for Success:** Papers were scored on 2 factors: quality of writing/following directions and depth of analyses/connections made and scaled 0 to 4 with a 4 representing an A. The scores were averaged for an overall paper grade. Target for success was 80% of the students would demonstrate the ability to write at the C level or higher.		

ECC: FILM 105:Media Aesthetics

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #1 Aesthetic Elements of the Cinematic Arts - At the end of this course, students will be able to identify aesthetic elements of the cinematic arts such as cinematography or editing and their use in screen storytelling. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2016-17 (Spring 2017), 2018-19 (Fall 2018) **Input Date:** 08/24/2015	**Exam/Test/Quiz -** 8 questions were embedded into the final exam that specifically tested the students on their knowledge of the editing concepts and their aesthetic use in assembling short films and movies. **Standard and Target for Success:** 85% of the students would correctly answer 85% of the questions dealing specifically with editing. Objective exam, questions were either correct or incorrect.	**Semester and Year Assessment Conducted:** 2016-17 (Spring 2017) **Standard Met? :** Standard Met 100% of the students answered 7 of the questions correctly, or 87.5%. 70% of the students correctly answered the remaining question correctly. Results confirm students understood and were retaining concepts discussed in lecture and demonstration. (09/21/2017) **Faculty Assessment Leader:** Elyusha Vafaeisefat **Faculty Contributing to Assessment:** Kevin O'Brien	**Action:** Add a short lab component to class where students could actually edit a short scene and practice concepts studied. Need casual labor hours to assist with lab and to open editing lab during nonclass hours. (09/21/2017) **Action Category:** Program/College Support **Follow-Up:** Unfortunately the 5 hours allocated for opening the editing lab in Spring 2017 was not funded for Fall of 2017. Thus, there are no open lab hours to add this component to the course. (12/07/2017)
SLO #3 Influence of New Technologies - At the end of this course, students will be able to describe the influence of new technologies on the aesthetic choices available to filmmakers of a given era. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2018-19 (Fall 2018) **Input Date:** 08/24/2015			

ECC: FILM 122:Production I

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #1 Calculating Exposure and White Balance - At the end of this course, students will be able to demonstrate how to properly calculate exposure, white balance, and focus on selected camcorders. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Spring 2014), 2018-19 (Fall 2018) **Input Date:** 12/12/2013	**Essay/Written Assignment -** Within the 18 question final exam, 3 written questions were created that specifically addressed the SLO. Q #2 asked students to describe how to focus a shot using our production camera, Panasonic DVX-100 in manual mode. Q#3 asked students to describe how to manually set white balance to ensure proper color rendition on the DVX. Q#4 asked students to detail how to calculate the initial exposure settings utilizing gray card technique to determine proper aperture and shutter speed for normal exposure. Students were instructed that they could respond in a detailed narrative or write the steps needed to achieve the task in order such as Step #1, Step #2 as if they were making an entry for a technical manual. Emphasis was placed on specificity of the directions and to use precise language to describe the process for each question. **Standard and Target for Success:** Each response was evaluated for accuracy of the instructions given to achieve the task described. A 3 point scale was used to assess the responses. A score of 2 meant the student accurately detailed the process well enough that a new student would be able to complete or learn the task. A score of 1 meant	**Semester and Year Assessment Conducted:** 2013-14 (Spring 2014) **Standard Met? :** Standard Not Met 29 students participated in the assessment. The average score for Q#2 (Focus) was 1.76, for Q#3 (White Balance) was 1.81 and for Q#4 (Exposure) was 1.55 revealing that controlling the exposure manually was the most difficult of the tasks to describe. Breaking down the individual scores reiterated that exposure was the most problematic of the questions and though the target was met for Q#2 (Focus) and Q#3, the target was just missed on Q#4 (Exposure). Results uploaded as a separate file. (09/11/2014) **Faculty Assessment Leader:** Kevin O'Brien	**Action:** A third camera lab was introduced during the Fall 2015 section of Film 122 stressing calculating manual exposure technique. Additional strategy was to incorporate incident metering technique earlier in the semester to strengthen exposure concepts. (10/15/2015) **Action Category:** Teaching Strategies **Follow-Up:** Student are now introduced to the incident light meter during the first camera lab. Gray card technique is not longer taught as a result. (12/07/2017)

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	the student demonstrated an understanding of the process but the description may have lacked clarity. A score of 0 meant the student did not respond or the description was inaccurate and not related to the task. Given these basic camera operations were introduced the first week of the semester and practiced every week in lab exercises through the final exam, a target of 75% of the students scoring a 2 on the each of the three responses was established.		
	Exam/Test/Quiz - Within the 15 question final exam, 4 short answer questions were created that specifically addressed the SLO. Q#1 asked students to list the cinematography functions they could manually control (or conversely the camera would control on automatic mode) on the Panasonic HMC-150 camcorder. Q #2 asked students to describe how to obtain the sharpest focus using our production camera. Q#3 asked students to describe how to manually set white balance to ensure proper color rendition on the HMC. Q#4 asked students to detail how to calculate the initial exposure settings utilizing the Sekonic incident light meter (assuming the camera had been properly set to the correct frame rate and shutter speed). Q#8 asked students a second exposure	**Semester and Year Assessment Conducted:** 2018-19 (Fall 2018) **Standard Met? :** Standard Met 26 students (two over course cap) took the final exam. The range of scores was a low of 70% (2 students) to 100% (2 students). The average score for the class was 86% Of the 26 students 4 students (or 15%) scored lower than the 80% target. Thus 85% of the students score 80% or higher on the exam. Of the students who scored in the 70 percentile, one student had repeated absences, began class with the "I already know this" attitude. The others in the 70th percentile struggled with precision in describing the task but did demonstrate facility with these concepts in the lab projects. (04/02/2019) **% of Success for this SLO:** 85 **Faculty Assessment Leader:** Kevin O'Brien	**Action:** While the written final exam is a good assessment of what students have learned about basic cinematography throughout the semester, a few students struggled with the writing itself but did demonstrate facility with the concepts when put into practice in the field. The next assessment will be a lab project based on instructor observation. (04/02/2019) **Action Category:** SLO/PLO Assessment Process

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	question and required them to describe how to create a shot composed of a silhouetted person. The remaining 10 questions all required students to answer more complex cinematography question related to the SLO. Students were instructed that they could respond in a detailed narrative or write the steps needed to achieve the described task in precise order such as Step #1, Step #2 (as if they were making an entry for a technical manual). Like previous semesters, emphasis was placed on clarity and specificity of the directions and to use precise language to describe each process. **Standard and Target for Success:** As in previous semesters, each response was evaluated for accuracy of the instructions given to achieve the task described. A 3 point scale was used to assess the responses. A score of 2 meant the student accurately detailed the process well enough that a new student would be able to complete or learn the task. A score of 1 meant the student demonstrated an understanding of the process but the description may have lacked clarity or missed a key step.. A score of 0 meant the student did not respond or the description was inaccurate and not related to the task. Given these cinematography processes were introduced the first		

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	week of the semester and practiced every week in lab exercises up to the final exam, a target of 75% of the students would score 80% (B-) or higher on the final exam was established.		

ECC: FILM 234:Camera and Lighting

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #1 Calculating Exposure - At the end of this course, students will be able to demonstrate how to properly use an incident light meter to calculate normal exposure for digital cinema cameras. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2014-15 (Fall 2014), 2018-19 (Fall 2018) **Input Date:** 12/12/2013	**Laboratory Project/Report -** Two camera labs were assigned to students working in small groups of 3-4. Specific parameters for each shot for calculating normal exposure in a variety of lighting situations were given in a handout. Previous class time was devoted to studying the factors that govern exposure and covered basics of using the Sekonic L-398 incident light meter. **Standard and Target for Success:** Students were tasked with using the meter to establish normal, under, and over exposure settings including shutter speed/frame rate, aperture, and ISO. Success determined by projecting and reviewing each shot in a critique session the following class. Target for success as 75% of the students could use the light meter properly.	**Semester and Year Assessment Conducted:** 2014-15 (Fall 2014) **Standard Met? :** Standard Met 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 was that projects shot later in the semester using the same technique showed consistent exposure control. (02/08/2015) **Faculty Assessment Leader:** Kevin O'Brien	**Action:** 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. (02/08/2015) **Action Category:** Curriculum Changes **Follow-Up:** No changes have been made to curriculum at this time as the AA-T degree has not been released from the Chancellor's office for whatever reason. Curriculum was approved at the Division and College level over two years ago. (12/07/2017)
	Laboratory Project/Report - As in previous semesters, the initial two camera labs were assigned to students working in small groups of 4-5. Specific parameters for each shot for calculating normal exposure in a variety of lighting situations were given in a handout. Beginning with the first class lecture/demo students were introduced to the factors that control exposure and the instructor covered the basic technique of properly using the Sekonic L-398 incident light meter. **Standard and Target for Success:** As	**Semester and Year Assessment Conducted:** 2018-19 (Fall 2018) **Standard Met? :** Standard Met Of the 23 students observed during the two labs and the two critique sessions, only 4 struggled with the concept of using the incident meter to calculate exposure. The first student the prerequisite waived as she had taken courses at another school but the meter itself had not been used prior. Another international student had met the prerequisite through previous experience but the Sekonic incident meter was new to her as well. Though she struggled initially, she caught up quickly and actually scored the highest on the midterm exam which also tested students on the basics of controlling exposure. The third student struggled with the math portion of calculating	**Action:** About one third of the Sekonic Incident meters were broken or giving erroneous readings during the Fall 2018 semester. The meters had been purchased a number of years ago and many were not worth repairing. Thus, during the demonstrations and lectures lab projects too often there was only 1 or 2 meters per every 5 students. It would be far more beneficial if more meters could be purchased so each student would have a meter during their

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	in previous assessments, students were tasked with using the meter to establish normal, under, and over exposure shot compositions that demonstrated control of shutter speed/frame rate, aperture, and ISO. Success was determined by screening each group's lab work in a critique session the following class. Target for success as 75% of the students could use the light meter properly.	exposure and the idea of the geometric progress as it relates to footcandles and f-stops. Like the second student, she showed more proficiency at the end of the semester with these methods. The fourth student was an older returning student who had been away from school for some time. He too, caught up with additional tutoring from the TA for the course. Aside from these four individuals, 19 of the 23 students (82.6%) showed facility with the meter during the first two labs and the results were validated in the subsequent projects throughout the semester. (04/01/2019) **% of Success for this SLO:** 82.6 **Faculty Assessment Leader:** Kevin O'Brien	introduction. Sharing limited hands-on access. (04/01/2019) **Action Category:** Program/College Support