

# Course SLO Assessment Report - 4-Column

## El Camino College

### El Camino: Course SLOs (FA) - Theater

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>El Camino: Course SLOs (FA) - Theater - ECC: THEA 190 - Operation of Intelligent Lighting Fixtures - SLO #3 Yoke Wash Fixtures - Upon successful completion of this course students will be able to use moving yoke wash fixtures to mix color for the purposes of replicating a sunset. (Created By El Camino: Course SLOs (FA) - Theater)</p> <p><b>Course SLO Assessment Cycle:</b> 2016-17 (Fall 2016)</p> <p><b>Input Date:</b> 12/12/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> This project was used for the purposes of assessing the students' ability to select, program, and evaluate different moving yoke wash fixtures. Students work by themselves in the lighting lab and were evaluated by the faculty and other students as to their success. Each student had to select 4 different moving lights from various manufacturers.</p> <p><b>Assessment Method:</b> Project</p> <p><b>Standard and Target for Success:</b> See attached</p> <p>Selection Standard of expectation: 90% of students will achieve "meets expectations" or "exceeds expectations" level</p> <p>Programing Standard of expectation: 80% of students will achieve "meets expectations" or "exceeds expectations" level</p> <p>Matching Standard of expectation: 80% of students will achieve "meets expectations" or "exceeds expectations" level</p> <p><b>Related Documents:</b> <a href="#">Rubric Theatre 109ab.docx</a></p>	<p>02/06/2014 - For data see attached</p> <p>Observed Patterns and Findings from Data Selection of Appropriate Fixture</p> <p>For the most part students' had a great level of success in choosing the appropriate fixture for the task at hand. Each fixture has different attributes and different ways of creating color mixing based on their price point and manufacturer. The instructor for this class spends a considerable amount of time in going over the individual fixtures and their attributes. Students also must memorize all of the associated attributes for each fixture and are quizzed on this information prior to the assessment. It is apparent from the data that students in this section had a firm knowledge of each fixture, how it worked, it is associated attributes.</p> <p>Programming The beginning elements of programming and intelligent lighting control console are covered in this class. Programming is a complex skill which requires many hours of study. For the purposes of this project students were only asked to create pallet groups for the purposes of recalling color. Students had varying levels of success with this due to the complexity of programming in general. On several occasions the instructor had to remind students of the process needed to successfully program and recall a color palette. For the most part this is expected due to the complexity of this process and the amount of time spent in this particular section covering programming.</p> <p>Aesthetically Matching The third element of this assessment tested the students' ability to aesthetically match light in nature and produce a facsimile of that light in the lab through the use of intelligent lighting fixtures and programming platforms. This is certainly much more subjective due to the nature of individual students' ability to see light and replicated it. Students taking these classes have a variety of backgrounds. Some students are purely interested in the technical elements and tend not to excel at the more subjective aesthetic and creative elements of design. Other students are pursuing a career in design and excel at this aspect. Although students may only have a desires to work as technicians they must have an understanding of the aesthetic and design elements to successfully pursue careers in the entertainment industry. The data from this section was</p>	<p>10/24/2014 - As noted under teaching strategies an objective could be added to include a section dedicated to the aesthetic skill of learning how to "See" light</p> <p><b>Action Category:</b> Curriculum Changes</p> <hr/> <p>10/24/2014 - One of the things I noticed from conducting this assessment is that in order for the students to be able to succeed at the aesthetic portion they may need a little more training in design. I think it would be beneficial at the beginning of the semester to include a project that will assist the students in learning the beginning aspects of how to "See" light. This process is covered in the beginning lighting class but a project certainly would help the students in this section.</p> <p><b>Action Category:</b> Teaching Strategies</p> <hr/>

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		<p>in keeping with the student demographic. During the assessment students who excelled at the design aspect typically exceeded expectations. Several students had very little skill with this and one student claim to be colorblind.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Fall 2013)</p> <p><b>Faculty Assessment Leader:</b> William Georges</p> <p><b>Faculty Contributing to Assessment:</b> None</p> <p><b>Related Documents:</b> <a href="#">Theatre 190 ab Data from Results.docx</a></p>	
<p>El Camino: Course SLOs (FA) - Theater - ECC: THEA 191 - Repair and Maintenance of Intelligent Lighting Fixtures - SLO #1 Intelligent Lighting Fixtures - Upon successful completion of this course students will be able to test and set up different types of intelligent lighting fixtures. (Created By El Camino: Course SLOs (FA) - Theater)</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014)</p> <p><b>Input Date:</b> 12/12/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> This project was used for the purposes of assessing the students' ability to test and set up various types of intelligent lighting fixtures. Students work by themselves in the lighting lab and were evaluated by the faculty. Each student had to test, and set up 4 intelligent lighting fixtures from various manufacturers.</p> <p><b>Assessment Method:</b> Project</p> <p><b>Standard and Target for Success:</b> Setup Fixtures Standard of expectation: 75% of students will achieve "meets expectations" or "exceeds expectations" level</p> <p>Test Fixtures Standard of expectation: 75% of students will achieve "meets expectations" or "exceeds expectations" level</p> <p>Rubric Traits 1. Setup Fixtures</p> <p>Does Not Meet Expectation Student shows little or no ability to set up intelligent lighting fixture for normal operation. Meets Expectation Student exhibits some evidence of the ability to set up intelligent lighting fixture for normal operation. Exceeds Expectation Student demonstrates considerable evidence of the ability to set up intelligent lighting fixture for</p>	<p>03/04/2014 - 1. Setup Fixtures Does Not Meet Expectation: 12% of students Meets Expectation: 16% of students Exceeds Expectation: 72% of students</p> <p>2. Test Fixtures Does Not Meet Expectation: 12% of students Meets Expectation: 18% of students Exceeds Expectation: 76% of students</p> <p>Set up of fixtures (students met expectation) For this part of the assessment students were asked to set up a series of fixtures using a daisychain style addressing system. Most students understood the concept of how a daisychain addressing style system works as opposed to a star system. Students needed to set the fixtures into various modes and then assessed how many DMX channels were needed for each mode. Students seem to have little difficulty with this although some students were not able to finish the assignment. These students typically got confused with the different modes in the various DMX channels associated with those modes.</p> <p>Testing the fixtures (students met expectation) For this section of the assessment students needed to patch the different moving light consoles. Most students understood this concept and were able to select the appropriate fixture, mode and then provide the appropriate DMX address for the control console. After the students were able to make the intelligent lighting fixtures operate they were then asked to go through all of the attributes. For the most part, students who had the fixtures addressed were able to complete the</p>	<p>12/18/2014 - Teaching Strategies One of the things that I noticed was that students who were able to understand the setup portion of this assessment performed exceptionally well on the testing section. Although overall students met expectations I think for future classes I will create an additional exercise for students to understand how DMX modes and address channels correlate.</p> <p><b>Action Category:</b> Teaching Strategies</p> <hr/> <p>03/04/2014 - New SLO statements have been retooled and 2 others have been added. As the course is assessed with the new SLO statements changes may or may not be found to the assessment process.</p> <p><b>Action Category:</b> SLO Assessment Process</p> <hr/> <p>03/04/2014 - At this time the instructor has no recommendations for program or college support. This is a newly reinstated program and as other SLO's are assessed this may change.</p> <p><b>Action Category:</b></p>

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	<p>normal operation.</p> <p>2. Test Fixtures</p> <p>Does Not Meet Expectation Student shows little or no ability to test intelligent lighting fixture for the purposes of demonstrating normal operational modes.</p> <p>Meets Expectation Student exhibits some evidence of the ability to test intelligent lighting fixture for the purposes of demonstrating normal operational modes.</p> <p>Exceeds Expectation Student demonstrates considerable evidence of the ability to test intelligent lighting fixture for the purposes of demonstrating normal operational modes.</p> <hr/>	<p>assessment. Students who were not able to address the fixtures appropriately did not pass this section of the assessment.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Fall 2013)</p> <p><b>Faculty Assessment Leader:</b> William Georges</p> <hr/>	<p>Program/College Support</p> <hr/> <p>03/04/2014 - At this time I believe there needs to be no curriculum changes</p> <p><b>Action Category:</b> Curriculum Changes</p> <hr/>