

Assessment: Course Four Column

Fall 2017



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

ECC: FILM 100:Introduction to Electronic Media

Course SLOs	Assessment Method Description	Results	Actions
<p>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.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2017-18 (Fall 2017), 2018-19 (Fall 2018) Input Date: 08/24/2015 Inactive Date: Comments::</p>	<p>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.</p> <p>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).</p> <p>Additional Information:</p>	<p>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 Faculty Contributing to Assessment:</p>	<p>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</p>
<p>SLO #2 Economies of the Film, Television, Radio, and Internet Industries - At the end of this course, students will be able to differentiate between the economies of the film, television, radio, and Internet industries.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2017-18 (Fall 2017), 2020-21 (Fall 2020) Input Date: 08/24/2015 Inactive Date: Comments:</p>	<p>Exam/Test/Quiz - 2nd midterm consisted of 80 objective questions that covered the fundamental differences between the business practices of the major American mediums.</p> <p>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).</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017) Standard Met? : Standard Met 28 students took the exam. Of the 28 students, 24 scored higher than the target of a C- or better, or 85% of the group. Collectively, the class average for the exam was a GPA of 2.4, again higher than the target. (11/02/2017) % of Success for this SLO: 85 Faculty Assessment Leader: Kevin O'Brien Faculty Contributing to Assessment:</p>	<p>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</p>

ECC: FILM 110:Film Analysis and Appreciation

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Golden Age of Hollywood - At the end of this course, students will be able to describe the key factors that led to the major film studios controlling the American film industry during the Golden Age of Hollywood.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017)</p> <p>Input Date: 12/12/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - 100 question midterm exam which included 38 questions specific to the studios which constituted an oligopoly during the Golden Age of Hollywood from the 1930s to the early 1950s. The remainder of the questions covered the antecedents to the development of the technology, artistry, and content that later became the model for industrial moviemaking in the United States.</p> <p>Standard and Target for Success: Standard for success was established that 75% of the students would score at least a C- (1.7 GPA) or higher on the exam.</p> <p>Additional Information: Two primary sources used for this topic include the documentaries "The Hollywood Style" and "The Studio System". Access to the films outside of class was made available to all students.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>2 sections of Film 110 took part in the assessment for a total of 95 students. In the first section 36 of 45 students scored a C- or higher for a success rate of 80%. In the second section 32 of 40 students scored higher than a C- for a success rate of 80%. The average GPA for all students in section one was 2.3 and the average GPA for section two was 2.4 which translates to an average grade of a C+ for both classes. (01/24/2018)</p> <p>% of Success for this SLO: 80</p> <p>Faculty Assessment Leader: Kevin O'Brien</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Based on data, success standard could be raised to a C letter grade for subsequent assessments if objective exam questions are used. (05/08/2018)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: Since the majority of sections of Film 110 are taught by part-time instructors, full time Film faculty will communicate with them to see what assessments they are using or prefer to use for the SLOs for this course. (05/08/2018)</p>

ECC: FILM 122:Production I

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Outputting Picture and Sound Tracks - At the end of this course, students will be able to demonstrate how to capture, edit, and output picture and sound tracks utilizing supplied software and hardware.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017)</p> <p>Input Date: 12/12/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Presentation/Skill Demonstration - Small Group Projects: Sound and Image; Master Scene; Sync Sound Shoot and Edit</p> <p>Standard and Target for Success: It was expected that 80% of the students would be able to demonstrate how to capture, edit and output picture and sound tracks using the hardware and software used throughout the semester.</p> <p>Additional Information: The last three group projects were observed given students rotated crew positions and this gave the instructor the opportunity to observe them perform the different skill sets over the last 6 weeks of the semester.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>All student participated actively in the final three projects and all groups (4-5 students in each) successfully completed the assignments within the timelines provided. Of the 22 students, 21 demonstrated the skills to record a scene using an HD camcorder, import the video footage into the editing software, import additional sound material, synchronize the material withing the editing software and export the finished project as either a movie file. 1 student struggled with some of the technical aspects of important a variety of sources and matching picture with sound. Note: this particular student needed extra assistance throughout the semester as their initial knowledge of basic computer skills was behind the rest of the class. (12/06/2017)</p> <p>% of Success for this SLO: 95</p> <p>Faculty Assessment Leader: Kevin O'Brien</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Unfortunately student access to our editing lab was curtailed Spring 2018 when the 5 hours allocate for casual labor were cut. Thus, our 24 seat lab sits dormant save during class time so students like the one who struggled during the assessment have no access outside of class to improve their skills. (03/27/2018)</p> <p>Action Category: Program/College Support</p>

ECC: FILM 153:American Independent Cinema

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 American Studio System - At the end of this course, students will be able to describe the salient features of the American studio system of the 1930s-50s.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017)</p> <p>Input Date: 12/12/2013</p> <p>Inactive Date:</p> <p>Comments:: 4.04.2016: Per Walter Cox, this is a Fall class and was cancelled FA15 and not offered in FA16. (Removed from FA16 timeline)</p>	<p>Essay/Written Assignment - A written journal assignment specific to the SLO was included in the curriculum which was: "Describe the salient features of the American Studio System of the 1930s-50s. Please be sure to list the features of the Paramount Decree and the impact of the 1948 Paramount Decree on Independent Filmmakers.</p> <p>Standard and Target for Success: The standards for success are defined as follows:</p> <p>The target for success was for 75% of the students to answer the question with a score of 2 or higher with 0=fail to answer, 1=below average, 2=average, 3=above average, 4= excellent.</p> <p>Additional Information: 46 students were assessed. They were asked to write a journal assignment on the salient features of the American Studio System of the 1930s-50s.</p> <p>4% of the journal assignments (2 students) earned a 0 (failed to turn in journal)</p> <p>7% of the journal assignments (3 students) earned a 1 (below average)</p> <p>35% of the journal assignments (16 students) earned a 2 (average).</p> <p>30% of the journal assignments (14 students) earned a 3 (above average).</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>46 students were assessed. They were asked to write a journal assignment on the salient features of the American Studio System of the 1930s-50s.</p> <p>4% of the journal assignments (2 students) earned a 0 (failed to turn in journal)</p> <p>7% of the journal assignments (3 students) earned a 1 (below average)</p> <p>35% of the journal assignments (16 students) earned a 2 (average).</p> <p>30% of the journal assignments (14 students) earned a 3 (above average).</p> <p>24% of the journal assignments (11 students) earned a 4 (Excellent)</p> <p>A total of 89% of students earned a two or higher on the journal assignment.</p> <p>In sum, the target of 75% was met. (03/01/2018)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Laura Almo</p> <p>Faculty Contributing to Assessment:</p>	

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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24% of the journal assignments (11 students) earned a 4 (Excellent)

A total of 89% of students earned a two or higher on the journal assignment.

In sum, the target of 75% was met.

SLO #2 Alternative Cinemas - At the end of this course, students will be able to describe the salient characteristics of alternative cinemas such as experimental and underground cinema.

Course SLO Status: Active

Course SLO Assessment Cycle: 2017-18 (Fall 2017)

Input Date: 12/12/2013

Inactive Date:

Comments:: 4.04.2016: Per Walter Cox, this is a Fall class and was cancelled FA15 and not offered in FA16.

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 Status: Active

Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2017-18 (Fall 2017)

Input Date: 12/12/2013

Inactive Date:

Comments:: 4.04.2016: Per Walter Cox, this is a Fall class and was cancelled FA15 and not offered in FA16.

Essay/Written Assignment -

Journal/Written Assignment

A written journal assignment specific to the SLO was included in the curriculum which was: "Describe the salient features of the American Studio System of the 1930s-50s. Please be sure to list the features of the Paramount Decree and the impact of the 1948 Paramount Decree on Independent Filmmakers.

Standard and Target for Success:

The standards for success are

Semester and Year Assessment Conducted: 2017-18 (Fall 2017)

Standard Met? : Standard Met

46 students were assessed. They were asked to write a journal assignment on the salient features of the American Studio System of the 1930s-50s.

4% of the journal assignments (2 students) earned a 0 (failed to turn in journal)

7% of the journal assignments (3 students) earned a 1 (below average)

35% of the journal assignments (16 students) earned a 2

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>defined as follows:</p> <p>The target for success was for 75% of the students to answer the question with a score of 2 or higher with 0=fail to answer, 1=below average, 2=average, 3=above average, 4=excellent.</p> <p>Additional Information:</p>	<p>(average).</p> <p>30% of the journal assignments (14 students) earned a 3 (above average).</p> <p>24% of the journal assignments (11 students) earned a 4 (Excellent)</p> <p>A total of 89% of students earned a two or higher on the journal assignment.</p> <p>In sum, the target of 75% was met. (03/01/2018)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Laura Almo</p> <p>Faculty Contributing to Assessment:</p>	

ECC: FILM 154:Regional Cinemas

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Marxist Cinema - At the end of this course, students will be able to describe the basic ideology of Marxist cinema as practiced by filmmakers such as Jean-Luc Godard.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017)</p> <p>Input Date: 12/12/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - 10 questions were embedded in the Midterm examination that dealt specifically with basic Marxist ideas and themes as they pertain to the Italian Neorealist films of the 1940s and also applied to representative film of Italian director Lina Wertmuller subsequently screened.</p> <p>Standard and Target for Success: The standard for success was established at 75% of the students answering the 10 questions at an average passing rate of 70% (C-) or higher for the questions combined.</p> <p>Additional Information: As this section of Regional Cinema focused solely on Italian Cinema students were introduced to the concept of Marxist ideology from a thematic perspective rather than a formal perspective as done in the past given the representative films discussed, "Paisan" and "Swept Away" do not disrupt the formal elements of filmmaking for political reasons as evidenced in some of Jean-Luc Godard. (He was not studied this semester as he is a French/Swiss filmmaker.)</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>Item analysis of the 10 questions was used to determine success rate. Overall, the 31 students who took the midterm answered the questions correctly at an average of 82.2%. This was a higher than the target of 75% correct. Question #40 skewed the results somewhat with only 58% of the students answering that question correctly, which was the most missed question on the entire exam. Predictable as the concept of modernism as applied to film practice is new most students. The second most missed question, #61 dealt with the concept of reflexivity. 70% of the students answered correctly and again, this is a new topic for most students. (10/25/2017)</p> <p>% of Success for this SLO: 82</p> <p>Faculty Assessment Leader: Kevin O'Brien</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Assigned readings that dealt with the difficult topics of modernism and reflexivity will be reviewed to ensure they are appropriate for an introductory film studies course. Additional readings or simplified handouts on basic Marxist ideas will also be worked into the lesson. (03/27/2018)</p> <p>Action Category: Teaching Strategies</p>

ECC: FILM 234:Camera and Lighting

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Style Described by Director - At the end of this course, students will be able to plan, light, and shoot a given scene based on the style described by the director.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2017-18 (Fall 2017)</p> <p>Input Date: 12/12/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Laboratory Project/Report - High Key and Low Key Lighting Styles</p> <p>Standard and Target for Success: 100% was the standard for success and it was expected that each of the 2 film crews could reasonably recreate the two distinct lighting styles requested by the director (the instructor).</p> <p>Additional Information: The two lighting style examples studied prior to the shoot were the open scenes from "Blade Runner" (low key) and "Ghostbusters" (high key).</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>Both crews successfully recreated the fundamental lighting styles based on the models provided. (03/27/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Kevin O'Brien</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: As noted in previous assessments, lack of a lighting studio hinders full participation of all students on these types of projects. Unfortunately, no plans for the new Fine Arts complex seem to exist to remedy this ongoing problem. We are falling further and further behind other regional community colleges when it comes to preparing our students for modern digital production jobs. (03/27/2018)</p> <p>Action Category: Program/College Support</p>

ECC: FILM 236:Editing

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Advanced Editing Software - At the end of this course, students will be able to demonstrate how to import, edit, and export picture and soundtracks utilizing advanced editing software such as Final Cut Pro.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2017-18 (Fall 2017) Input Date: 12/12/2013 Inactive Date: Comments::</p>	<p>Project - Working individually, students will be assessed on the individual project "Life Changing Event." To demonstrate proficiency of skills needed to import, edit, and export picture and soundtracks, each student will import, edit, and export footage created by conducting interviews of fellow students.</p> <p>Standard and Target for Success: Proficient, where students final project included the requisite skills to properly: import, edit, and export picture and soundtracks utilizing advanced editing software (Final Cut Pro X).</p> <p>Near Proficient, where students final project demonstrated the requisite skills needed to properly import, edit, and export picture and soundtracks utilizing advanced editing software (Final Cut Pro X) but did so either with help from fellow students, the instructor, or TA [Students had a good idea how to carry out these skills but with some hesitation or need for help].</p> <p>Not Proficient, where students final project did not demonstrate requisite skills needed to import, edit, and export picture and soundtracks utilizing advanced editing software (Final Cut Pro X) [Students did not have a good idea how to carry out these skills without</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017) Standard Met? : Standard Met 18 students were assessed. They were working individually on a "Life Changing Event" editing project. In groups students filmed and interviewed selected students about a "life changing event." Students then edited the footage individually. This required students to import, edit, and export picture and sound tracks using Final Cut Pro X.</p> <p>50% of student projects (9 students) were proficient in all three areas: import, edit, and export picture and soundtracks. Students were able to complete project on their own. 39%% of student projects (7 students) were near proficient. The projects were complete but students had difficulty in at least one area; some students had to ask for help importing, while other students needed help with the editing software; others needed assistance to properly export the project (to get the settings correct, navigate to the correct location to save).</p> <p>11% of student projects (2 students) were not proficient. These students did not complete the assignment. One of these students had difficulty completing the project due to absences and struggling to catch up with the rest of the class. The other student had difficulty understanding how to use the software and lagged behind for the duration of the semester. (03/01/2018)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Laura Almo Faculty Contributing to Assessment:</p>	<p>Action: Hours for opening the editing lab and additional TA hours to support equipment/software instruction and/or practice outside of allocated class time accelerates the learning curve. Open lab hours were cut for FA17. This has had a detrimental effect of student learning outcomes as instructor and TA must spend class time to give students the much needed software practice. This limits the number and scope of editing assignments for students to do during the semester. Reinstating open lab hours would accelerate the learning curve and would allow for creating more complex projects and better prepare our students to transfer to competitive 4 year programs. (03/01/2018)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: At this time there are no open lab hours for any film students. The 5 hours allocated in the Spring 2017 semester were cut for the Fall 2017 semester and have not been restored as of the start of the Spring 2018 semester. (03/03/2018)</p>

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help from instructor, TA or fellow students].

The Target for Success was for 80% of the students to be proficient or near proficient.

Additional Information: