

COURSE SLO ASSESSMENT REPORT, SCC

Department: TV/Video Communications Course: TV/Video 103 and 104 Film History
 Year: 2009 Semester: SPRING/SUMMER

1) Outcome to be assessed	2) Means of assessment and criteria of success	3) Summary of data collected	4) Analysis of data	5) Plan of action/what to do next
<p>To be able to create a solid written evaluation and critique of what makes a film a "classic." Students will choose one film (done before 1945 for the TV/Video 103 class and after 1945 for the TV/Video 104 class) to review choosing from the following criteria for assessment: character development, plot analysis, directing techniques, acting abilities, and consistent editing.</p>	<p>A Spring Semester TV/Video 104 evening class that finished with 114 general education students in a UC transferrable course that focuses on films after 1945 was contrasted with a Summer Semester TV/Video 103 evening class that finished with 81 general Ed students in a UC transferrable course that focuses on films before 1945. Each student, after they discussed what they thought makes for a classic film, was asked to write a 3-page review of a movie they felt fit the criteria discussed.</p> <p>Scoring Rubric:</p>	<p>Criteria/Grading Rubric: 4 = strong logic plus the ability to support opinions about all areas of criteria including character development, plot analysis, directing and editing techniques with good examples from the chosen film in a written review.</p> <p>3 = good logic plus sufficient support of opinions in 3 of the 4 areas of criteria.</p> <p>2 = fair logic plus sufficient support of opinions in 2 of the 4 areas of criteria.</p> <p>1 = weak logic and poor support of opinions in any</p>	<p>In the TV/Video 103 class: 75% received a 3 or 4 25% received a 1 or 2</p> <p>In the TV/Video 104 class: 68% received a 3 or 4 32% received a 1 or 2</p> <p>The TV/Video 103 class scored higher than expected in 3s and 4s given the older films under review with 75% earning the equivalent to an A or B grade on the written reviews. Part of the explanation might be that Summer Session students are usually more dedicated and must do the same amount of work in half the time of the regular Spring Semester TV/Video 104 students. The</p>	<p>1) The student performances exceeded my general expectations in these higher level courses, especially the TV/Video 103 group who were dealing with less familiar films. Since the ability to evaluate what makes a film a classic and good for most of the audience to see is a valuable critical thinking assignment that will enrich the film-going experience for students throughout their lives, I will continue to use this resourceful assignment in the future.</p>

	<p>4 = strong logic plus the ability to support opinions about all areas of criteria including character development, plot analysis, directing and editing techniques with good examples from the chosen film in a written review.</p> <p>3 = good logic plus sufficient support of opinions in 3 of the 4 areas of criteria.</p> <p>2 = fair logic plus sufficient support of opinions in 2 of the 4 areas of criteria.</p> <p>1 = weak logic and poor support of opinions in any of the areas of criteria.</p> <p>Criteria for Success:</p> <p>In TV/Video 103 = 30% would score 4; 30% would score 3; 30% would score 2; and 10% would score 1.</p> <p>In TV/Video 104 = 35%</p>	<p>of the areas of criteria.</p> <p>Statistics for TV/Video 103 Summer Class 2009 with 81 students finishing:</p> <p>4s = 26 students 3s = 35 students 2s = 18 students 1s = 2 students</p> <p>Statistics for TV/Video 104 Spring Class 2009 with 114 students finishing:</p> <p>4s = 35 students 3s = 43 students 2s = 28 students 1s = 8 students</p>	<p>TV/Video 104 class finished a little lower than the 70% expectations to score 3s and 4s. Overall both groups did better in avoiding the lower expectations of those scoring in the 1s which showed that most students have the ability to think critically in this high level UC transferrable set of classes. They mostly supported their opinions with good factual examples from the films they were critiquing.</p>	<p>2) In addition to discussing the criteria which makes a film a classic, in the future I will pick what I think is a classic film for each class to study before handing out a "how to" sheet on what is expected in each student's critical review.</p> <p>3) Despite the large group nature of these two film classes, I will try to have a few volunteers in each of the classes give their basis for what they think is a classic film in their minds before they undertake the writing critiques.</p>
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	<p>would score 4; 35% would score 3; 20% would score 2; and 10% would score 1.</p> <p>The slightly higher expectation for TV/Video 104 was based on the premise that more students would be familiar with more recent films than the TV/Video 103 with films done long before they were born.</p>			
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