

COURSE SLO ASSESSMENT REPORT, SCC

Department: TV/Video Communications Course: 105

Year: 2012 Semester: Fall

<u>1) Outcome to be assessed</u>	<u>2) Means of assessment and criteria of success</u>	<u>3) Summary of data collected</u>	<u>4) Analysis of data</u>	<u>5) Plan of action/what to do next</u>
<p>1. Analyze and identify past and current media trends and techniques through viewing of films and research methodology.</p>	<p>1. Exams: 8 weekly quizzes for 40 points: Short Answer</p> <p>Midterm Exam for 35 points: Objective and Essay Test</p> <p>Final Exam for 30 points: Objective Test</p> <p>Counts 1/3 of Final Grade</p>	<p>22 Students Scored 105-90 points for an A overall on exams</p> <p>32 Students Scored 89-80 points for a B</p> <p>37 Students Scored 79-70 points for a C</p> <p>10 Students Scored 69-60 points or for a D</p> <p>1 Student Scored 59-0 points for an F</p>	<p>Overall scores fairly well match the outcome of the last several semesters for this class with more than 50% achieving an A or B on the testing feedback part of the class which counts for 1/3 of the total grade.</p> <p>Having one extra quiz helps those who miss one class to make up some points.</p>	<p>Refine Test Questions to keep current with latest Media Technology.</p> <p>Rethink Oral Quiz method after one more trial</p> <p>Possibly incorporate a take-home essay test</p> <p>Encourage the lower-achieving students to form study groups and read the textbook more completely</p>

<p>2.Develop creative critiques and discussion points by analyzing modern representative examples of our media-influenced society.</p>	<p>2. Student Research Paper: A 4-to-5 page essay on any media-related topic that demonstrates the influence of the media on society. Sample questions presented on class website but higher grade for original concepts and research.</p> <p>Counts 1/3 of Final Grade</p>	<p>31 Students Scored 100-90 points for an A</p> <p>36 Students Scored 89-80 points for a B</p> <p>24 Students Scored 79-70 points for a C</p> <p>8 Students Scored 69-60 points for a D</p> <p>3 Students Scored 59-50 points for a F</p>	<p>Many of the students in the A category did exceptional original concepts and unique interpretations of how social networking is affecting learning, job skills, future employment and other media.</p> <p>Most of those in the B category wrote well overall but did not support their general theses with solid examples.</p> <p>Most of those in the C category had good topics but needed more work on correct sentence structures and word usage.</p> <p>Most of those in the D and F categories turned their papers in late or did not reach the required length and had spelling and factual errors</p>	<p>Seek fresh samples to show the students on the class website what points to stress in the paper.</p> <p>Remind students to use textbook examples of media topics as a possible basis for a paper.</p> <p>Have students submit a more complete outline of their intended paper topics in advance to assure a higher quality of final product.</p> <p>Have those who need writings fundamental help identify themselves and offer tutoring guidance.</p>
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<p>3. Apply knowledge of media-related topics to professional, societal, and global issues and problem-solving as they pertain.</p>	<p>3. Student Team Project: Groups of 5 or 6 students will complete a five-minute video to be shown to class via a DVD, flash drive, or straight to YouTube demonstrating writing, acting, directing, editing, camera, and producing skills that approximate those found in the professional media. Good teamwork is stressed.</p> <p>Groups access other team projects while the instructor supplies a team grade based on original concepts, technical skills, and how well the team succeeded in achieving the group's overall theme which can be a serious documentary or a parody.</p> <p>Counts 1/3 of Final Grade</p>	<p>7 Teams Scored 100-90 Points for an A</p> <p>8 Teams Scored 89-80 Points for a B</p> <p>2 Teams Scored 79-0 Points for a C</p>	<p>Several team projects were already available for viewing on YouTube before the class video festival. These already had scored many Likes and Hits online to show their popularity.</p> <p>Overall this batch of projects demonstrated good team efforts, original ideas or good parodies of existing TV or film programs or commercials. Amazingly with today's modern equipment and software, students can achieve excellent quality with minimum skills.</p> <p>Team projects show students they can find careers in the media industry if they so choose or can use media in almost any future career choice as a support system.</p>	<p>Not many changes needed beyond finding a foolproof method through mingling assignments early in the semester to get teams chosen and brainstorming ideas.</p> <p>Encourage teammates to share the duties and any money involved in completing the project and in keeping everyone in the group throughout the semester.</p> <p>Seek out even newer delivery systems for final project viewing as the technology continues to change.</p>
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<p>4. Research possible careers in TV, film, internet and other media-related fields.</p>	<p>4. Extra Credit Individual Student Project:</p> <p>Do a job search and prepare a resume for a specific job title within the allied media fields. Identify skills need to compete for that specific job title within the media and aim your resume to land that job. What specific cities or regions would be best to seek such a job?</p> <p>15 Points Extra Credit</p>	<p>16 Students Earned Up to 15 points for attempting this extra credit assignment</p>	<p>Since this is a general ed. class, not that many are actually at this time at least seeking future employment in the media. But most of those who identified their interest in media careers on our early demographic survey did follow through with above average resumes and research.</p>	<p>Continue this extra credit assignment.</p> <p>Modify it to a fantasy challenge for none-media majors so that they can learn more about specific media career opportunities.</p>
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