

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Video Production	295	VID 295 05/25/2017-Portfolio and Project Seminar
Division	Department	Faculty Preparer
Business and Computer Technologies	Digital Media Arts	Matthew Zacharias
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Compile and edit a professional demo reel.

- Assessment Plan
 - Assessment Tool: Finalized/completed demo reel on DVD format.
 - Assessment Date: Winter 2012
 - Course section(s)/other population: All sections.
 - Number students to be assessed: 50% of random sample of all students.
 - How the assessment will be scored: Departmentally-developed rubric.
 - Standard of success to be used for this assessment: 65% of students would score 2 of 3 or higher for the final project.
 - Who will score and analyze the data: Departmental faculty w/ the assistance of professional advisory committee members.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2016, 2015	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
31	24

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Students either withdrew or were given an Incomplete grade for the course and were not included in the assessment data.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who completed the course were included. All sections were taught face-to-face on campus.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Using a departmentally-developed rubric, students' demo reels were assessed. A score of 3 was considered outstanding and a score of 2 is average. Projects that scored a 1 were considered below average.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

23 of 25 students (92%) scored a 2 of 3 or higher on the demo project.

Constructing a professional demo reel is an ongoing process. It is a tool that must be updated continually through a person's professional career. We emphasize this in class. After completion of Draft #1, students were encouraged to revise multiple drafts before reaching a finalized reel. This is an ongoing process of weeding out lesser project material in exchange for stronger work. A demo reel is as important as a business card in the video production industry and it will continually be upgraded - another lesson of importance stressed in class. Each student completed the course with a demo reel that was as strong as their completed content over the course of their time in the program. The majority of students completed the course with a demo reel that they could use to search for entry level positions in the production field.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

A demo reel is only as strong as the content that it contains. Approximately, three quarters of our students graduated from the college (2015 & 2016) had presentable demo reels that could be utilized for finding entry-level employment in the production field.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Since the classes of 2015 & 2016, the technology has improved and the competition among students is higher. This means, in short, that students are producing projects that look and feel more professional. As their projects continue to improve in quality, the demo material will also reflect so. Another trend I see on the rise among our students is that they are generating demo reels for their companies prior to entering VID 295. Students know long before they arrive in VID 295 that they will need a demo to survive in this market, so they are taking the demo more seriously and creating compilation reels earlier than later.

Outcome 2: Write a resume for the video industry.

- Assessment Plan
 - Assessment Tool: Finalized/completed demo reel on DVD format.
 - Assessment Date: Winter 2012
 - Course section(s)/other population: All sections.
 - Number students to be assessed: 50% of random sample of all students.
 - How the assessment will be scored: Departmentally-developed rubric.
 - Standard of success to be used for this assessment: 65% of students would score 2 of 3 or higher for the final project.
 - Who will score and analyze the data: Departmental faculty w/ the assistance of professional advisory committee members.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2015, 2016	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
31	24

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Students either withdrew or were given an Incomplete grade for the course and were not included in the assessment data.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who completed the course were included. All sections were taught face-to-face on campus.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Using a departmentally-developed rubric, students' demo reels were assessed. A score of 3 was considered outstanding and a score of 2 is average. Projects that scored a 1 were considered below average.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

22 of 24 students (92%) scored a 2 of 3 or higher on their resumes.

Completion of resumes included editing and re-editing the material for grammar, graphic layout and organization. Students were encouraged to re-edit their resume and compare, critique, and proof each other's final resume before duplication and distribution.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The resume continues to be an important tool for employment. A small percentage of students had resumes that were put together but outdated. Roughly half or more of the students had never written a resume. This is a critical tool for each student and in VID 295, we do not allow a student to leave our class without having a well-polished resume.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Writing the resume is a relatively easy assignment. I always recommend that the students put more time into the design aspects of the resume. Dressing it up, adding a graphic flair, style, etc. Unfortunately, this is not a graphic design course, so class time is limited to a basic resume.

Outcome 3: Produce, write, and direct a final thesis project.

- Assessment Plan
 - Assessment Tool: Finalized/completed demo reel on DVD format.
 - Assessment Date: Winter 2012
 - Course section(s)/other population: All sections.
 - Number students to be assessed: 50% of random sample of all students.
 - How the assessment will be scored: Departmentally-developed rubric.
 - Standard of success to be used for this assessment: 65% of students would score 2 of 3 or higher for the final project.
 - Who will score and analyze the data: Departmental faculty w/ the assistance of professional advisory committee members.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2016, 2015	

2. Provide assessment sample size data in the table below.

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3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

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4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who completed the course were included. All sections are taught face-to-face on campus.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Using a departmentally-developed rubric, students' demo reels were assessed. A score of 3 was considered outstanding and a score of 2 is average. Projects that scored a 1 were considered below average.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

21 of 24 students (87.5%) scored a 2 of 3 or higher on their final thesis projects.

The thesis projects were completed with a range of varied success. The majority of students completed their objectives, but the quality of material in 2015 was average. The class of 2016 demonstrated stronger material in terms of style and content with higher results.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Completion of the students' production thesis is an important milestone. First, the project is an opportunity for each student to produce any project of their choice: drama, comedy, documentary, etc. But, most importantly, students develop their own content to best tell their story as they see fit. Each student is granted a large range of freedom and they are responsible for all aspects of the production. The end result of the thesis project, if each student invests the right amount of time, leads to job opportunities, student Emmy Awards and film festival entries.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Time management was an area of needed improvement in 2015, less so in 2016. Students were given 12 weeks to manage their productions, but, in the end, waited until the last 2-3 weeks to execute. Now, we have implemented checkpoints and we have divided the final grade into smaller percentages. Instead of 40% for the

final thesis project, the productions are broken down into smaller percentages: 10% script; 10% pre-production; 10% production; 10% post-production. This approach keeps the students on schedule and the end projects are of a higher quality.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

No huge surprises, but the need to upgrade and retain current ties directly into assessment goals. This is important for the future development of the class and ultimately benefits students' success.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

At the end of each semester, our program and professional advisors review all of the data. We adjust accordingly. In our monthly departmental meetings, we share information with our colleagues as it pertains to improving our standards and operation.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Time Management	As stated prior, time management and breaking down the large thesis project into smaller objectives is one key area that has been newly implemented.	The time management aspect for the thesis projects reflects how a video project's production would be managed in the professional field. This adjustment helps students work with smaller objectives and trains them how to better manage their time as it relates to a given project or	2018

		production objective.	
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4. Is there anything that you would like to mention that was not already captured?

5.

III. Attached Files

[VID 275 Data](#)

Faculty/Preparer: Matthew Zacharias **Date:** 01/04/2018
Department Chair: Ingrid Ankerson **Date:** 01/09/2018
Dean: Eva Samulski **Date:** 01/09/2018
Assessment Committee Chair: Michelle Garey **Date:** 02/26/2018