

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Video Production	125	VID 125 09/02/2021- Foundations in Digital Video II
College	Division	Department
Business and Computer Technologies	Business and Computer Technologies	Digital Media Arts (new)
Faculty Preparer		Matthew Zacharias
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Perform pre-production, production and post-production phases and all responsibilities including scripting, storyboarding, directing, camera work, and editing a final project.

- Assessment Plan
 - Assessment Tool: Portfolio of final projects
 - Assessment Date: Fall 2012
 - Course section(s)/other population: All sections.

- Number students to be assessed: Random sample of 50% of the students up to a maximum of 25.
- How the assessment will be scored: Departmentally-developed rubric.
- Standard of success to be used for this assessment: 66% of students will score at the competent (2) level or above on a 1-3 scale.
- Who will score and analyze the data: Departmental faculty, with the assistance of advisory committee members, will blind-score the projects.

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)
	2021	

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

# of students enrolled	# of students assessed
26	19

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.

Seven students did not complete their final productions/projects. Typically, in the VID program, this number would be considered high. Winter '21 was strongly influenced by the COVID-pandemic. In our program, we continued meeting on campus, but in a limited capacity. This influenced the amount of teaching (specifically hands-on training) we could provide.

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.

Both sections were taught as Mixed Mode - again due to COVID. Technically, VID 125 has not been designed as a Mixed Mode course, but all instructors created adjustments and modifications to make it work. All students who completed the semester in both sections in Winter 2021 were used in the assessment. This course was offered as in-person lab and virtual modes. In terms of demographics, the evening section included students who work full-time and the morning section included full-time students.

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

Final Production - evaluated against rubric. Each project is screened in 5 phases: Pre-production (script & storyboarding); Production (audio & directing); and Post-Production (editing). Standard of success was set at 70% of students will score at the competent (2) level or above on a 1-4 scale. We revised how we assessed this course and used the standard that students would score 70% (2.8) or higher.

All students were assessed using this rubric and the scores were recorded.

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

Overall, 84% (16/19), students scored 70% or higher on the rubric. In looking at each individual area, the lowest score was on Pre-production / storyboarding. Pre-production involves the planning stage to create a video project. Students are always resistant to following through with this process. Instructors have differing opinions about how much or how far to go with Pre-production. Our professional advisory committee has collectively agreed that the instructors need to develop Pre-production exercises that are more 'fun' or more creative to guide the students to see the light or the necessity of this critical planning stage.

Although our scores passed 'success' levels, our professional advisory committee (and I) agree that the Video Production Program needs upgrading to remain current. This includes updating the curriculum, individual courses and creating a stronger level of continuity between each course in the program. This is an ongoing process that began in Fall '20 and continues to the present.

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

In Winter of '21, instructors collectively decided to create individual, smaller-scaled productions vs. group productions for all of the classes. This approach was created out of necessity due to COVID. This put all aspects of a production on the shoulders of each student vs. a group effort. In short what we discovered was that after each student was given the full the responsibility of a project (covering all aspects of pre-production; production and post-production) it made them stronger.

The result of individual work vs. group work: Final productions were not as ambitious, but the students had to manage everything - camera, sound, lighting, and editing. We recognized the limitations (smaller scaled productions), but the strong points included more practice, more hands-on experience, and more responsibility.

One example of such effort was from a student, who produced, shot and edited a visually-driven story to reflect his life in quarantine. The results captured a colorful, bleak view of his life in his apartment. His camera techniques created a sense of repetition, boredom, and an anxiety-induced mental state. His solo efforts garnered a Student Production Award (College Student Emmy category) in the Directors Category.

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.

Our Professional Advisory Committee feels that we need to increase our level of technical and hands-on training. VID 125 is being targeted as a course that is in for a major overhaul, including more of a concentrated effort on camera, audio, and lighting exercises.

From Fall '20 to Fall '21, we doubled in-class workshops. We have already begun to make an effort to move more 'lecture' driven class time to Blackboard. This opens up more face-to-face class time for training on campus.

We also agreed to increase the level of take-home assignments designed for individual (vs. group) work.

VID 125 needs to better prepare students for our upper level courses. The goal is to complete these upgrades by Fall '22.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

This course was grossly overdue for assessment and the information available for prior years is antiquated. In the last year, there has been a radical, updated agenda for change. Our Professional Advisory Committee, all of whom are working professionals and part-time instructors in our program, have taken an active hand in upgrading the curriculum and courses. Each member takes a lot of pride in the program and they have made a concerted effort to make the Video Program professional and current.

2. 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?

If I had to rate this course, I would rate it as 'Fair.' As stated in my analysis, there is a lot of room for improvements in VID 125 to better prepare students for the upper level courses.

If there were any surprises, instructors were impressed by the students' abilities to create and work on their own vs. students working in groups as they did during previous semesters. The practice of students working solo has continued into this current semester. This was one positive taken from our need to adjust to COVID restrictions.

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

The information in this report will be made available to my chair and departmental faculty upon its completion.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Objectives	1.) Deeper focus and increase of Technical Training - more camera, audio, lighting. 2.) More lecture material transferred to Blackboard - designated as homework/take-home content. 3.) More technical assignments designated as homework/take home content. Increase of 'practicing' with technical aspects to better prepare students for upper level courses.	1.) The suggested changes are possible with a better time-structure rolled out and better use of a 15-week semester. 2.) The suggested changes will better prepare students who are committed to this career path and make them stronger for the upper level courses.	2022

Pre-requisite	Add PHO 111 as a prerequisite.	Our professional advisory committee recommended adding PHO 111 as a prerequisite to ensure students strengthen camera skills and gain confidence in handling a camera.	2022
Other: Standard of Success	Update the standard of success.	To align the standard of success with the rubric being used for assessment.	2022

5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[VID 125 Data](#)

Faculty/Preparer: Matthew Zacharias **Date:** 12/09/2021
Department Chair: Donald Werthmann **Date:** 12/10/2021
Dean: Eva Samulski **Date:** 12/13/2021
Assessment Committee Chair: Shawn Deron **Date:** 03/03/2022