

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Video Production	295	VID 295 08/06/2019- Professional Portfolio
College	Division	Department
Business and Computer Technologies	Business and Computer Technologies	Visual Arts Technology
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: 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)
	2019, 2018	

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

# of students enrolled	# of students assessed
40	40

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.

Same number of students enrolled and assessed.

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 student populations are included in this assessment - both in Winter 2018 and Winter 2019 semesters.

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

The process and tool is a rubric system created to screen and critique all four areas of the students' objectives. Specifically, a 1-4 rating system based on: 4-Proficient (100%); 3-Very competent (75%); 2-Novice (50%); 1-Not competent (25% or less).

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
 The Demo Reel completion is at 100% proficiency. Instructors work closely with students and encourage revising (revisions include multiple drafts) to maximize the highest, professional quality for each students' final demo reel.

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

Students' area of strength for completion of their demo reel is that they learn how to construct a demo from start to finish. The instructors emphasize the importance of the demo as a vital tool for employment and re-emphasize that the demo reel is an ever-evolving & ongoing project. As each student continues producing, editing and generating fresher content - the new material needs to replace the old.

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.

One challenge for new professionals is having material for their demo that is 'strong enough' to impress a professional company who will be examining the material for employment. As instructors, we try to remind students in the 100 level courses that it is important that their work looks as professional as possible and that it will find its way onto their demo reel at the end of the curriculum in VID 295.

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)
	2019, 2018	

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

# of students enrolled	# of students assessed
40	40

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.

Same number of students enrolled and assessed.

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 student populations are included in this assessment - both in Winter 2018 and Winter 2019 semesters.

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

The process and tool is a rubric system created to screen and critique all four areas of the students' objectives. Specifically, a 1-4 rating system based on: 4-Proficient (100%); 3-Very competent (75%); 2-Novice (50%); 1-Not competent (25% or less).

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

Résumé completion is at 100% proficiency. Instructors work closely with students and encourage revising (revisions include multiple drafts) to maximize the highest, professional quality for each students' final résumé.

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

We ask for a first draft of the résumé on the first day of class. Roughly half of the students have résumés. Some have never written one before. We coach and edit résumés for students and, like the demo, the résumé is a vital tool for employment. The résumé assignment is good practice for any and all students who have yet to write one and as each passing freelance job passes, the résumé will be updated as an ongoing tool.

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.

Students in our program need to practice writing on a regular basis. Many students, I find, are challenged by basic writing practices - grammar, spelling, etc.

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)
	2019, 2018	

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

# of students enrolled	# of students assessed
40	40

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.

Same number of students enrolled and assessed.

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 student populations are included in this assessment - both in Winter 2018 & Winter 2019 semesters.

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

The process and tool is a rubric system created to screen and critique all four areas of the students' objectives. Specifically, a 1-4 rating system based on: 4-Proficient (100%); 3-Very competent (75%); 2-Novice (50%); 1-Not competent (25% or less).

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

Final Thesis project completions are at 80% proficiency and the standard for success has been met.

Instructors have evaluated two areas where we need to improve this course: a) Pre-Production practices and b) time management. There are some students who are resistant to pre-planning such as storyboards and creating shot lists. Part of this challenge has to do with our current pre-production kit - there are technical constraints with our current PDF Pre-Production file/tool, and we are experimenting with alternative software applications to remedy this issue - one being Google Slides. We need to find a more user-friendly, cost-effective alternative. We are adding more online exercises - critiquing pre-production & scripts - via Google Docs and Slides. This will allow for added class time to focus on the final thesis projects. Time and budgeting time for thesis projects is another challenge. Students who do not complete their projects by the end of the semester, in some cases, aim too high and run out of time. By placing pre-production and script critiques online, we would like to add a week or possibly two and budget the added time towards the thesis project.

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

Students who have the most success with their thesis projects have a few commonalities: a) they budget time well and b) they put a lot of work into their pre-production - writing scripts early, securing locations for filming, costumes, casting actors, storyboarding, and creating comprehensive shot lists. On day one of

the course, I encourage students to begin writing their scripts immediately. Any type of early planning will make for a smoother production and post-production.

Those who wait typically run out of time, and it shows in the end product.

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.

As instructors, we could be more pro-active and reach out to students who sign on for the class and encourage them to begin their planning over the break between Fall & Winter semester. Imposing an earlier deadline for 'draft #1' would provide students with additional time to revise in the final couple of weeks of the semester.

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.

Changes listed in the previous report were related to 'time management', which my colleagues and I agree is an ongoing challenge. Creating additional time in a 15 week semester to maximize the students' efforts for the highest quality-end-result-project remains an issue.

One solution to consider would be to utilize online tools surrounding the scripts and pre-production (via Google Docs & Google Slides) and issuing time outside of class time through blogs or discussion boards vs. in-class critiques. This might be a solution to create a week or possibly two for more time weighted on the thesis project.

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?

This course currently meets the needs of students, specifically as it relates to preparing each student for the workforce or transferring to a four-year institution. A résumé, demo reel and a thesis project are three key tools for any student to create a foundation as they prepare for entry-level positions in production. Last semester, Winter 2019, we added a production-themed website as a new component to include as an added marketing tool.

The correlation between proficient pre-production and a strong, final, thesis production is key. In general, students resist pre-production. As I stated earlier, many of them want to simply, 'go out and shoot' without a plan. This would be

akin to an architect moving forward on a house or a building without a blueprint. Again, pre-production needs to be demonstrated as a key to success and needs to be taught as a necessity. Making pre-production more 'fun' is a challenge that is on the instructors and by following through on this idea, along with incorporating more user-friendly software, our goal is to bump our 80% up to a higher percentage of success.

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

This information will be shared with Digital Video faculty and part-timers after we complete the review process.

- 4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	- Please, if I may request, that we remove the 'DVD' listed as part of the Demo Reel in the Assessment Tool Data page. This is the most glaringly dated phrase that is in need of an alteration. Thanks!	- Antiquated language.	2020
Assessment Tool	- Use of the new and updated rubric will be a resourceful tool for students and instructors.	- The new rubric is more comprehensive and includes the new component of the website-tool for VID 295 students.	2020
Objectives	- Utilize online tools such as blogs and discussion boards for scripts and pre-production.	- Create more 'time' in class to focus on thesis project by utilizing online tools for scripts and pre-production planning.	2020

		- Blogs and discussion boards using time outside of class for scripts and pre-production, i.e. more 'homework.'	
Course Assignments	<p>- Explore a better system for creating a user-friendly website. Wix Websites used to be free and ideal for new professionals to create a website to describe their production services. In a recent development, Wix offers a 30 day trial, but charges fees after 30 days.</p> <p>- Adobe 'Muse' is part of the Adobe Creative Cloud suite which WCC shares with our students. This might be a viable alternative to Wix.</p>	<p>- Creating a website was removed from the VID 203 curriculum and placed in VID 295. It made more logical sense to create a website once the students have generated a body of work and projects at the end of the curriculum vs. at the early or middle stages of their course work.</p>	2020

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

6.

III. Attached Files

[VID 295 - RUBRIC](#)

Faculty/Preparer: Matthew Zacharias **Date:** 08/19/2019
Department Chair: Ingrid Ankerson **Date:** 08/21/2019
Dean: Eva Samulski **Date:** 08/22/2019
Assessment Committee Chair: Shawn Deron **Date:** 06/07/2021

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.

# 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 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