

CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT
Due to SAAC by October 15

PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information:			
Fall 2013 – Spring 2014	Jim Graebner	jgraebner@cnm.edu	50207
Academic Year	Contact Person	Email	Phone Number

Subject of this Assessment Report:		
Program: Film Technician <input checked="" type="checkbox"/> Certificate <input type="checkbox"/> AA <input type="checkbox"/> AS <input type="checkbox"/> AAS	Gen Ed Area: _____ Applicable to: <input type="checkbox"/> AA/AS <input type="checkbox"/> AAS	Discipline Area: _____

PART 2: EVIDENCE OF ACHIEVEMENT OF PROGRAM OUTCOMES

Summary of Program Success in Achieving Desired Outcomes
The desired outcomes were achieved. All student productions in every class came up with industry standard call sheets for each person on the crew.

Description and Evaluation of Recent Changes Made in Support of Student Learning:
<p>To enable students in working closely with movie industry professionals, changes were proposed to CNM's internship process that would make it possible for students to intern on a film during the break between semesters. The proposed changes would lower the cost per student for interning on a movie by charging the price for a one-hour class instead of a four-hour class, and changing the requirement of turning in a written essay about their experience to asking for an interview recorded on camera during their experience.</p> <p>These changes were implemented between the spring and summer term of 2014 when CNM allowed for “intersession” courses between terms, and interns were recorded on camera relating their experiences on set of the feature movie they had been on.</p> <p>The proposed changes that would allow students to request insurance certificates for film locations from the college provider were not countenanced by CNM, thereby preventing the students from exercising the necessary skills that would help them be employed on a movie.</p>

PART 3: REPORT ON RECENT ASSESSMENT OF STUDENT LEARNING PROCESSES

Learning Outcome(s)/Exit Competencies Assessed: <i>To add rows: right –click in cell below and select “Insert,” “Insert Rows Above”</i>	Classes/Cohorts Assessed:
Students will explain the contents and origins of call sheet information and produce an industry standard call sheet and time card.	Film 1015, 1110, 1210, 1220, 1230, & 1240.

Measurement Tool(s) Used: <i>To add rows: right –click in cell below and select “Insert,” “Insert Rows Above”</i>	<i>Enter X's for type of tool</i>				Initial Achievement Target or Expectation:
	Internal	External	Direct	Indirect	
Specific assignments, class projects, exam/class projects.			X		Each class (1015, 1110, 1210, 1220, 1230, & 1240) has a designated number of productions that the students crew after being assigned particular positions (camera, lighting, grip, sound, etc.). For each production a call sheet is created listing crew members in each department as well as an outline of the shooting schedule. If a call sheet isn't created for each day of the movie shoot, the shoot doesn't take place because no one on the crew will know where or when to show up. Cancellation of a shoot due to a lack of a call sheet would be unacceptable; delay of a shoot due to tardiness in producing a call sheet, or incomprehensible design of a call sheet, would only be tolerated once.

Assessment Results/Findings:
In the mid-term and final exams for all classes (1015, 1110, 1210, 1220, 1230, & 1240) 70% - 80% of the students understood all aspects of reading a call sheet and filling out a time card. No movie shoots were cancelled, or delayed because of tardy, or confusing creation of call sheets.

Analysis and Interpretation of Assessment Results/Findings:
Some students are better at written tests than others, so perfect exam scores are a rarity. Most important is whether the student can produce a call sheet for a production in a timely fashion and include all pertinent information relating to the day of the shoot. With only minor clerical mistakes, all the student productions had call sheets that were industry standard and clearly understood by everyone on the crew.

Action Plan in Support of Student Learning:

The student learning outcomes as regarding the understanding and production of call sheets were excellent. As far as students producing industry standard time cards, outside of class exercises the best learning practice would be to have the 1210, 1220, 1230, & 1240 classes partner with more professional productions. Production guidelines for working with CNM's Film Technicians Training Program are being drawn up so that there won't be any legal difficulties in working with professional productions.

Recommendations, Proposals, and/or Funding Requests:

PART 4: EMBEDDED OUTCOMES

Critical Thinking and Life Skills/Teamwork Development within Programs:

- a) Please describe how Critical Thinking assessment is embedded within your program assessment.
- b) Please describe how Life Skills/Teamwork assessment is embedded within your program assessment.

a) In this skills-based, production oriented curriculum, students are given weekly thought experiments that test their ability to solve challenges presented in the overall workflow of shooting a movie. Then, when they commit to the assigned production, they have to determine cast, crew, budget, and schedule for the shoot as well as the artistic approach to filming the script. Each step of the way from pre- to post-production, students have to make technical choices based on budgetary constraints that will fulfill the artistic vision.

b) Students in the Film Technicians Training Program work together as crew on the film productions in each class. They are expected to follow film industry standards as they regard to set etiquette, readiness, aptitude, and professional hierarchy.

PART 5: ASSESSMENT CYCLE PLAN (Copy and paste from original plan if unchanged)

Cycle Years:	Plan Description:
2011-2021	Students are to be assessed by their analytical thinking in solving challenges encountered while working on a movie, i.e., going through the media workflow process and in determining the correct location for a movie shoot by participating in a series of take-home questionnaires that are considered Thought Experiments where the most creative and cost-effective solution is determined by the class when the experiments are turned in and discussed. As to how much the students have retained from lectures and lab work, short quizzes, a mid-term and a final, grade their level of cognitive abilities pertaining to the movie industry. In judging a student's ability to carry out a technical craft on a movie set, the instructor aids when necessary, then fills out a checklist of how the student performs hard and soft skills that pertain to the particular job duty and then meets with the student afterwards to review areas that need improvement.

Student Learning Outcomes/Exit Competencies:	When Measured:	Where Measured:	How Measured:
1. Explain the work flow process and steps for electronic media production	Fall 2011-Spring 2012; Fall 2012-Spring 2013	FILM 1001	Specific assignments, exam; Direct
2. Explain the location scouting and management process and procedure	Fall 2011-Spring 2012; Fall 2012-Spring 2013	FILM 1015, 1110, 1210, 1220, 1230, 1240	Specific assignments, class projects, exam/class projects; Direct
3. Explain the contents and origins of call sheet information and produce an industry standard call sheet and time card	Fall 2013-Spring 2014; Fall 2014-Spring 2015	FILM 1015, 1110, 1210, 1220, 1230, 1240	Specific assignments, class projects, exam/class projects; Direct
4. Break down a shooting script using industry standard criteria	Fall 2013-Fall 2014; Fall 2014-Spring 2015	FILM 1015, 1110, 1210, 1220, 1230, 1240	Specific assignments, class projects, exam/class projects; Direct
5. List and apply the order of operation and protocols for on-set etiquette	Fall 2015-Spring 2016; Fall 2016-Spring 2017	FILM 1001, 1003, 1015, 1110, 1210, 1220, 1230, 1240	Specific assignments, class projects, exam/class projects; Direct
6. List and explain job roles and responsibilities and nomenclature related to electronic production	Fall 2015-Spring 2016; Fall 2016-Spring 2017	FILM 1001, 1003, 1015, 1110, 1210, 1220, 1230, 1240	Specific assignments, class projects, exam/class projects; Direct
7. List and demonstrate industry-standard safety procedures	Fall 2017-Spring 2018; Spring 2018-Fall 2019	FILM 1003, 1015, 1110, 1210, 1220, 1230, 1240	Specific assignments, class projects, exam/class projects; Direct
8. Create a basic business plan and response to an RFQ	Fall 2017-Spring 2018; Fall 2018-Spring 2019	FILM 1230, 1240	Specific assignments; Direct
9. Create an industry-standard resume	Fall 2019-Spring 2020; Fall 2020-Spring 2021	FILM 1240	Specific assignments; Direct
10. Demonstrate and explain basic levels of craft skills in electric, grip, sound, soft-art, art department, and camera	Fall 2019-Spring 2020; Fall 2020-Spring 2021	FILM 1110	Specific assignments, exams, class projects; Direct