

Glendale Community College Instructional Division Program Learning Outcomes Assessment Timeline

Please complete a separate timeline form for *each* program within your division

Division name: Visual and Performing Arts Division

Program name: Media Arts / Videography Certificate

Program Relationship to Glendale Community College's Core Competencies/Institutional Student Learning Outcomes (ISLOs)

How does this program relate to GCC's College's Core Competencies/Institutional Student Learning Outcomes (ISLOs)?:
Core Competencies/ISLOs are commonly defined as the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services. Each program offered at GCC should link to at least some of these Core Competencies/ISLOs. A list of the Core Competencies/ISLOs can be found here:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=4362>
Include a brief statement outlining how this program aligns with GCC's Core Competencies/ISLOs

An ideal relationship:

- Is clear and brief
- Is connected to GCC's Core Competencies/ISLOs
- If applicable, aligns with professional organization(s) learning outcomes

The mission of the Media Arts / Videography Certificate program is to prepare students for careers in the film industry in the production and post production fields. The Videography Certificate program strives to foster technical mastery of industry standards for digital image acquisition during production as well as digital post production workflows. Students have the opportunity to gain knowledge of software and non-linear computer video editing systems as well as explore emerging digital camera systems and workflows.

Program Level Outcomes (PLOs) Assessment Timeline

What are the Program Learning Outcomes of this program?: Program Learning Outcomes (PLOs) are commonly defined as the knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences such as within a specific program, degree, certificate or series of learning activities leading to intellectual mastery List your PLOs below and explain the timeline by which the PLOs will be assessed What is the PLO Assessment Planning Timeline for this Program?: To develop an ongoing and systematic planning timeline, it is recommended that you assess PLOs within a 3 year cycle (e.g. assess 1/3 of PLOs in year 1, 1/3 in year 2, and 1/3 in year 3)			Ideal examples of Program Learning Outcomes: • Are observable and measurable • Are program specific • Connect to GCC's Core Competencies/ISLOs • Use action verbs • Generally a program will have between three and six PLOs • If applicable, aligns with professional organization(s) learning outcomes Ideal examples of Program Assessment Timelines: • Are practical, sustainable, and geared to Core Competencies/ISLOs, and college mission • Ensure that each PLO is assessed regularly within a 3 year cycle • Include teams for assessment data collection and analysis and assessment report writing that include faculty members who are instructors of the courses/programs assessed		
List PLOs below. Generally, a program will have between three and six PLOs. Continue to add PLOs until you have developed an assessment timeline for each PLO associated with this program.	In what semester and year will you assess this PLO? What data will you use to assess it (i.e. SLO data from courses within the program, exam or essay data, portfolios of student work, licensing/exit exams, etc) ?	Who will collect and analyze the PLO assessment data and write a report of the findings? (Include report writer's name and, if possible, other participants)			
PLO 1 Demonstrate an understanding of composition, film language and lighting techniques to support the creative vision of	Fall 2012; students will be assessed through a written exit exam in Media 101, Media 103 and Media 213 as well as the critical assessment of production projects.	Michael Petros and Roger Dickes			

the director.		
PLO 2 Demonstrate an effective ability to work as a member of a team to achieve the challenges of technical and conceptual goals of the project from origination to the completion of the high quality final deliverable media productions.	Spring 2013; Students will be assessed through a written exit exam in Media 101, Media 104 and Media 213 as well as the critical assessment of their performance in production projects.	Michael Petros and Roger Dickes
PLO 3 Demonstrate mastery of conceptual editing techniques to support storytelling and solving story problems through the use of editing dialogue, sound design, music, and sound effects to complete the creation of the master for final deliverables.	Fall 2013; Students will be assessed through a written exit exam in Media 107, Media 112 and Media 213 as well as the critical assessment of their performance in production projects.	Michael Petros and Roger Dickes

Course/Program Alignment Matrix

How are courses in the program aligned with the program's learning outcomes?: This section should include a matrix of the PLOs for your program and a list of each course which is a part of the program - For each course indicate if PLO is addressed within it the level at which it is addressed by either leaving it blank (if not addressed in program) or noting I, D, or M Introduce = I PLO is introduced at a basic level D = Develop Students are given opportunities to practice, learn more about, and receive feedback to develop more sophistication M = Mastery Students demonstrate mastery at a level appropriate for graduation	Ideal alignment: - Course/Program matrix indicates that PLOs are embedded in program's coursework - PLOs are introduced, developed, and mastered within the range of courses - Each course addresses one or more of the PLOs; however, rarely does a course address all PLOs
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	PLO 1 Students will demonstrate an understanding of composition, film language and lighting techniques to support the	PLO 2 Students will demonstrate an effective ability to work as a member of a team to achieve the challenges of technical and conceptual	PLO 3 Students will demonstrate mastery of conceptual editing techniques to support storytelling and solving story problems through the use of	PLO 4
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	creative vision of the director.	goals of the project from origination to the completion of the high quality final deliverable media productions.	editing dialogue, sound design, music, and sound effects to complete the creation of the master for final deliverables.	
Media 101 Introduction to Video Production	I	D		
Media 103 Introduction to Digital Cinematography	I		I	
Media 104 Video Production Practicum	D	D	M	
Media 107 Introduction to Audio Production		I	D	
Media 110 Aesthetics of Cinema	D			
Media 112 Digital Video Editing	D	D	D	
Media 213 Cinematography II	D	D	M	

As you fill out this alignment matrix, gaps may occur or become visible. Use the gaps to help your determine which course or program SLOs may need to be revised so that all courses and programs are aligned. Question 2.2 in your program's Program Review report provides a means to explain if you noted any gaps in alignment and, if yes, how your division might revise course or program SLOs to ensure that all course and program learning outcomes are aligned.

