

2022-23 General Education Executive Summary

Department: ECTA Date: 6/15/2023
Members involved with analysis of artifacts: L ZumHofe,, L. Ashby
General Education Assessment Plan: a) Learning Outcome; b) Background; c) Question(s); d) Methodology
Analysis of artifacts: 1). PERFORMANCE CRITERIA* - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> The ECTA 160 assignment "Scene Analysis" paper was scored using a standardized rubric.
Summary of RESULTS*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> Are students able to persuade the reader about how effectively the film/director uses a cinematic element in a film? 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> The average score on the rubric was 3.36. 3). INTERPRETATION* - <i>Discuss how the results answer the assessment question(s).</i> Our aim in the assessment was to have the class average on papers score at a 2.5 level or higher on the rubric, so the aim was achieved. Students are able to persuade the reader about how effectively the film/director uses a cinematic element in a film. 4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i>
Sharing of Results: <i>When were results shared? Date:</i> 4/4/23 <i>How were the results shared? (i.e. met as a department)</i> The results were shared at a department meeting and via email <i>Who were results shared with? (List names):</i> L ZumHofe, E Lamm, G Haley,P Koprince, B Moore, T Beck, L Ashby
Discussion of Results –Summarize your conclusions including: 1. ACTION* - <i>How will what the department learned from the assessment impact:</i> a. <i>Teaching:</i> We will continue to teach cinematic analysis in the same manner. b. <i>Assignment/course:</i> The assignment and supplemental materials on how to write a cinematic analysis paper will be continued. c. <i>Program:</i> Cinematic analysis will continue to be emphasized as part of our gen ed curriculum. d. <i>Assessment:</i> Our department feels that we would like to assess a different goal in the future. 2. IMPACT* - <i>What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?</i> We anticipate that learning outcomes will continue to be the same or better in the next academic year. 3. BUDGET IMPLICATIONS – <i>Indicate budget requirements necessary for the successful implementation of the ACTION* (i.e. an additional staff person, new equipment, additional sections of a course).</i> None
<i>If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.</i>
<i>What assessment questions related to the learning outcome would the program like to investigate in the future? We would like to assess a different learning outcome for the future. We have assessed analysis goals for several years now, so we believe we should turn our attention to other, equally-important learning outcomes.</i>
Submitted by: L Ashby & L ZumHofe Assessment Committee Reviewed: 7/11/23
Department Chair notified – approval/additional action needed: approved BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na

Scoring Rubric

Scene Analysis Rubric

	4	3	2	1	0
Element of Film	Describes element of film observed in complete and effective detail	Describes element of film observed with most of the details	Describes element of film observed with some details.	Describes element of film observed with few details.	Does not describe element of film observed.
Analysis of Element	Effectively analyzes element of film and its connection to the overall theme, mood or meaning	Mostly analyzes element of film and its connection to the overall theme, mood or meaning	Somewhat analyzes element of film and its connection to overall theme, mood or meaning	Rarely analyzes element of film and its connection to overall, theme, mood or meaning	Does not analyze element of film
Clarity of Argument	Presents a clear and concise argument relating to scene analysis	Presents a mostly clear argument relating to scene analysis	Presents a somewhat clear argument relating to scene analysis	Presents an unclear argument relating to scene analysis	Does not present an argument or if one is present, it is very inconsistent.