

Film course SLO assessment continues to use a combination of essay questions and vocabulary multiple choice questions, embedded in exams, or as take-home assignments. SLOs were assessed for most film courses offered during 16-17 and 17-18.

Regarding Film 100, our "bread and butter" course (most sections, highest enrollments), SLO success continues to remain in the high zone, 83% to 86%, approx. We notice that for OL sections of Film 100, SLO 2 (analytical writing) does not do as well as the other two SLO's, more based on vocabulary and identification. It also does not do as well as the face to face sections. We are considering creating more smaller, more focused writing assignments (journals or reflections, based on specific content prompts), as an option, instead of term papers; the former, it could be argued, are more suitable to OL teaching and learning.

SLO achievement percentages for Film 120 and 121 are slightly higher, in the 90% range, on average. Most students who take the film history sequence are Film or DGME majors. The course is face to face, with substantial feedback, intervention and support. This course, in contrast to Film 100, tends to have more challenging vocabulary and content identification, as it is partially an international history course where time periods, film movements, key directors and theories of film art innovation, can be difficult to grasp and keep track of. Thus, the major writing assignment SLO tends to do better than the other two. More intrusive, proactive supplemental study guides, accessible via Canvas, could help in this area.

For Film 100, 120, and 121, we need to work harder at diversifying our content (films screened) to more accurately reflect and speak to our student demographics. We're trained on teaching the Canon; we need to do that, while regularly offsetting it, in productive ways for critical thinking, equity and critical race and gender theory, with Other films and filmmakers.

Film 122 and 140 have recently been offered partnered with International and Mana students, so there was a significant language barrier to SLO achievement, though students were highly motivated (75-80% range, approx). Likewise, Mana students are a traditionally underrepresented student population that struggles with academic success. In both cases, there are many highly motivated, responsible and successful students; but also a significant number of students who had trouble overcoming various challenges (transportation, family obligations, work, language, etc.). We are working with the Intl Ed, Mana and LRC to develop ways to support students more effectively and increase success—for example, utilizing an SI for the course. (In the future we will mostly offer 140 as the Mana/Intl Ed course).

Film 153, Screenwriting, has very high SLO achievement percentages, generally in the mid/upper 90%. Our instructor is both a professional screenwriter and a highly dedicated and effective teacher; and the students tend to be highly motivated, driven by their own creative ideas. Lastly, because course success and SLO achievement is largely defined by completion of components of creative projects, success and achievement are measured differently than more traditional course content SLO's.