

## Annual Report for Assessment of Outcomes 2012-13

Subject Area Committee Name: Multimedia

Contact person: Beth Fitzgerald

For LDC/DE: Core outcome(s) assessed: \_\_\_\_\_

For CTE: Degree or certificate\* assessed: \_\_\_\_\_

\*Please attach a table showing the alignment of the degree or certificate outcomes with the College Core Outcomes

Please address the questions below and send to [learningassessment@pcc.edu](mailto:learningassessment@pcc.edu) by **June 21, 2013** with Annual Report in the subject line

*Note: Information provided in this report may be inserted into or summarized in Section 2C Program Review Outline.*

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from recent outcome assessments. These may include but are not limited to changes to content, materials, instruction, pedagogy etc. Please be sure to **describe the connection** between the assessment results and the changes made.

MM250 is a required course for the MMAAS award. We discovered that students entering into this course were not as prepared as we expected. Students are tested in areas of HTML, graphic development, and animation. Students are also expected to provide detailed written communication using industry standard tools such as "BaseCamp". What we discovered was that some students had not really found or declared their digital media niche and that some of the training provided early in their college tracks had not been utilized for a long period of time and some of the testing results came out weak. For example, if a student has declared video production as their specialty, asking them to analyze an HTML document was very challenging. We also found that some students had not completed their writing requirements and so their communication in writing was challenging for them. In our last assessment, we identified a need to evaluate our students' work but were only able to evaluate one of the two courses in our plan. This year, we were able to implement our evaluation of both the MM140 and MM250 student projects. We worked with the MM140 and MM250 instructors to design a rubric in order to track development over the course of the MM certificate and/or degree. Additionally, we added the pre-requisite of MM270 prior to taking MM250 in hopes of seeing improvement in student's communication skills. We also created an intake/application process for students taking MM250. We are hoping to see that students make a declaration of their skills. This will enable the instructor to formulate the course with those specialties.

- Our department has added an additional pre-requisite for the MM250 course in order to ensure students are both academically and technically prepared. The pre-requisite added to this course is MM270. This course has a writing test score pre-requisite of WR121 and will further develop analytical and technical writing skills. – We discovered from previous terms that students were struggling with their written communication skills.
- An online application form has been implemented for the MM250 course. This form is given to students interested in registering for the course and must be approved by the instructor before a student can get registered. The questions cover basic pre-requisites as well as academic and technical skills necessary to be successful in the course. The form also collects information as to the student's declared multimedia specialty. – We discovered from previous terms that the skills test scores were poor, and students needed more instructions focused different specialties.

- The employer evaluation form for the M280 course has been updated to include specific media points for the supervisor to evaluate. These questions target technical skills, hardware/software knowledge, and terminology and time management. – This change was implemented so that we could use another source of assessment data. MM280 is not required for all students.

**For each outcome assessed this year:**

2. Describe the assessment design (tool and processes) used. Include relevant information about:

- The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).

We have been working on the process of how to assess our program outcomes in MM250. We have been working on developing rubrics to measure and analyze the skills developed in our program.

The instructors from each evaluated course use a rubric to assess skill development and learned outcomes from their end deliverable project. The assessment team meets to discuss the scoring guidelines and then each submit their scores for each evaluated project. They are looking for improvement, competency, technical development, critical thinking, and quality of submitted work.

In MM250, students are generally working on their demo reels and promotion materials for marketing their skills and services. They do this by simulating a client project. Students propose their projects and goals to their classmates and instructor as they would to a client. Students manage and maintain this project for the ten-week term including billing, contracts, and client sign-offs and media production at various times during the term. Their final is a to give a short speech to include how long they've been in the program, the goals of their MM250 project, future plans. What they are most proud of regarding their final project and what were most challenging and how they overcame the challenges.

Students participate in a self-evaluation both during the intake/application process of MM250 and upon completion of their final project, providing indirect assessment.

By reviewing students' written work, their portfolios and test results allow for direct assessment of 100 percent of students who complete MM250.

A few things that we've learned from previous years have been 1) we need to keep and accumulate the data collected from the rubrics to determine our strengths and weaknesses, and 2) The evaluators need to more training to maintain consistency.

This year we've collected the data from the evaluators for follow-up, and the evaluators have been meeting prior to scoring to determine consistency among projects. This is challenging because student may have very different specialties; for example one student who specializes in 3D modeling and another who specializes in Video Production.

- The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?

We assess everyone who completes MM250. This is a required course for the MM AAS award and is advised for student to take at the end of their course work to fine tune their skills.

This course generally has a small cohort of students to work with, and because of required TSA from the state, this course and all the students get assessed, this years we assessed 12 students.

- Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report – OK to include in appendix). Where appropriate, identify benchmarks.

Intake Application (appendix- MM250 Online Application)

Self-evaluation Rubric (appendix- MM250\_syllabus\_rubric)

Evaluator rubric for final project (appendix- MM\_Assessment Rubric v4 3)

Test scores, attendance, participation

- How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).

Rubric data is compiled from 3 instructor evaluators. We have analyzed the data by confirming high scores and working with the low scores to identify where and how we can increase these areas.

After collecting data in Fall 2012, we discovered that the evaluators were inconsistent. Training was implemented so that we could evaluate student projects more accurately. We did this by having the evaluators meet prior to scoring to discuss the types of specialties and what to be looking for in each of the projects, for example: skills in planning, design, marketing technical skills. Working with others, executing their ideas and original goals. Please refer to the MM250 rubric for more details.

3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?

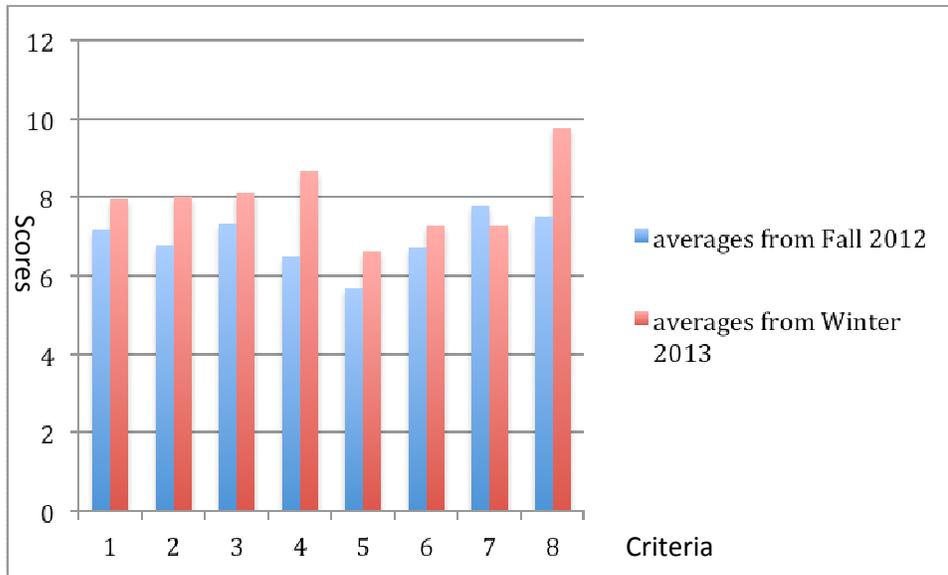
We learned that we had students specializing in many areas of digital media production and we needed to accommodate for those specialties. The evaluators noted that students specializing in video production and those specializing in 3D lighting have similar but different emphasis in media production.

We also learned that some students really struggled with written communication and follow up using industry production tools.

The weakest score have been in criteria 5, working effectively in a group and/or team-based projects. We have identified that this is an area that we could work on. Some suggestions have been to work in a class service-learning project.

- If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.
  - See appendix (MM250 Assesments\_student scores)
- Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results.

- See appendix



4. Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).
  - a. The intake application process should help us customize course work to strengthen the skills students have acquired during their course work. We anticipate seeing an increase in criteria 4 and criteria 6 where student can really show off their technical skills and their presentation skills for their declared specialty. (note the criteria numbers below for reference)
5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.
  - a. We were pleased with the assessment tool we used and felt the information revealed from the assessment allowed us to adapt our course and processes to better ensure that students were meeting the outcomes of the course and were on track in their professional and technical skill development.

Outcome	Maps to a Core Outcome
1. Plan, research, design, write, create, evaluate and revise context-appropriate interactive multimedia presentations and projects using a variety of methods and industry-standard tools.	<b>Communication</b> <b>Professional Competence</b> <b>Cultural Awareness</b> <b>Community and Environmental Responsibility</b>
2. Apply basic elements and principles of design to multimedia projects.	<b>Communication</b> <b>Professional Competence</b>
3. Prepare and present a multimedia portfolio containing hard copy and electronic media that demonstrates multimedia and problem-solving skills and includes a design a personal marketing plan based on analysis of employment availability and trends in the multimedia industry.	<b>Critical Thinking and Problem Solving</b> <b>Professional Competence</b>
4. Create and edit media elements using industry standard software, optimized for quality, file size, and file format for delivery over appropriate media and use programming/scripting languages, to develop, enhance, and extend the features of multimedia projects.	<b>Communication</b> <b>Critical Thinking and Problem Solving</b> <b>Professional Competence</b>
5. Work effectively in group- and team-based multimedia project environments.	<b>Communication</b> <b>Self-Reflection</b> <b>Critical Thinking and Problem Solving</b> <b>Cultural Awareness</b> <b>Community and Environmental Responsibility</b> <b>Professional Competence</b>
6. Apply the essential features of project management: scheduling, estimating, marketing, prototyping, budgeting, testing and QA, determining specifications, and developing proposals.	<b>Professional Competence</b> <b>Critical Thinking and Problem Solving</b> <b>Communication</b>
7. Manage business aspects of multimedia production.	<b>Communication</b> <b>Community and Environmental Responsibility</b> <b>Critical Thinking and Problem Solving</b> <b>Professional Competence</b> <b>Self-Reflection</b>
8. Be prepared to transfer to a college or university for upper level studies in multimedia.	<b>Communication</b> <b>Community and Environmental Responsibility</b> <b>Critical Thinking and Problem Solving</b> <b>Cultural Awareness</b> <b>Professional Competence</b>

	<b>Self-Reflection</b>
--	------------------------

	<i>planning</i>	<i>design</i>	<i>marketing</i>	<i>technical</i>	<i>group</i>	<i>execution</i>	<i>business</i>	<i>transfer</i>
<b>Fall '12</b>	<b>Criteria I</b>	<b>Criteria II</b>	<b>Criteria III</b>	<b>Criteria IV</b>	<b>Criteria V</b>	<b>Criteria VI</b>	<b>Criteria VII</b>	<b>Criteria IX</b>
MM250 Student 01	8	7	8	5	7	9	9	8
MM250 Student 02	7	9	10	10	8	7	9	9
MM250 Student 03	5	6	4	7	5	4	3	6
MM250 Student 04	9	10	10	7	7	6	8	10
MM250 Student 05	10	4	10	6	8	10	10	10
MM250 Student 06	1	1	1	1	5	1	6	1

MM250 Student 01	7	7	8	8	3	8	8	8
MM250 Student 02	9	9	9	9	3	8	9	9
MM250 Student 03	6	5	4	5	3	3	6	6
MM250 Student 04	9	9	9	8	3	8	9	10
MM250 Student 05	9	9	9	9	3	8	9	8
MM250 Student 06	5	5	5	2	3	8	6	3

MM250 Student 01	9	8	9	6	8	10	10	9
MM250 Student 02	8	10	10	10	9	8	10	10
MM250 Student 03	6	7	5	8	6	5	4	7
MM250 Student 04	10	10	10	8	8	7	9	10
MM250 Student 05	10	5	10	7	9	10	10	10
MM250 Student 06	1	1	1	1	4	1	5	1

Averages from Fall 2012 7.16667 6.77778 7.33333 6.5 5.66667 6.72222 7.77778 7.5

	<i>planning</i>	<i>design</i>	<i>portfolio</i>	<i>technical</i>	<i>group</i>	<i>execution</i>	<i>business</i>	<i>transfer</i>
<b>Winter '13</b>	<b>Criteria I</b>	<b>Criteria II</b>	<b>Criteria III</b>	<b>Criteria IV</b>	<b>Criteria V</b>	<b>Criteria VI</b>	<b>Criteria VII</b>	<b>Criteria IX</b>
MM250 Student 01	9	8	7	9	10	8	8	10
MM250 Student 02	6	9	9	9	1	2	2	10
MM250 Student 03	9	8	10	9	10	8	8	10
MM250 Student 04	10	8	9	9	10	10	10	10
MM250 Student 05	7	9	8	9	9	8	8	9
MM250 Student 06	7	6	6	7	9	8	8	9

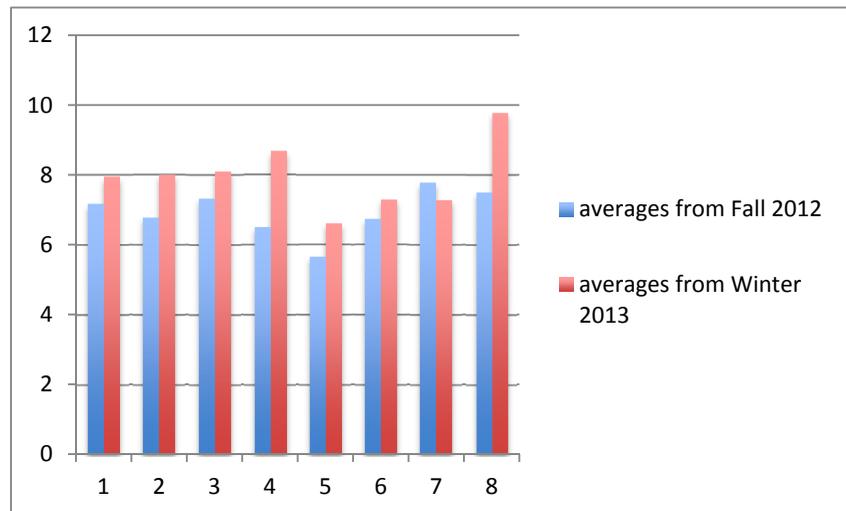
MM250 Student 01	8	7	6	8	3	7	7	10
MM250 Student 02	5	8	8	8	3	1	1	10
MM250 Student 03	8	7	9	8	3	7	7	10
MM250 Student 04	9	7	8	8	3	9	9	10
MM250 Student 05	6	8	7	8	3	7	7	9
MM250 Student 06	6	5	5	6	3	7	7	9

MM250 Student 01	10	9	8	10	10	9	9	10
MM250 Student 02	7	10	10	10	2	3	3	10
MM250 Student 03	10	9	10	10	10	9	9	10
MM250 Student 04	10	9	10	10	10	10	10	10
MM250 Student 05	8	10	9	10	10	9	9	10
MM250 Student 06	8	7	7	8	10	9	9	10

Averages from Winter 2013 7.94444 8 8.11111 8.66667 6.61111 7.27778 7.27778 9.77778

	planning	design	marketing	mm	scripting	group	pm	business	transfer
<b>Fall/Self-Evaluations</b>	<b>Criteria I</b>	<b>Criteria II</b>	<b>Criteria III</b>	<b>Criteria IV</b>	<b>Criteria V</b>	<b>Criteria VI</b>	<b>Criteria VII</b>	<b>Criteria VIII</b>	<b>Criteria X</b>
Anonymous	8	9	9	8	5	7	6	6	9
Anonymous	7	7	7	7	3	6	6	4	5
Anonymous	10	10	10	10	10	6	10	10	10
Anonymous	7	10	5	7	3	7	1	6	5
Anonymous	6	7	7	7	5	9	7	9	5
Anonymous	9	10	9	9	5	6	9	7	7

	planning	design	marketing	mm	scripting	group	pm	business	transfer
<b>Winter/Self-Evaluations</b>	<b>Criteria I</b>	<b>Criteria II</b>	<b>Criteria III</b>	<b>Criteria IV</b>	<b>Criteria V</b>	<b>Criteria VI</b>	<b>Criteria VII</b>	<b>Criteria VIII</b>	<b>Criteria X</b>
Anonymous	7	8	8	8	6	8	8	8	3
Anonymous	8	9	8	8	6	8	7	7	8
Anonymous	10	10	10	10	10	10	8	8	10
Anonymous	6	7	7	9	4	8	7	7	10
Anonymous	9	9	10	9	8	10	10	10	9
Anonymous	9	9	9	9	5	10	9	9	10



## MM250 Online Application

Please complete this application in order to be considered as a member of the MM250 course.

Your username ([efitzger@pcc.edu](mailto:efitzger@pcc.edu)) will be recorded when you submit this form. Not efitzger? [Sign out](#)

\* Required

Please enter your name below. \*

Last Name, First Name

Please list the courses you have taken towards your certificate or degree. \*

Have you completed MM270 prior to this term? If not, when do you plan on taking this course? \*

What do you consider your MM specialty area? (3D, Video Production, Post Production, Animation, etc.) \*

Do you understand that strong skills in the following areas are required in order for you to be successful in this course? \*

Areas: Communication, Writing, HTML, and Photoshop

- Yes
- No
- Unsure

What term did you take CAS 111D? Have you taken any additional HTML courses? \*

What skills would you like to develop in this course? \*

What are your post-graduation plans? Continuing education or job search? \*

Send me a copy of my responses.

Never submit passwords through Google Forms.

Powered by Google Docs

[Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)

## Final Grade is based on:

60% project (delivered as promised and on time\*)

20% project review site (communication is clear and consistent)

15% skills tests (pass/no pass)

5% attendance

\*12/16 Drop dead due date for credit, *however*, **students cannot receive an “A” grade if they do not present on 3/16.**

## Grading Rubric for Final Project

DIMENSIONS	EXCELLENT <i>3pts</i>	INTERMEDIATE <i>2pts</i>	DEVELOPING <i>1pt</i>
<b>Technical Ability</b>	Expert level understanding of software and hardware. Files clearly and consistently named, and organized and optimized for delivery.	Comprehensive understanding of software and hardware. Optimization is adequate, file names and extensions are appropriate.	Understanding of software and hardware is somewhat questionable. File optimization is not ideal and naming convention is inconsistent.
<b>Professionalism &amp; Communication</b>	Proposal, budgets, status reports, time logs and final analysis paper written in an engaging and professional manner and delivered on time using correct grammar, spelling and punctuation.	Written materials have only minor errors in spelling or grammar. Delays are communicated before any missed deadlines. Language is adequately professional. No missing and few late status reports.	Written materials have multiple spelling and grammar errors and the language needs improvement. Status reports and milestones are missing.
<b>Documentation &amp; Record Keeping</b>	Time and materials are all clearly accounted for for all deliverables. Preliminary budget, payment terms and final cost are communicated in clear and timely fashion.	Time is accounted for with minimal descriptions. Payment terms are outlined in the beginning. There is some question about final cost matching up with final deliverables.	Not all time and materials are accounted for. Estimate is vague and budget was exceeded without issuing a changeorder or addendum.
<b>Design &amp; Presentation</b>	Design of digital and printed materials shows an expert understanding of design, typography, programming and user experience principles.	Design of digital and printed materials adequately communicates content and navigation is bug-free and relatively clear.	Consideration of design and user experience principles is not adequately illustrated. Bugs in functionality and errors in presentation.
<b>Understanding</b>	Final product shows an in-depth understanding of subject matter, audience and delivery method and clearly meets client objectives.	Final product shows an adequate understanding of subject matter and audience and could potentially meet client objectives.	Final product does not show an adequate understanding of subject matter and audience and does not adequately meet client objectives.

Criteria	<b>Exemplary</b> 10      9      8	<b>Acceptable</b> 7      6      5	<b>Needs Work/Developing</b> 4      3      2      1	Score
<b>I</b> Plan, research, design, write, create, evaluate and revise context-appropriate interactive multimedia presentations and projects using a variety of methods and industry-standard tools.	Has complete and detailed storyboards, flowcharts, communication goals, audience description, story line or theme that adds value to the established communication goals.  Can you hand off these documents and someone else can build your prototype? <i>YES</i>  Can your project stand-alone and meet your communication goals without someone explaining your project? <i>YES</i>	Has acceptable storyboards, flowcharts, communication goals, audience description, story line or theme that adds value to the established communication goals.  Can you hand off these documents and someone else can build your prototype? <i>Some of the project can be developed, but not all.</i>  Can your project stand-alone and meet your communication goals? <i>This project needs some explaining.</i>	Minimal storyboards, flowchart details, sketch, or weak communication goals, audience descriptions. The story line or themes do not add to the established communication goals.  Can you hand off these documents and someone else can build your prototype? <i>NO</i>  Can your project stand-alone and meet your communication goals? <i>NO</i>	
<b>Criteria</b>	<b>Exemplary</b> 10      9      8	<b>Acceptable</b> 7      6      5	<b>Needs Work/Developing</b> 4      3      2      1	
<b>II</b> Apply basic elements and principles of design to multimedia projects.	Has considered human factors in the design choices of this project.  Use color, shape, and composition to add value to the project design and communication goals.	Some human factors were considered in the design choices of this project.  Use color, shape, and composition make this project look nice but not really add to the value of the project.	No human factors were considered in the design of this project.  The use of color, shape, and composition do not assist with meeting the communication goals of this project.	
<b>Criteria</b>	<b>Exemplary</b> 10      9      8	<b>Acceptable</b> 7      6      5	<b>Needs Work/Developing</b> 4      3      2      1	
<b>III</b> Prepare and present a multimedia portfolio containing hard copy and electronic media that demonstrates multimedia and problem-solving skills and includes a design a personal marketing plan based on analysis of employment availability and trends in the multimedia industry.	The presentation of materials looks professional, organized, well thought out, clean, clear and confident.  Digital material load appropriate, for the given mode of delivery.	The presentation of materials looks okay, nothing special, no WOW factor, with no special attention given.  Digital material loaded, but with some glitzes.	The presentation of materials looks unorganized, rushed, messy or incomplete.  Digital materials don't load or work appropriately.	
<b>Criteria</b>	<b>Exemplary</b> 10      9      8	<b>Acceptable</b> 7      6      5	<b>Needs Work/Developing</b> 4      3      2      1	
<b>IV</b> Create and edit media elements using industry standard software, optimized for quality, file size, and file format for delivery over appropriate media and use programming/scripting languages, to develop, enhance, and extend the features of multimedia projects.	Use original data. No re-purposed work without approval.  Confidence with industry standard software. <i>Used advanced techniques to demonstrate their knowledge of the tools.</i>  Project functions and works as designed.	Some re-purposed material used without permission.  Some confidence with industry standard software. <i>Uses basic techniques with tools.</i>  Most of project functions as design.	No original data in project. All repurposed material with no consideration of permission.  No confidence with industry standard software. <i>Doesn't know how to use the tools, just got lucky. If asked about the techniques used in their project, they can't explain it.</i>  Some of the project functions as designed	

Student Name

Term

Class: MM140 or MM250

Criteria	<b>Exemplary</b> 10      9      8	<b>Acceptable</b> 7      6      5	<b>Needs Work/Developing</b> 4      3      2      1	Score
<b>V</b> Work effectively in group- and team-based multimedia project environments.	Was able to participate with a team effectively.  Worked through challenges and appreciates value in-group collaboration.  <i>Can you describe what your contribution to the project was; and what the contribution of other team members were.</i>	Worked okay with a team of people, but doesn't appreciate the group collaboration.  <i>Participated, but not engaged in project or other team members.</i>	Didn't work well in a team. Did not participate with other creative.  <i>Minimal participation. Does not see the value of group collaboration</i>	
<b>VI</b> Apply the essential features of project management: scheduling, estimating, marketing, prototyping, budgeting, testing and QA, determining specifications, and developing proposals.	The book keeping of project is detailed, well put together, neat, organized, comprehensive and clear. A detailed and complete scheduled, budget, testing and marketing plan.  <i>All the book keeping components of this project well thought out, detailed, neat and organized.</i>	Some consideration and detail regarding the project scheduling, budgeting, testing and marketing plan.  <i>Some of the book keeping components of this project well thought out, detailed, neat and organized.</i>	Little consideration has been developed regarding the scheduled, budget, testing and marketing plan. Looks rushed, and thrown together with minimal data.  <i>Very little detail and thought are put into the book keeping components of this project. It's unorganized, messy and uncompleted.</i>	
<b>VII</b> Manage business aspects of multimedia production.	The use of business tools was used effectively to manage and update the business components of project.  <i>Confidence with industry standard business software. Used advanced techniques to demonstrate their knowledge of the tools.</i>	The use of business tools were used manages business components of project. The project was not updated or expandable.  <i>Some confidence with industry standard business software. Uses basic techniques with tools.</i>	Some use of business tools, but no real comprehension of the importance to the business aspect of the project.  <i>No confidence with industry standard business software. Doesn't know how to use the tools, just got lucky. If asked about the techniques used in their project, they can't explain it.</i>	
<b>VIII</b> Be prepared to transfer to a college or university for upper level studies in multimedia.	Confident in the skills, techniques and quality of the development and production of digital media.  <i>Does student have skills and competency to move to higher education with confidence?</i>	Have some skills in the development and production of digital media.  <i>Student will have some difficulties and have to work catch up in some areas.</i>	Has completed the course work in the MM program.  Student has completed the course work but no true understanding of the development of digital media. This student will struggle in higher education.	



\_\_\_\_\_  
*Student*

\_\_\_\_\_  
*Program Major/Instructor*

\_\_\_\_\_  
*Term*

\_\_\_\_\_  
*Please Return This Evaluation To: CA MAHB 218*

\_\_\_\_\_  
*Supervisor*

\_\_\_\_\_  
*Agency/Company*

\_\_\_\_\_  
*Address*

\_\_\_\_\_  
*City*

\_\_\_\_\_  
*Zip*

\_\_\_\_\_  
*Phone*

OUTSTANDING  
VERY GOOD  
AVERAGE  
IMPROVEMENT  
UNSATISFACTORY

### ATTITUDES TOWARD WORK

- Uses Time Effectively
- Keeps busy, looks for work to do.
- Looks for ways to improve; is alert to new methods.
- Practices businesslike habits.

### RELATIONS WITH OTHERS

- Cooperates with supervisors, is respectful.
- Works Effectively in a group and team-based media environments.
- Accepts suggestions.
- Is courteous and helpful with public/customers.

### ATTENDANCE

- Is on time to work, remains until required hours are completed.
- Alerts supervisor if absent or late for work.
- Plans ahead to re-arrange work schedule.

### APPEARANCE

- Dress appropriate for job setting.
- Exhibits cleanliness, good hygiene.

OUTSTANDING  
VERY GOOD  
AVERAGE  
IMPROVEMENT  
UNSATISFACTORY

### QUALITY OF WORK

- Uses care with media equipment.
- Completes job in minimal time.
- Able to follow and understand direction.
- Is accurate and careful in work, will ask questions when needed.
- Can adapt to working conditions, is flexible.

### MEDIA SKILLS

- Assigned projects/tasks were done professionally, were well organized and were well thought out.
- Able to set-up and operate assigned equipment.
- Performs assigned role(s) in pre, post, and/or principle production.
- Understands software and hardware.
- Completes media assignments in a timely manner.
- Exhibits adequate knowledge learned in class to perform tasks including understanding terminology and time/file management.

### OVERALL PERFORMANCE

OUTSTANDING

VERY GOOD

AVERAGE

NEEDS IMPROVEMENT

UNSATISFACTORY

#### Directions:

When completing this section of the evaluation, refer to the list of Learning Objectives the student was assigned for the term.

Did the student meet the objectives? \_\_\_\_\_

Did the student complete their required hours?    Yes    No    \_\_\_\_\_

What are the student's strengths? \_\_\_\_\_

What areas of work does the student need to improve? \_\_\_\_\_

Would you recommend this student for employment in your own or another firm? \_\_\_\_\_

This evaluation has been completed comparing this student to:

Other students

Other employees

What you feel this student is capable of doing

Other

Has this report been discussed with the student?

Yes

No

**Portland Community College is an Equal Opportunity Employer and committed to a policy of non-discrimination for all people regardless of race, color, religion, sex, age, disability, or national origin.**

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_