

Annual Report for Assessment of Outcomes

(For Degree, Certificate or Core Outcomes)

To complete this Assessment Report, please address the questions below, and send to learningassessment@pcc.edu by **June 20, 2011**; subject line: REPORT Assessment [SAC]

Submitted: June 20, 2011

SAC: MM: Multimedia

Outcomes Assessed: Multimedia AAS

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in the previous academic year.

(Information provided here may be referenced, inserted into or summarized in Program Review 2.C.iii (for Core Outcomes) or 6.B.iii (for CTE Degree and Certificate outcomes).

In 10-11, all SACs should have reported on the Critical Thinking Core Outcome. Were any changes to content, materials, pedagogy, etc made as a result?

Report submitted 05/15/2010:

Assessment: Critical Thinking

1. We would like to know if our students are applying their critical thinking skills to their assignments in each term, as they accumulate more skills.

Indirect Evidence:

Students gain employment from production companies.

Students participate in competitions and are involved with media production events in the industry.

Direct Evidence:

We have been using and will continue to use our collaboratively (student and professional) staffed productions as a standard to assess the student's critical thinking skills and abilities.

Plan is to continue our course evaluation process, and add an alumni web survey to help keep track of where our students are using their training.

We have asked students to evaluate each other's work using a rubric that describes the *quality* of their work.

Student complete a demo-reel in MM250- Instructors, students and industry professionals will use the attached rubric for evaluation purposes.

Alumni survey will be developed (est. completed by winter 2011)

Update Spring 2011:

We learned that the process to identify grads and locating current contact info as very challenging, but we are making progress. One difficulty has been allocating personnel to help with this task. Program growth and budget restraints have put this task on a lower priority.

Other critical thinking exercises are practiced in MM250 with the skills exams. Students are given a scenario, media and the goals of the complete project. Students are required to complete the task however they want within a specified time limit, generally one-hour. The goals of the exercise using what skills you have solve the problem.

We are considering adding in additional challenges to monitor how students then attack the task. For example, if the scenario is to build an animated banner for client with specific images, copy and size constraints we add that student can only use 7 colors.

We are constantly working on grading and measurement tools.

2. Identify the [outcomes assessed this year](#), and [describe the methods used](#).

[What were the results](#) of the assessment (i.e., what did you learn about how well students are meeting the outcomes)?

(Information provided here may be referenced, inserted into or summarized in Program Review 2.C.i& ii (for Core Outcomes) or 6.B.i & ii (for CTE Degree and Certificate outcomes))

a. Describe the method(s) you used.

Include relevant information about:

- The students (how many, where in your program (one class, a group of classes, end of degree?))
- The nature of the assessment (written work, project, exam, performance task, observation etc).
- How was the assessment evaluated?

The plan was to evaluate all program outcomes at the end of the term using final projects in MM140 (50 students per term) of entry students and MM250 projects of the Advance MM Project (7 students per term) class. This was to compare the growth of skills from when students start the program to when they finish the program.

We were only able to conduct evaluation on the MM250 student projects because of lack of personnel to evaluate both intro and advanced student projects. We felt that more information could be gathered from student work at the end of the program.

Assessment of MM250 projects was conducted by Art Faculty, CIS Faculty, CAS Faculty, BA Faculty, MM faculty as well as industry professionals. We also had guests from PAVTECH High School Reps this term.

Students introduced themselves, their projects, project goals, challenges, accomplishments and future plans. Then guests engaged in the individual student projects. The guests sat down in front of a computer and used the project designed by the student. Guests used a scoring guide to give feedback to the students regarding: presentation, technical skill, design, usability, function, organization, and professionalism. (See MM250 Scoring Guide) The guests specialized in different areas. There was no calibration procedure to insure consistency of scoring, a procedure which will have to be developed in the future.

b. Results: What did you learn?

[How well did your students do? Do the assessment results match your aspirations for your students? Did your assessment indicate any areas or aspects in which student achievement could be better?](#)

[\(If your assessment was scored in some way, it would be helpful to report some of that information. Scores that can be taken apart into meaningful components are often helpful in determining areas that might need attention.\)](#)

Students were successful in presenting their MM250 final project this spring. According to comments from the guests who have evaluated past student work was that this was the best class yet. They were much more confident using the production tools and comprehension of how the tools work together for productive work flow and project management. All students received scores high enough to enable them to pass the class, showing that they had mastered the required program skills.

However, scores were not saved for each component of the scoring guide to enable us to determine whether there were particular areas of weakness. This will be corrected next year.

3. Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of outcomes.

(Information provided here may be referenced, inserted into or summarized in Program Review 2.C.iii (for Core Outcomes) or 6.B.iii (for CTE Degree and Certificate outcomes)

This is an important part of what is expected as a result of assessment. It is not enough to say "we are doing great". We are expected to be self-examining, and curious about what we might do better.

This year's results do not indicate the need for program changes additional to those we are already making for other reasons. However, future changes in the assessment procedures may point to needed changes.

We have created a new rubric based specifically on degree outcomes (see attached MM Outcomes Rubric), which will be used next year in addition to the MM250 scoring guide.

Improvement is needed specifically in measuring Outcome V because it is more action-oriented and cannot be measured by viewing a final project: Outcome V (Work effectively in group- and team-based multimedia project environments). Possible solutions may be refining reflection questions asked during team building projects in MM250 to include ones that address group and team processes (Did the project turn out the way the original designer had intended? Where did the breakdown occur? What could be improved upon for future projects? What was your strength? What were you challenged with? Can you describe what your contribution to the project was; and what the contribution of other team members were?)

Finally, we must discuss whether our program awards will be issued via outcome-based or grade-based. Currently our awards are issued grade-based, being students need to complete all required courses with a grade C or better. We will be discussing whether outcome-based would be more appropriate. Do our students need to meet all program outcomes with an acceptable or higher score for all criteria, with an option to improve in areas that need improvement?

Multimedia Advanced Projects Presentation Evaluation

Name of Presenter:

1 being "Incomplete"

5 being "Exemplary"

Any score of 1 or 2 please explain

Project:

Presentation

Was the presenter clean, professional, and organized? 1 2 3 4 5

Did the presenter speak clearly, professionally, and with confidence? 1 2 3 4 5

Technical

Project runs perfectly with no technical problems.
For example, there are no error messages, all sound, video, or other files are found. 1 2 3 4 5

Navigation

Users can progress intuitively throughout entire project in a logical path to find information. All buttons and navigational tools work. 1 2 3 4 5

Spelling & Grammar

Project honors all rules of spelling and/or grammar. 1 2 3 4 5

Completion

Project is completely finished. 1 2 3 4 5

Does this project stand-alone and meet it's communication goal. 1 2 3 4 5

Screen Design

Clear attention given to balance, proportion, harmony, and restraint. The synergy reaches the intended audience with style and pizzazz. 1 2 3 4 5

The project is easy to read with appropriate use of fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings. 1 2 3 4 5

The layout uses horizontal and vertical white space appropriately. 1 2 3 4 5

The background and colors enhance the readability of the text. 1 2 3 4 5

Work samples are accompanied by a caption that articulately explains the importance of that particular work this could include, title, date, and description of the importance, software and other tools used. 1 2 3 4 5

Use of Enhancements

Multimedia Advanced Projects Presentation Evaluation

All graphics, video, audio, 3-D, or other enhancements are used effectively to enrich the experience. Enhancements contribute significantly to convey the intended meaning. 1 2 3 4 5

All audio and/or video files are edited with proper voice projection, appropriate language, and clear delivery. 1 2 3 4 5

Organization

The sequence of information is logical and intuitive. Menus and paths to all information are clear and direct. 1 2 3 4 5

Branching

Project is truly multimedia, rather than linear and contains a significant number of well-designed and age-appropriate choices. 1 2 3 4 5

Permissions Obtained for Resources

All permissions to use text, graphics, audio, video, etc. are available/noted 1 2 3 4 5

Originality

The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive 1 2 3 4 5

Creativity and original ideas enhance the content of the project in an innovative way 1 2 3 4 5

Depth & Breadth of Project Content

Clear evidence that higher level thinking skills were used in the creation of this project. 1 2 3 4 5

Subject Knowledge

Subject knowledge is evident throughout the project. All information is clear, appropriate, and correct. 1 2 3 4 5

Comments

Criteria	Exemplary 10 9 8	Acceptable 7 6 5 4	Needs Work/Developing 3 2 1	Maps to a Core Outcome
<p>I</p> <p>Plan, research, design, write, create, evaluate and revise context-appropriate interactive multimedia presentations and projects using a variety of methods and industry-standard tools.</p>	<p>Has complete and detailed storyboards, flowcharts, communication goals, audience description, story line or theme that adds value to the established communication goals.</p> <p>Can you hand off these documents and someone else can build your prototype? <i>YES</i></p> <p>Can your project stand-alone and meet your communication goals without someone explaining your project? <i>YES</i></p>	<p>Has acceptable storyboards, flowcharts, communication goals, audience description, story line or theme that adds value to the established communication goals.</p> <p>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></p> <p>Can your project stand-alone and meet your communication goals? <i>This project needs some explaining.</i></p>	<p>Minimal storyboards, flowchart details, sketch, or weak communication goals, audience descriptions. The story line or themes do not add to the established communication goals.</p> <p>Can you hand off these documents and someone else can build your prototype? <i>NO</i></p> <p>Can your project stand-alone and meet your communication goals? <i>NO</i></p>	<ul style="list-style-type: none"> • Communication • Professional Competence • Cultural Awareness • Community and Environmental Responsibility
Criteria	Exemplary 10 9 8	Acceptable 7 6 5 4	Needs Work/Developing 3 2 1	
<p>II</p> <p>Apply basic elements and principles of design to multimedia projects.</p>	<p>Has considered human factors in the design choices of this project.</p> <p>Use color, shape, and composition to add value to the project design and communication goals.</p>	<p>Some human factors were considered in the design choices of this project.</p> <p>Use color, shape, and composition make this project look nice but not really add to the value of the project.</p>	<p>No human factors were considered in the design of this project.</p> <p>The use of color, shape, and composition do not assist with meeting the communication goals of this project.</p>	<ul style="list-style-type: none"> • Communication • Professional Competence
Criteria	Exemplary 10 9 8	Acceptable 7 6 5 4	Needs Work/Developing 3 2 1	
<p>III</p> <p>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.</p>	<p>The presentation of materials looks professional, organized, well thought out, clean, clear and confident.</p> <p>Digital material load appropriate, for the given mode of delivery.</p>	<p>The presentation of materials looks okay, nothing special, no WOW factor, with no special attention given.</p> <p>Digital material loaded, but with some glitzes.</p>	<p>The presentation of materials looks unorganized, rushed, messy or incomplete.</p> <p>Digital materials don't load or work appropriately.</p>	<ul style="list-style-type: none"> • Critical Thinking and Problem Solving • Professional Competence
Criteria	Exemplary 10 9 8	Acceptable 7 6 5 4	Needs Work/Developing 3 2 1	
<p>IV</p> <p>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.</p>	<p>Use original data. No re-purposed work without approval.</p> <p>Confidence with industry standard software. <i>Used advanced techniques to demonstrate their knowledge of the tools.</i></p> <p>Project functions and works as designed.</p>	<p>Some re-purposed material used without permission.</p> <p>Some confidence with industry standard software. <i>Uses basic techniques with tools.</i></p> <p>Most of project functions as design.</p>	<p>No original data in project. All repurposed material with no consideration of permission.</p> <p>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></p> <p>Some of the project functions as designed</p>	<ul style="list-style-type: none"> • Communication • Critical Thinking and Problem Solving • Professional Competence

Criteria	Exemplary 10 9 8	Acceptable 7 6 5 4	Needs Work/Developing 3 2 1	Maps to a Core Outcome
<p style="text-align: center;">V</p> <p>Work effectively in group- and team-based multimedia project environments.</p>	<p>Was able to participate with a team effectively.</p> <p>Worked through challenges and appreciates value in-group collaboration.</p> <p><i>Can you describe what your contribution to the project was; and what the contribution of other team members were.</i></p>	<p>Worked okay with a team of people, but doesn't appreciate the group collaboration.</p> <p><i>Participated, but not engaged in project or other team members.</i></p>	<p>Didn't work well in a team. Did not participate with other creative.</p> <p><i>Minimal participation. Does not see the value of group collaboration</i></p>	<ul style="list-style-type: none"> • Communication • Self-Reflection • Critical Thinking and Problem Solving • Cultural Awareness • Community and Environmental Responsibility • Professional Competence
<p style="text-align: center;">VI</p> <p>Apply the essential features of project management: scheduling, estimating, marketing, prototyping, budgeting, testing and QA, determining specifications, and developing proposals.</p>	<p>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.</p> <p><i>All the book keeping components of this project well thought out, detailed, neat and organized.</i></p>	<p>Some consideration and detail regarding the project scheduling, budgeting, testing and marketing plan.</p> <p><i>Some of the book keeping components of this project well thought out, detailed, neat and organized.</i></p>	<p>Little consideration has been developed regarding the scheduled, budget, testing and marketing plan. Looks rushed, and thrown together with minimal data.</p> <p><i>Very little detail and thought are put into the book keeping components of this project. It's unorganized, messy and uncompleted.</i></p>	<ul style="list-style-type: none"> • Professional Competence • Critical Thinking and Problem Solving • Communication
<p style="text-align: center;">VII</p> <p>Manage business aspects of multimedia production.</p>	<p>The use of business tools was used effectively to manage and update the business components of project.</p> <p><i>Confidence with industry standard business software. Used advanced techniques to demonstrate their knowledge of the tools.</i></p>	<p>The use of business tools were used manages business components of project. The project was not updated or expandable.</p> <p><i>Some confidence with industry standard business software. Uses basic techniques with tools.</i></p>	<p>Some use of business tools, but no real comprehension of the importance to the business aspect of the project.</p> <p><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></p>	<ul style="list-style-type: none"> • Communication • Community and Environmental Responsibility • Critical Thinking and Problem Solving • Professional Competence • Self-Reflection
<p style="text-align: center;">VIII</p> <p>Be prepared to transfer to a college or university for upper level studies in multimedia.</p>	<p>Confident in the skills, techniques and quality of the development and production of digital media.</p> <p><i>Does student have skills and competency to move to higher education with confidence?</i></p>	<p>Have some skills in the development and production of digital media.</p> <p><i>Student will have some difficulties and have to work catch up in some areas.</i></p>	<p>Has completed the course work in the MM program.</p> <p>Student has completed the course work but no true understanding of the development of digital media. This student will struggle in higher education.</p>	<ul style="list-style-type: none"> • Communication • Community and Environmental Responsibility • Critical Thinking and Problem Solving • Cultural Awareness • Professional Competence • Self-Reflection