

VCMT Program Assessment Report

15/16 Program Assessment Report

	Program outcome 1	Program outcome 2	Program outcome 3	Program outcome 4	Comments
Course VCMT2850 Seminar Assessment Paper Benchmark 80% have 80% or above Faculty Lynn Damberger & Matthew Cupach	Students will develop oral skills to communicate effectively				
Course VCMT2850 Seminar Assessment Speech Benchmark 80% have 80% or above Faculty Lynn Damberger & Matthew Cupach	Students will develop written skills to communicate effectively				
Course: VCMT2700 Capstone Assessment: Industry Mock Interview Benchmark: 75% will have 75% or above Faculty Lynn Damberger		Graduates will be able to perform effectively in a job interview			
Course: VCMT2700 Capstone Assessment: Portfolio Contents Rubric Benchmark: 90% of students include good quality required examples in their portfolio Faculty: Lynn Damberger			Graduates will have a strong sampling of a variety of graphic arts skills in their technical online portfolio		Everyone will include in their online portfolio: video, portrait photography, retouching & color correction samples Graphic Design students will include: samples of page layout including an online ad, corporate identity, menu & newsletter Video Production students will include: preparation materials including script & storyboard, a video that demonstrates different camera angles & video with an audio component

Course: VCMT1050 Imaging I Assessment: Pen Tool Exercise Benchmark: 75% pass with 80% or better Faculty: Matthew Cupach & Lynn Damberger				Students will demonstrate software skills using software currently used in the industry	Pen Tool Assessment
Course: VCMT1550 Imaging II Assessment: Project #2 Retouching & Color Correction Benchmark: 75% will have a 75% or better Faculty: Lynn Damberger				Students will demonstrate software skills using software currently used in the industry	Retouching & color correction
Course: VCMT1190 Video Production I Assessment: Final Video Project Benchmark: 75% will have 75% or better Faculty: Matthew Cupach				Students will demonstrate software skills using software currently used in the industry	Video Project
Course: VCMT2070 Web Design Assessment: Overall class grade Benchmark: 75% will have 75% or better Faculty: Lynn Damberger				Students will demonstrate software skills using software currently used in the industry	Basic understanding of web design structure, coding, interface design and content management
GRAPHIC DESIGN STUDENTS ONLY Course: VCMT1280 Assessment: Menu Project Benchmark: 75% will have samples of the full design process from research, thumbnails, roughs & comprehensive samples Faculty: Lynn Damberger				Students will follow the design production process	Samples showing full design process for Menu Project
VIDEO PRODUCTION STUDENTS ONLY Course: VCMT2590 Video Production II Assessment: Final Project Benchmark: 75% will show the full preproduction process Faculty: Matthew Cupach				Students will follow the preproduction video process	Samples showing full production process for the Final Project

All of these objectives are already assessed except for design process and video preproduction process, which are within a project so that assessment just needs broken out of the others. These are the top items from our Advisory Committee.

Reflection question to help you write your comment narrative and choose your benchmarks

BASIC PARAMETERS:

- Your benchmarks should coincide with benchmarks for any external agency you need to report to. DO NOT do double work.
- This first year we are only using two variables- your benchmark and % of students that met the benchmark. If you prefer your benchmark as a number (74% or higher vs. C or higher) obviously you are free to do that. Again, ESPECIALLY if your external accreditor has that benchmark.
- Each faculty member should assess at least one program outcome.
- First year of this you can use 1 assignment in 1 class to measure the outcome if you are allowed to do that from your accrediting agency.
- Subsequent years you will want to use the same assignment across multiple sections to get your numbers up to a data reliable level.

REFLECTION QUESTIONS: These are only given to help you to reflect, not for you to answer necessarily.

1. Does my accreditor need different benchmark numbers? SEE parameters above ☺
2. Is there anything unusual about this batch of students I used for the assessment? Example given above * for PSYC 2010 was actually experienced by a faculty member. Most of the students in a particular human growth and development section on quarters had taken the A & P sequence. It was a fluke; the success rates for the class were through the roof.
3. Do I see a trend on this particular outcome from the previous year? (this is assumed this form will be used in subsequent years)
4. In relation to question above - what did I do differently this year?
5. Is this an introduction class to our program- does that have any impact on success rates?
6. Was the sample size too small? Was it a bad night and all the good students stayed home? (Probably not, but this type of creative brainstorming actually helps us to see patterns that are right in front of our faces that we discount because of their simplicity.

