

VCMT Program Assessment Report 15-16

15/16 Program Assessment Report

	Students will develop oral & written skills to communicate effectively	Graduates will be able to perform effectively in a job interview	Graduates will have a strong sampling of a variety of skills in their technical portfolio	Students will demonstrate software skills using software currently used in the industry	Comments
Course VCMT2850 Seminar Assessment Paper Benchmark 80% have 80% or above Faculty Lynn Damberger & Matthew Cupach	8 out of 9 had 100% on Speech Rubric, other student had 99%				Good Results
Course VCMT2850 Seminar Assessment Speech Benchmark 80% have 80% or above Faculty Lynn Damberger & Matthew Cupach	7 out of 9 had 100%, 2 out of 9 were above 87% or above				Good Results
Course: VCMT2700 Capstone Assessment: Industry Mock Interview Benchmark: 75% will have 75% or above Faculty Lynn Damberger		Average score was 64% on mock interview, which according to rubric is average, but by score is below average.			The interview form uses a Lickert Scale and is scored by industry professionals. The average score on the form results in a 60% grade. Industry professionals circled average on the rubric thinking it was a 70% C instead it was a 60%. Lickert scale will be replaced with a 100, 90, 80, 70, 60%
Course: VCMT2700 Capstone Assessment: Portfolio Contents Rubric Benchmark: 90% of students include good quality required examples in their portfolio Faculty: Lynn Damberger Spring 2016			Method to evaluate and track the specific contents of the portfolio has not been developed yet.		Everyone will include in their 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 Need to add to Final Portfolio Rubric

Course: VCMT1050 Imaging I Assessment: Pen Tool Exercise Benchmark: 75% pass with 80% or better Faculty: Matthew Cupach Fall 2015				16 out of 29 or 55% passed the Pen Tool Exercise with a 80% or better.	13 out of the 16 students that did not pass the exercise also did not continue in the program. Failure of Pay 2 Print and the VCMT computer server finals, week could have effected the time allowed at the end of the Semester, to help students to pas Should we evaluate progress with a project in Imaging II class.?
Course: VCMT1550 Imaging II Assessment: Project #2 Retouching & Color Correction Benchmark 75% will have a 75% or better Faculty: Lynn Damberger				9 out of 16 or 56% passed the retouching and color correction project.	Needs improvement These are the same students who were not 80% successful in the prerequisite course assessment with the pen tool.
Course: VCMT1190 Video Production I Assessment: Final Video Project Benchmark: 75% will have 75% or better Faculty: Matthew Cupach				19 out of 20 or 95% scored 75% or better.	Video Project Good Results. Small class size of 10 & 11 students made it easier to get individual attention. Faculty member at the end of September. Students said there was a lot of down time in class.
Course: VCMT2070 Web Design Assessment: Overall class grade Benchmark: 75% will have 75% or better Faculty: Lynn Damberger				10 out of 11 or 90 % scored a 75% or above on the basic Dreamweaver Web Design Project	There is not enough time in this class for students to build a mobile responsive web site, which is a skill the industry is looking for. Make curriculum change to add 1 more contact hour to the class, to fulfill CTAG requirements. In Fall 2016 Technology problems with software in the iMac classroom kept students from inserting multimedia slide show.
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				Method to evaluate and track the specific contents of the portfolio has not been developed yet.	Samples showing full design process for Menu Project Need to add to Final Portfolio Rubric
VIDEO PRODUCTION STUDENTS ONLY Course: VCMT2590 Video Production II Assessment: Final Project Benchmark: 75% will show the full preproduction process Faculty: Matthew Cupach				Method to evaluate and track the specific contents of the portfolio has not been developed yet.	Samples showing full production process for the Final Project Need to add to Final Portfolio Rubric.

Summary: Passing Pen Tool assessment in Imaging I class seems to be related to student success, however it is hard to get students to take seriously and pass. Mock interview rubric and Co-op rubric were scored low because they were graded on a Lickert scale. Need to include some specific items on the Final Online Web Portfolio, and a way to evaluate them. After looking this over, I wonder if assessments for the ARTS 1010 Drawing & ARTS1070 Photography need to be included in our PARS.

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 PARAMTERS:

- ³⁵₁₇ Your benchmarks should coincide with benchmarks for any external agency you need to report to. DO NOT do double work.
- ³⁵₁₇ 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.
- ³⁵₁₇ Each faculty member should assess at least one program outcome.
- ³⁵₁₇ 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.
- ³⁵₁₇ 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.

