

Program Learning Outcome Assessment Plan Template

General Information

Academic Year of Implementation: 2010 – 2011

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:

Digital Media Technology / A.S. Video and Motion Graphics

Planning Team:

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
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Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
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¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans. See the attached documents entitled *Program Outcome Assessment Plan Approval and Improvement Process* and *Program Outcome Assessment Plan Approval and Improvement Process – Student Affairs*

² Planning Team membership, whenever possible, should reflect the *Principles for selection of members for assessment plan work teams*. For faculty teams the principles include: Collegewide representation where possible; Full-time faculty from the respective program / discipline (tenured, tenure track, and Non-Tenure Earning 4 / 8 / 10 month faculty); Adjunct faculty when an adequate number of full-time faculty do not teach in the program / discipline; Faculty from both disciplines or programs when an outcome is assessed in two programs or a program other than the primary discipline. For plans developed in Student Affairs planning teams should include the following: Collegewide representation where possible; Staff from the targeted program area; Part-time Student Affairs professionals when an adequate number of full-time staff do not work in the targeted program area; Faculty / staff from other program / discipline areas working on the same or similar outcomes; Students representation when possible.

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Digital Media Technology / A.S. Video and Motion Graphics	
Targeted Program Learning Outcome: Produce professional quality video projects.	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: DIG 2284C – Advanced Video and Sound
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Student will create motion picture content singly and as part of a group. Student will correct color and sound levels on projects. Student will choose appropriate distribution formats.
Performance Indicators for the Program Learning Outcome(s) selected: ➤ Video projects will demonstrate an accumulative knowledge of technical and artistic considerations.	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: Student will practice strategies for team building and communication. Student will develop ideas into motion picture content. Students will create realistic video composites. Student will demonstrate how to adjust an image to achieve a desired look. ¹ Student will balance audio on the projects they create. Student will select appropriate distribution options for content.
Common Assessment (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected): Graded student video project. (What’s Up, Orlando?)	
Description of the Proposed Common Assessment (Common assessments should be designed to ensure a balance between (1) the need for a consistency within the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to encourage faculty judgment in the design and	

delivery of learning activities):

A complete ½ hour television show edited by the student, containing:

- **A 5-7 minute video package wholly created by the student**
- **Motion graphics created by the student**
- **An edit of the show including the video packages from other students (classmates)**

Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):

The project rubric for grading the ‘What’s Up, Orlando?’ project or a new rubric geared more toward program level assessment if the project rubric does not suffice.

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Implementation Process

Approval Process

Activities Associated with the Approval of Assessment Plans	Proposed Completion Date	Person Responsible
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline	September 2010	Robert McCaffrey
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received	October 2010	Robert McCaffrey / Wendy Givoglu
Draft assessment plan is revised to reflect input	November 2010	Robert McCaffrey
Current voter eligibility list for curriculum will be used to vote on draft assessment plan	January 2011	Robert McCaffrey

Faculty / Professional Development Needs Associated with the Proposed Common Assessment

What training / preparation / information will faculty or staff need in order complete the proposed assessment plan?

Meeting to discuss purpose of program outcomes and agree upon types of evidence.

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?

None. Students receive rubrics for course outcomes.

How will student artifacts or data associated with student performance be collected?

Placed on DMT server over the course of classes. Instructors will receive instructions on what to collect.

If student artifacts are to be collected based on a random sample of students registered for the course or participating in the program / activity, what characteristics should the sample include?

At the present time, none. We may come up with characteristics when the planning committee meets. The size of our program may require evaluating all samples.

How will information about faculty / staff participation in the assessment project be communicated?

Via email from the program director.

Who will be responsible for coordinating the collection of student artifacts?

Robert McCaffrey (program director)

At what point in the academic year / semester will the student artifacts be collected?

Collected on the DMT server as courses progress. Each summer look at the collection from the prior 3 semesters. We'll try to evaluate each fall.

Program Level Assessment / Evaluation of Student Artifacts and Analysis of Results

When will student artifacts be assessed / evaluated?

The early part of the Fall semester.

Which faculty or staff from the program/discipline will evaluate student artifacts?

Program Director, Full-time DIG faculty, volunteers from staff (Valencia TV or AV departments), possibly a student representative.

What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?

The document of what we agreed upon in periodic planning meetings.

When will the results / data associated with the assessment plan be analyzed?

Via an email report as soon as possible after the evaluations.

What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?

We'll develop a response form for faculty to fill out demonstrating what they understood and how they will use it.

What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?

The video projects themselves.

In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., faculty from related discipline areas in General Education)?

Possibly faculty in Film, Graphics, and Entertainment Technology

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?

Via an email report from the program director.

Improvement Plan and the Use of Assessment Results

What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (targeted course(s), co-curricular program or student activity)?

TBD

What changes to the common course outlines, if any, need to be considered?

TBD

What do the results of this assessment plan suggest about changes / improvements to the program assessment process?

TBD