

# End of the Academic Year 2012-2013 – End of This Cycle

## Results & Improvement Plan for Next Year

The template has 9 pages. Please return this completed form with the dean signatures or their E-mail approval(s) copied & pasted in at the end. by **May 10, 2013** to Jessica King in the Valencia Institutional Assessment (VIA) Office ([jking84@valenciacollege.edu](mailto:jking84@valenciacollege.edu)) Please see the VIA website for this form, your plans, and related materials: [www.valenciacollege.edu/via](http://www.valenciacollege.edu/via) --> left tab LOA)

**If you are working on several programs please submit a template for each one; each labeled for the specific program.**

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area				
Digital Media Technology				
Planning Team Leader(s) <sup>1</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Note from Planning Team Fall 2011: Please note, with respect to the designation of Planning Team Leaders: The Planning Team came to a consensus that Planning Team Leaders should include representation from each of the three major campuses (East, Osceola, and West). Those selected, or volunteering, for the role of Planning Team Leader are to be a non-tenure track full time faculty members (tenured or four-month). It was the determination of the Planning Team that tenure-track faculty should be encouraged to concentrate on the completion of their ILP.				
Robert McCaffrey	East	<a href="mailto:rmccaffrey@valenciacollege.edu">rmccaffrey@valenciacollege.edu</a>	2784	3-2
Planning Team Members <sup>2</sup>	Campus	E-mail Address	Phone Extension	Mail Code
The Planning Team came to the consensus that all tenured, tenure-track, and full-time four-month faculty are considered members of the planning team. As the work being conducted for these Assessment Plans impacts all tenured and tenure-track faculty, they all should play an active role in the work being conducted.				
Matt Messenger	East	<a href="mailto:mmessenger@valenciacollege.edu">mmessenger@valenciacollege.edu</a>	2870	3-2
Wendy Givoglu	East	<a href="mailto:wgivoglu@valenciacollege.edu">wgivoglu@valenciacollege.edu</a>	2218	3-2

<sup>1</sup> Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

<sup>2</sup> Planning Team membership, whenever possible, should reflect the *Principles for selection of members for assessment plan work teams*. For faculty teams the principles include: College-wide 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: College-wide 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.

## Six Items Documenting Results

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.

### Documenting the Assessment Process

1. In a sentence or two, what did you do and who was responsible for coordinating the collection of student artifacts / data?

Matt Messenger collected student artifacts and Robert McCaffrey did the assessments.

2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?

Matt collected Advanced Video projects (6 total) and Advanced Motion Graphics projects (10 total) from Spring 2013.

### Improvement Plan and Use of the Assessment Results – Next Year’s Cycle

3. What were your results? (Please e-mail the data and copies of instruments when you submit this form if possible, for example rubric scores in an Excel sheet.) How did this compare with any predictions that you made in the Fall?

PDFs of quantitative reports and a narrative of the assessment results are attached in the email that came with this document.

4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity over the next year? (Please use the following page if you need more space for your response.)

In the motion graphics succession of courses (DIG 2341C, DIG 2342C, DIG 2302C) reinforce concepts of image size, pacing for understandability, and why we avoid hard mask edges mid-frame and video tracks that ‘crash’ in and out in an unplanned manner.

Review all audio lessons covered in DIG 2000C, DIG 2030C, DIG 2284C, and MUM 2630C (and any other places we talk about capturing or editing sound) and get a handle on exactly what we are teaching. If the correct lessons and projects don’t exist, create them. If they do exist, investigate where the breakdown is. Suggestions: evaluate if students are demonstrating proficiency at the point where they originally learn and test on the material. If so, see if there are points before DIG 2284C where the concepts can be reinforced. Observe specific classes where this content is allegedly covered.

The primus on all this work is Robert McCaffrey

5. What changes, if any, will be made to the common course outlines, the catalog, etc.

None planned.

### Next Steps – Planning for Next Year’s Cycle— Academic Year 2013-2014 (see below for detailed planning)

6. What are your next steps – acting on the results? (These steps will guide others in the next cycle... moving the process forward.) If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

Firstly, take the steps listed in box 4 above. Secondly, create a plan to review all Digital Media PLOs in a timely fashion. We’ve tackled fairly objective PLOs so far to acclimate ourselves to the program assessment process. Now it’s time to scale up the number of PLOs we assess each year and focus on some of the more difficult assessments, such as the PLO on demonstrating professional behavior.

Please include the name of the person completing this page and your program:

Robert McCaffrey, Digital Media Technology

See next page...

### Additional Space for Comments Reporting on Prior Year (if needed)

3) *If you have additional comments for the following question, please share them here:* What were your results?

Full reports for both PLOs we assessed are attached.

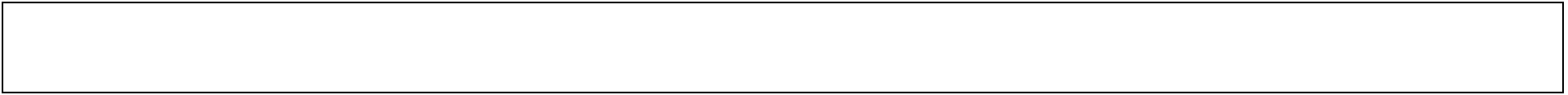
4) *If you have additional comments for the following question, please share them here:* What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student over the next year?

Full reports for both PLOs we assessed are attached.

6) *If you have additional comments for the following question, please share them here:* What are your next steps – acting on the results?

If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

Full reports for both PLOs we assessed are attached.



See next page....

# Planning for AY 2013-2014 Learning Outcomes and Performance Indicators

**Complete only the sections that apply to your work.**

<b>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:</b> Digital Media Technology	
<b>Targeted Program Learning Outcome(s)</b> <b>(How many will you be assessing this coming year?):</b>  There are approximately 30 A.S. PLOs and Technical Certificate PLOs that bear on the topics of using the language of the industry, demonstrating professional behavior, and solving industry-related problems. We plan to do a one or more soft skills assessments that will cover these 30 PLOs.	<b>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</b> DIG 2950C, DIG 2291C, DIG 2170C, DIG 2030C, DIG 2500C
	<b>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</b> Attached as separate document.
<b>Performance Indicators for the Program Learning Outcome(s) selected:</b>  Behavioral observations, attendance sheets, record of deadlines, classroom project	<b>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</b>  Attached as separate document.
<b>External Standard(s) in the field or discipline</b> (please contact Laura Blasi <a href="mailto:lblasi@valenciacollege.edu">lblasi@valenciacollege.edu</a> with any questions about this):	
<b>Common Assessment</b> (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected):  It will likely be the following: a project in DIG 2950C, a live-streaming event in DIG 2291C, a software development project in DIG 2170C, an interview project in DIG 2030C, and a website project in DIG 2500C.	
<b>Description of the Proposed Common Assessment</b> (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):  It will likely be the following: a project in DIG 2950C, a live-streaming event in DIG 2291C, a software development project in DIG 2170C, an interview project in DIG 2030C, and a website project in DIG 2500C.	
<b>Proposed Assessment Instrument</b> (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):	

The most likely instruments will be rubrics we'll develop in the program area ahead of the assessment.

## Implementation Process

### Collection of Student Artifacts

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

Nothing apart from the project rubrics they normally receive.

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

The program director, Robert McCaffrey, will work out collection of artifacts and timing of student observation with the relevant teachers.

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?

The most likely outcome is that all students in the given classes will be observed and / or have artifacts of their work collected.

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

Via email and in person by the program director, Robert McCaffrey.

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

Robert McCaffrey will coordinate the collection with the part-time faculty in the program.

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

Throughout all semesters, starting in 201330.

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

When will student artifacts be assessed / evaluated?

No later than Assessment Day (May 2014).

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

Tenured professors, professors on annual contract, eligible part-time professors, eligible Valencia professional staff.

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

Assessment team will be provided with the original rubrics given to students and be given a brief review of the goals of program level assessment.

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

Some analysis will occur as artifacts are collected, but the majority will take place in the Summer 2014.

What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)

For the easiest Technical Certificates to achieve, I suspect students will not yet be competent on items such as 'Solve industry-related problems', and we will need to rethink what we want students to be able to do at these earlier stages of the program.

For the A.S. level PLOs, I suspect we'll have success rates around 70%, and I look forward to seeing if that's accurate and where problems lie.

Apart from doing the PLO process, there are other factors motivating change in our program. Advisory board suggestions may lead to changes in DIG 2500C. My personal growth in understanding of the purpose of technical certificates is prompting me to delete some TCs and rearrange the content of others. It may well be that these other factors prompt changes that cause us to alter or halt some of the PLO assessment we do for TCs.

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

I don't anticipate any additional training or information will be needed.

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

I don't anticipate that any additional data will be needed to understand and act on the results of the assessment plan.

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)?

In the past, we've drawn upon help from Valencia staff with video production experience. But apart from that help, I don't anticipate anyone outside of the Digital Media program needs to be included.

In future years, when we assess more of the journalism-specific competencies, I anticipate needing to invite the program director for Journalism.

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

*Via email or in person by the program director, Robert McCaffrey.*

### Approval Process

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Results
Draft assessment plan is circulated for input to	May 2013	Robert McCaffrey	



reviewers appropriate to the program / discipline (including Deans / Directors responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan)			
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	Program discussion Fall 2013	Robert McCaffrey	
Draft assessment plan is revised to reflect input	Fall 2013	Robert McCaffrey	
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum ( <a href="http://valenciacollege.edu/faculty/forms/voterlists/">http://valenciacollege.edu/faculty/forms/voterlists/</a> )	Fall 2013	Robert McCaffrey	

## Dean / Director Support

The Dean(s) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan. Please copy and paste in E-mail approval (as applies) at the end of the document and then send the form complete to us or obtain, scan, and send handwritten signatures and then send.

Wendy Givoglu / <a href="mailto:wgivoglu@valenciacollege.edu">wgivoglu@valenciacollege.edu</a>	
Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Dean / Director West Campus	Signature



