[TVCA EVALUATION] **THINK | VALUE | COMMUNICATE | ACT**

evaluating students 'soft' skills

This is an evaluation tool the Graphics & Interactive Design Instructors utilize at three times during a course:

1. As a student self-evaluation at the beginning of the course to establish expectations. (the form is the same, except for the wording for the scale values are geared toward self-evaluation.) They complete this as part of a tutorial and is factored into that tutorial grade.

2. At mid-term, completed by the instructor, to serve as a feedback on a student's progress in meeting the expectations. We meet with each student to review the results and come to an understanding or plan of action—we conduct these one-on-one meetings during in-class work time. There is no grade attached to this evaluation at mid-term, and the evaluation is performed before the withdraw deadline.

3. As a final evaluation (in addition to an exam), by the instructor. This evaluation score is factored into their final grade and accounts for 15% of their grade in our entry and capstone courses.

This form was a re-design of an early version that we (the instructors) felt was generally disregarded by the students (and adjuncts) due to the wordiness and cumbersome nature of the form.

We wanted this new form to:
• read as conversational

• be based in real-world values

• be more concise

• easier to score for instructors (self-scoring pdf form)

• easier for students to understand how to demonstrate these skills (what they looked like)

• digitally archived and printable.

The Outcome. This self-scoring form and it's wording has made a vast improvement in several areas:
• students better understand the soft skills required of them and can better relate these skills to real-world expectations in the design industry.

• instructors find that the form is much easier to score and that students understand better how they control the score.

• instructors are more likely to utilize the form and therefore we feel allows for better consistancy in evaluation accross course sections and campuses.

The current version was written and created by Meg Curtiss using Adobe InDesign and exported (saved as) a PDF.
The PDF was made interactive by Kristy Pennino using Adobe Acrobat Pro.
I don't believe it would not be difficult to recreate using MS Word and Adobe Acrobat Pro, and you are welcome to any or all of it!

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scale:

**20 skills
0–5 points for each**

5 - employer would be impressed enough to promote

4 - employer would keep you on board

3 - employer would recommend improvements at yearly evaluation and reassess

2 - employer would suspend/warn, if improvements in this area are not made

1 - future employer could fire due to lack of skill demonstration in this area

0 - lack of skill in this area would prevent hiring by an employer

PREPARED FOR:

YOUR SCORE:

[THINKING SKILLS]

Comprehension:
A designer, when introduced to a new project, is able to comprehend and analyze information and expectations provided verbally by the client and asks the right questions to complete the task beyond expectations and on-time.
The student/designer seeks to understand and follow written and verbal descriptions and directions, and asks pertinent questions (or seeks clarification) to further understanding in order to exceed expectations.

points&feedback: 0   1   2   3   4   5

Independent Learning:
A designer is always pushing themselves to learn new skills, techniques and to add to their understanding in design, technology and culture.
The student/designer regularly takes the personal initiative to seek out and make use of new resources and inspirations to aide them in learning independently beyond the classroom.

points&feedback: 0   1   2   3   4   5

Problem Solving:
A designer is a problem solver and planner of the solution.
The student/designer is able to work independently to identify the problem, collect outside research/resources and develop a design solution that answers the problem that is technically and visually their own creative work.

points&feedback: 0   1   2   3   4   5

Progressive Learning:
A designer is always pushing themselves to apply learned skills and understanding towards mastering their craft.
The student/designer is able to apply principles, facts and feedback to improve upon what they are responsible for having learned (both technical and visual fundamentals) previously, to (meet/exceed) expectations in their next project.

points&feedback: 0   1   2   3   4   5

Process:
A designer understands, enjoys and respects the process by which great design is achieved.
The student/designer fully involves themselves in the process of research, inspiration, brainstorming, developing visuals/ideas, evaluation/proofing of work/ideas—following the process to fruition while taking documenting of this process seriously.
The student/designer is always mindful to create final work that is technically and visually their own creative work.

points&feedback: 0   1   2   3   4   5

[VALUING SKILLS]

Initiative / Motivation:
A designer exhibits a love and drive for what they do and seeks opportunities to continue and expand their personal growth.
A student/designer demonstrates their own proactive initiative and motivation towards course content, career opportunities and participates in industry related organizations, clubs and activities —routinely seeking resources that lead to these opportunities.

points&feedback: 0   1   2   3   4   5

Self Evaluation:

A designer takes a critical eye to the details of their work, carefully checking assignment requirements prior to presenting to a client and again before submitting the job for publishing.
A student/designer looks within themselves for opportunities to improve and learn, reviewing their work for errors (technical and visual) and checking assignment requirements, prior to submission, later reviewing evaluations and critique comments for future growth.

points&feedback: 0 1 2 3 4 5

Improvement:

A designer continually works to improve their knowledge, skills and craft.
A student/designer provides evidence of attempts to improve their work, and applies suggestions from previous evaluations of their own and others work to improve their future work.

points&feedback: 0 1 2 3 4 5

Professionalism:

A designer conducts themselves in a professional manner, presenting their work in its best light.
A student/designer demonstrates exhibits a professional-level approach to the craft and presentation of their work and demonstrates pride in the finished product.

points&feedback: 0 1 2 3 4 5

Respects Opinions:

A designer understands the value of other's opinions and insights—especially those of the target audience.
A student/designer demonstrates respect for others opinion, and sees value in viewing things from multiple points of view. They seek-out feedback from fellow designers and well as individuals fitting their target audience, without becoming overly defensive of their work.

points&feedback: 0 1 2 3 4 5

[COMMUNICATION SKILLS]

Verbal Interaction:

A designer uses professional, non-abusive, socially appropriate and grammatically correct language when interacting with coworkers, clients and service providers, both in person and online communication.
A student/designer exhibits appropriate verbal and written expression, provides constructive critique to own and others work and responds to concepts discussed in class.

points&feedback: 0 1 2 3 4 5

Express Concepts:

A designer effectively expresses their process, thoughts, ideas and solutions verbally.
A student/designer demonstrates the ability to describe their design solutions and methods to accomplish goals, using industry-standard terminology.

points&feedback: 0 1 2 3 4 5

Participation:

A designer contributes to the creative collective by joining in activities, discussions and critiques.
A student/designer is attentive while others are speaking (lectures, presentations and critiques) and enthusiastically and actively participates in class discussion or activities.

points&feedback: 0 1 2 3 4 5

[ACTION SKILLS]

In-Class Conduct:
A designer maintains thoughtful and professional conduct when interacting with coworkers, clients and service providers.
A student/designer follows stated rules of classroom conduct as defined in syllabus and student handbook—including appropriate use of lab facilities, cell phone or computer when prohibited (i.e. during lecture and demonstrations) and uses class time appropriately.

points&feedback:
0   1   2   3   4   5

Preparation:
A designer takes the necessary steps to plan a job's success by employing strong time management skills.
A student/designer demonstrates the ability to manage time, supplies and resources, and comes to each class prepared to accomplish requirements of scheduled activities in order to deliver the job on time and meet job expectations.

points&feedback:
0   1   2   3   4   5

Out of Class Work:
A designer puts in the necessary time and effort to achieve desired results and completes the job on time.
A student/designer is expected to spend at least the minimum required hours outside of class for each credit hour doing homework or computer time to accomplish course objectives. The student understands that to exceed expectations often requires much more time and energy than the minimum time requirements.

points&feedback:
0   1   2   3   4   5

Meeting Deadlines:
A designer meets intermediate and final deadlines throughout the process of a job, as established by the clients needs.
A student/designer turns in all project requirements, including developmental stages (creative and proofing processes) by due date stated in the course schedule or by instructor's verbal directions.

points&feedback:
0   1   2   3   4   5

Time Management:
A designer plans the workload of a job wisely to manage all stages of the job and to allow proper attention to details in the process.
A student/designer demonstrates the ability to prioritize school work or other demands in order to successfully manage their time to accomplish learning objectives.

points&feedback:
0   1   2   3   4   5

Attendance:
A designer understands how missing work affects ones ability to complete a job well and on time and communicates necessary lapses in attendance.
A student/designer respects that missed class meetings will affect the learning process and attends class according to course requirements, arrives on time and remains attentive and in class until dismissed. When unavoidable absences or tardiness arise, the student is careful to communicate with the instructor, outlining their plans for meeting course/project deadlines regardless.

points&feedback:
0   1   2   3   4   5

Responsibility:
A designer understands and takes responsibility for their role in the workplace.
A student/designer takes responsibility for their actions or in-actions rather than making excuses. Files are kept organized and with the student so that they are prepared. Maintaining back-up copies of files in case of corruption. A student/designer takes responsibility to arrange and maintain reliable transportation and a backup plan.

points&feedback:
0   1   2   3   4   5