



Frederick Community College  
*Assessment of Student Learning*

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# Digital Media Design

3<sup>rd</sup> Assessment Cycle 2012-2015

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## Assessment Plan

General Education Competency

Technological Competence

Critical Thinking

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# Background

The focus of the assessment plan will emphasize the knowledge gained from all of the Digital Media Design studio courses, which are comprised of television production, graphic design, and web design. Each of the studio courses were devised with the intention of providing a diverse population of arts and non-arts focused students an introduction into the creative field of Digital Media with an emphasis on preparing them for real world applications in the industry.

The assessment utilized will evaluate their ability to apply creative and critical thinking and show technological competence as part of the Gen Ed competencies. A hands-on approach is employed through the instruction, simulating the roles they would encounter in the field. Their ability to fully comprehend the material and successfully complete the assigned projects and project parameters through the use of self-expression and skills learned through the lectures and presentations give a clear indication that the students would be able to make the transition from class to industry setting.

Each project is designed with the intent for the student to achieve the Core Learning Outcomes, which will be part of the overall assessment of their competencies. The four main goals are:

## Television Production:

*Software Knowledge* – Students will be able to demonstrate a comprehensive understanding of computer software programs and their functions.

*Camera & Audio* – Students will be able to use technology such as a video camera and microphone to incorporate video and audio into their project.

*Editing for Story* – Students will be able to edit shots in order to tell a clear and effective story that engages the audience.

*Editing Technique* – Students will be able to use editing techniques in order to achieve quality shot length, effective transitions, and appropriate special effects.

## Graphic Design:

*Software Knowledge* – Students will be able to demonstrate a comprehensive understanding of computer software programs and their functions.

*Computer Knowledge* – Students will be able to use Windows & Mac OS interfaces to save files, organize files and back up files used to produce class projects.

*Printing Knowledge* – Students will be able to set up files to print properly, prototype prints for quality, assess problems and correct them for the final printout of their design.

*Craftsmanship Knowledge* – Students will be able to check for spelling and rendering errors. Correct all errors, properly trim and mount final design project for critique.

# Methodology

The Digital Media Design program will utilize a tech competency and critical thinking rubric to gauge student success throughout the semester. The focus of the assessment will be to measure the students' ability to exhibit an ability to replicate what they have learned from the hands-on learning, establish an understanding of discipline specific technology, show the use of critical thinking, and demonstrate an overall completion of the assigned project.

Our assessment will focus on all of the Digital Media Design studio courses, we will be assessing around 380 students each semester. By assessing the entire student population in all of the studio courses, this will give the instructors a better understanding of whether our effectiveness as instructors is working. Having a diverse population of arts and non-arts students will ensure that regardless of skill level or background, there will be a fair assessment across the board.

The Digital Media Design Program has two tracks, Computer Graphics and Television Production. These two tracks will be assessed differently as follows:

The measurement tool used within the Digital Media Design Television department will be to implement a project that includes the utilization of a partially pre-written script. Students will be required to research about movies from different time periods and from around the world in order to complete the script. Examples of required research include using a line of dialogue or title from an Oscar winning movie from the 1950's. Research will be done using Internet sites such as IMDb.com and AFI.com. This will allow students to become familiar with movies they otherwise might not have heard of, as well as learning to write a script and stay within assigned parameters. This project also relates to how the film and television industry functions. The outlined project permits students to make their own creative decisions, but also keep them under strict guidelines. They will then be assessed on their creativity, critical thinking skills, and their ability to work within a set scope.

The measurement tool used in the Digital Media Design, Computer Graphics will be the implementation of a project titled, "FCC Map Redesign". This is the first project in the CMM 111 Communications Graphics I class to utilize both design and software knowledge together. Students are asked to take the map of Frederick Community College and redesign it any way they like. Students research existing maps for new ideas, design proportions and those elements that are standard in most all maps. They come up with ideas for their map, which can be wildly creative or taking existing elements on campus and rearranging them to be more efficient. The design's colors, textures, line quality, font selections, and content must reflect the overall idea and even with some of the more creative ideas - students must make the map functional. After an idea is agreed upon in the critique, students set out to make the map using Adobe Illustrator. They must keep in mind how prospective students and users of their new campus will get onto the campus, park, and get around to the buildings. Simultaneously, students are learning how to use the different tools in Adobe Illustrator to draw the roads, buildings and vegetation. The finished project will be printed out and mounted to make a professional project to be presented in the final class critique. This assignment relates to many in the professional world and maps are included in almost all retail, and corporate web sites and print collaterals. The students will be assessed on creativity, critical thinking skills, design, technical software skill, craftsmanship both on and off the computer and finally, presentation of both ideas and final project.

Gathering the information will be focused on the instructor using the rubrics to assess students through their comprehension of the material and their ability to replicate what was taught and show creative and critical thinking to solve problems in their projects and make creative choices.

To maintain uniformity throughout the program, a single similar tech competency and critical thinking rubric will be implemented in every course. Full time and adjunct faculty will utilize this rubric, as well as assign discipline specific projects. The goal of the rubric will be to assist students in understanding what is expected of them and what elements they will be graded on. Outcomes for the assessments will be gathered using an online submission form, which will accompany the rubric. The form will be used to help the faculty gather information from the assessment and use it to gain a further understanding of goals and outcomes from the project evaluations.

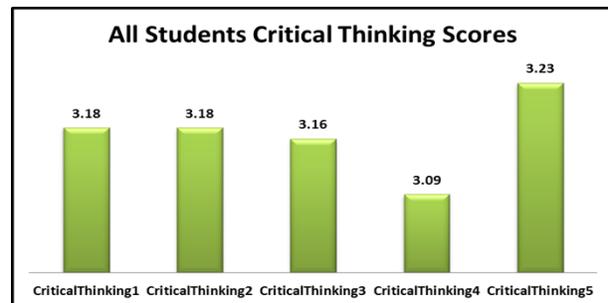
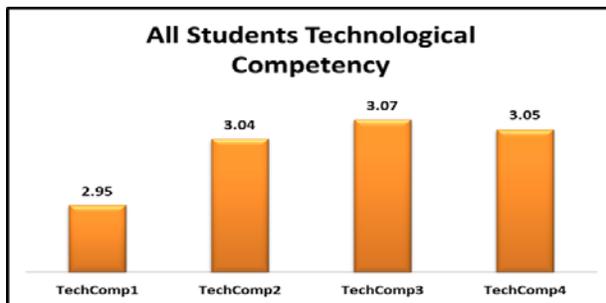
# Analysis of Data

The Ad-Lib Script project was developed specifically for Television Production students and emphasizes the use of critical thinking and technical competency to complete the project.

Students are given a partially completed script and are tasked with filling in the missing portions of the script -- including settings, characters, and dialogue. One of the requirements of the project is that the students are required to research movies from different countries and eras that are used to fill some of the missing portions of the script. After being shown examples from previous student groups, they will go through the steps of pre-production, production, and postproduction until the project is completed.

After completion of the project, students are graded using a standardized critical thinking and discipline-specific technological competency rubric. The results are then assessed by the instructors. Collection of the data will be done utilizing FCC's Web-Form Assessment Sheet designed by the IT & Assessment and Research Departments. The collected data will be used to determine the best way to improve student's critical thinking and technological competency skills.

## Pilot Collection:



Student Competencies by Digital Media Design Area					
<b>Television Production</b>					
<b>Critical Thinking</b>	Differentiates among facts, opinions, and inferences	Analyzes information from various sources	Recognizes and develops alternative perspectives or solutions	Evaluates alternatives to make sound judgments	Synthesized alternatives to create a final product
Average Score	3.43	3.51	3.35	3.43	3.46
<b>Technological Competence</b>	Software Knowledge	Camera & Audio	Editing for Story	Editing Technique	
Average Score	3.46	3.54	3.43	3.38	
<b>Graphic Design</b>					
<b>Critical Thinking</b>	Differentiates among facts, opinions, and inferences	Analyzes information from various sources	Recognizes and develops alternative perspectives or solutions	Evaluates alternatives to make sound judgments	Synthesized alternatives to create a final product
Average Score	2.92	2.84	2.97	2.76	3.00
<b>Technological Competence</b>	Software Knowledge	Computer Knowledge	Printing Knowledge	Craftmanship Knowledge	
Average Score	2.43	2.54	2.70	2.73	

# Recommendations

One recommendation for further improving the project would be for the Television and Graphics department to develop a more streamlined and cohesive approach when the assignment is given and when the data will be collected.