



Digital Media Design

3rd Assessment Cycle 2012-2015

Final Report

General Education Competency

Technological Competence

Critical Thinking

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Background

The focus of the assessment plan emphasized 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 evaluated their ability to apply creative and critical thinking and show technological competence as part of the Gen Ed competencies. A hands-on approach was 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 settings.

Each project was designed with the intent for the student to achieve the Core Learning Outcomes, which is 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 utilized a tech competency and critical thinking rubric to gauge student success throughout the semester. The focus of the assessment measured the students' 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 focused on all of the Digital Media Design studio courses; we assessed around 380 students each semester. By assessing the entire student population in all of the studio courses, this gave the instructors a better understanding of our effectiveness as instructors. 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 were assessed differently as follows:

The measurement tool used within the Digital Media Design Television department was a project that included the utilization of a partially pre-written script. Students were 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 was done using Internet sites such as IMDb.com and AFI.com. This allowed 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 were then 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 was 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 were 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 maps. They come up with ideas for their map, which can be wildly creative or take existing elements on campus and rearrange them to be more efficient. The design's colors, textures, line quality, font selections, and content reflected 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 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 learned how to use the different tools in Adobe Illustrator to draw the roads, buildings and vegetation. The finished project was 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 were 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 was 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 was implemented in every course. Full time and adjunct faculty utilized this rubric, as well as assigned discipline specific projects. The goal of the rubric was to assist students in understanding what is expected of them and what elements they would be graded on. Outcomes for the assessments were gathered using an online submission form, which accompanied the rubric. The form was used to help the faculty gather information from the assessment and use it to gain a further understanding of goals and outcomes from the assessment project.

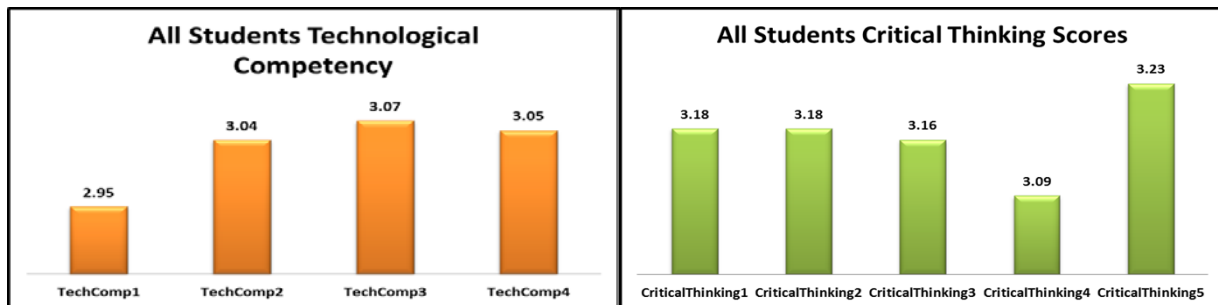
Analysis of Data

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

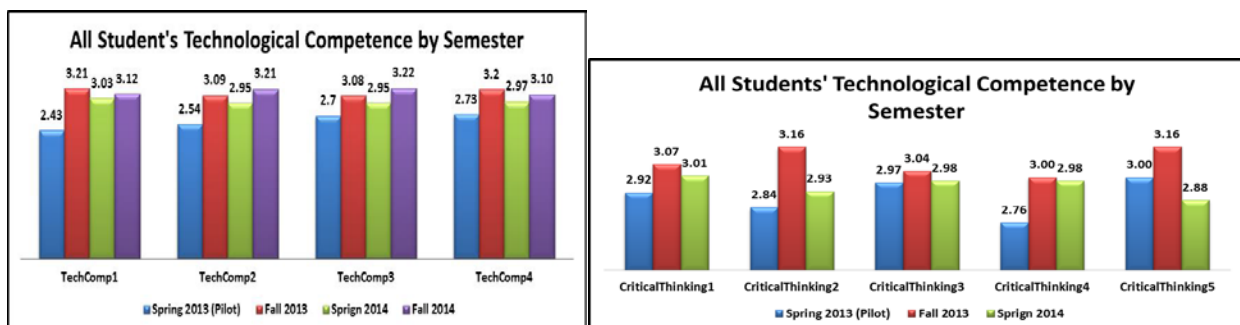
Students were given a partially completed script and were tasked with filling in the missing portions of the script -- including settings, characters, and dialogue. One of the requirements of the project is that the students were required to research movies from different countries and eras that are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

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

Pilot Collection:



Final Data Collection:



- The data above shows students' average scores in all areas of both rubrics in Digital Media Design. Overall, students did well on the rubric with all average scores above 3 (Proficient).
- The overall average score on all assessment areas was a 3.22. Last semester all average scores were above competent. This semester's data represented a slight increase (+.26) in competency averages.
- The lowest critical thinking score overall was on Critical Thinking 1 which represented students ability differentiate among facts opinions and inferences. The lowest critical thinking area during the past two semesters was Critical Thinking 5, students' ability to synthesize alternative to create a final product.

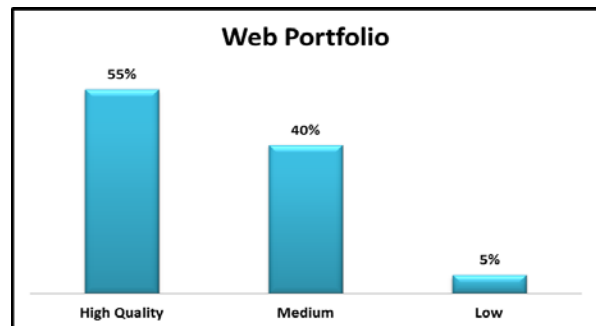
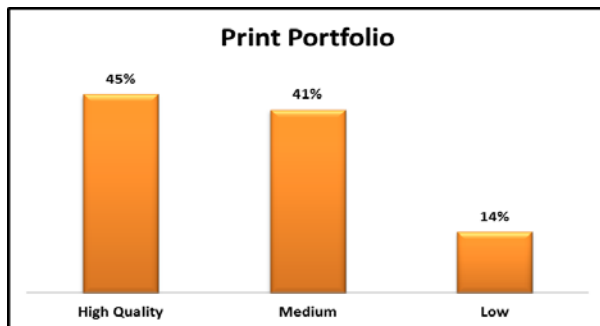
Student Competencies by Digital Media Design Area					
Television Production					
Critical Thinking	Differentiates among facts, opinions, and inferences	Analyzes information from various sources	Recognizes and develops alternative perspectives or solutions	Evaluates alternatives to make sound judgments	Synthesized alternatives to create a final product
Average Score	3.36	3.30	3.30	3.30	3.27
Technological Competence	Software Knowledge	Camera & Audio	Editing for Story	Editing Technique	
Average Score	3.36	3.27	3.34	3.34	
Graphic Design					
Critical Thinking	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	2.63	2.51	2.63	2.63	2.45
Technological Competence	Software Knowledge	Computer Knowledge	Printing Knowledge	Craftmanship Knowledge	
Average Score	2.67	2.61	2.53	2.57	

Student Competencies by Digital Media Design Area					
Television Production					
Critical Thinking	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	3.22	3.26	3.17	3.17	3.22
Technological Competence	Software Knowledge	Camera & Audio	Editing for Story	Editing Technique	
Average Score	2.98	3.15	3.15	3.00	
Graphic Design					
Critical Thinking	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	3.29	3.33	3.38	3.48	3.48
Technological Competence	Software Knowledge	Computer Knowledge	Printing Knowledge	Craftmanship Knowledge	
Average Score	3.43	3.33	3.38	3.33	

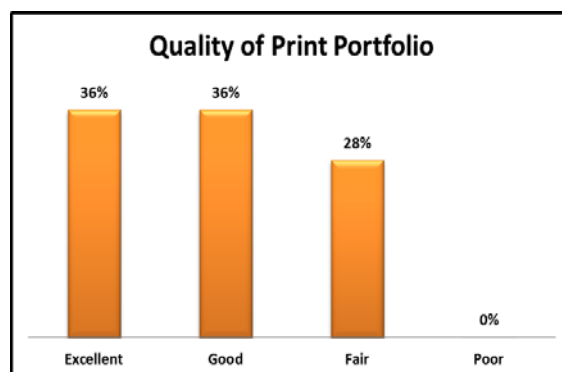
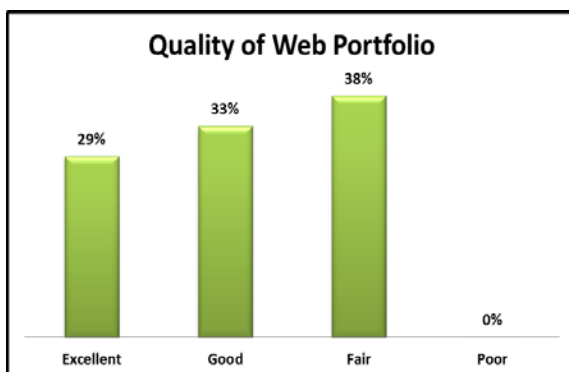
Additionally, the graphic design area added a portfolio review in the capstone course, CMM 115 – Professional & Transfer Portfolio. At the end of each of the CMM 115 courses, professional designers were asked to review & assess student's portfolios. The results of this additional part of the assessment are detailed below:

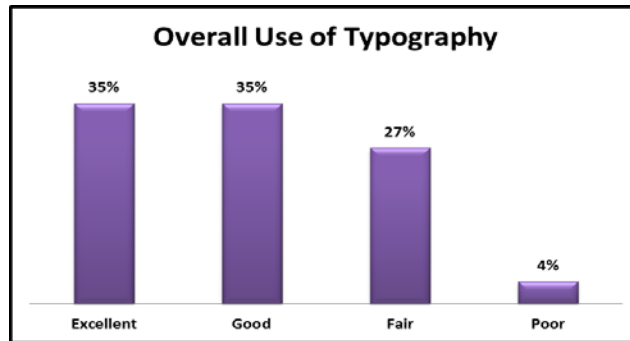
Digital Media Design (Graphic Design)

- In response to the question, “What kind of job is this student’s work most suitable for?”, 1 (4%) student’s work was best suited for the web, 24 (88%) students’ work were best suited for print, 1 (4%) student’s work was best suited for interactive media, and 1 (4%) student’s work was best suited for presentation.
- When asked, “Does the work in this student’s portfolio indicate an understanding of the mission of design?”, 23 (88%) individuals responded yes and 3 (12%) responded maybe. No one responded that the student’s work did not indicate an understanding of the mission of design.
- In response to the question, “Is there an acceptable variety of work in the portfolio?”, all (23) individuals responded yes. This was also the case for the question, “Is there an acceptable variety of work in the portfolio?” All individuals (21) responded yes to this question.
- When asked, “Does the portfolio have a contemporary look?”, 25 (86%) individuals responded yes and 4 (14%) responded no.



- In response to the questions about students’ resumes submissions, 16 (67%) respondents felt the resume would help to get design employment and 8 (33%) felt it should be revised. When asked about their stationery, 16 (59%) individuals felt it was consistent with good solid design. Eleven (41%) respondents felt that students’ stationery should be revised.
- When asked about students’ print portfolios, 23 (96%) respondents felt it had adequate work and 1 (4%) felt it did not. When asked about students’ web portfolio, 18 (86%) respondents felt it had adequate work and 3 (14%) felt it did not.
- In response to the question, “Quality of presentation portfolio?”, 19 (73%) respondents felt students did a good job and were well organized. Seven (27%) respondents said students need to revise their presentation skills.





- The charts on this page show the percentage of reviewers rating of student portfolios:
 - The chart on the top left shows the quality of students web portfolios
 - The chart on the top right shows the quality of students print portfolios
 - The chart on the bottom left shows the quality of the use of typography in students' portfolios.
- In all cases, the majority of students scored in the “excellent” and “good” range.
 - Web Portfolio: Excellent=29%, Good=33%
 - Print Portfolio: Excellent=36%, Good=36%
 - Typography: Excellent=35%, Good=35%
- In response to the question, “If you were in a position to hire a designer or take on an intern, would you hire this student?”, 16 (62%) of respondents said that they would hire the student if they needed a designer or intern, 7 (27%) of students said they would not hire the student if they needed a designer or intern, and 3 (12%) of respondents said that the student were not a good fit for them but they would recommend them to another studio.

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.

Television Production Program:

A recommendation that could be implemented into the ad-lib script project to improve it would be to assign the project to classes at different times throughout the semester. One class would be assigned the script for their first project, another class would have it assigned as their second project, and finally a third class would have it as their final project. Giving the project assignment at various junctures would assist in gauging students' competency and whether they are acquiring proper industry standard skills and techniques over the course of the semester. Based on each group's performance on the project, it will determine the effectiveness of the project and how future classes will be structured.

Graphic Design Program:

The numbers presented above for students beginning and ending their studies at FCC are good. Within the limits of our ability we strive to keep updating instruction methods to reach even more students to prepare them for work in the creative media profession. As a board member of AIGA, the American Institute of Graphic Arts – I have access to all of the current higher education white papers which keep me up to date with the latest educational practices. In addition, I am an organizer of regional student portfolio reviews in which FCC students participate. I am part of a team of educators & designers – this team and all its members help me to help our students to be competitive in today's market.

Further Research

Television Production Program:

As a cornerstone of the Television Production program OAC project, there are plans to further develop the Ad-Lib scriptwriting project beyond just the fundamentals of working within set parameters. Other elements that will be further developed include assisting students build upon their critical thinking skills and how to assess and solve problems quickly and efficiently while on set. Giving students these tools will allow them to become a valuable asset to any production crew. In the end, the ultimate goal of the project is prepare students for what they will encounter while pursuing a career in the industry.

Graphic Design Program:

The program would like to expand its involvement with AIGA, and GFAF, The Greater Frederick Advertising Federation, will keep revealing the needs of our regional creative business community.

The department would like to continue to collect data around the professional portfolio reviews completed as part of the program.