

CTE Annual Assessment/Reassessment Report Template

The purpose of CTE program-level assessment at PCC is to look at student achievement of degree and certificate-level outcomes and to help faculty focus on how to improve student learning based on assessment.

Please choose **one** or more of the degree and/or certificate outcomes that were part of this year's Summary Data Report, and provide a more in-depth explanation of your assessment process, results, and how this might be used to enhance teaching and learning.

This form is to be used for both first-round assessments (first time the outcome is assessed) and for re-assessments (a follow-up for the initial assessment of the same outcome). Note that questions marked with an asterisk* indicate that the accompanying [help document](#) includes information relevant to that question.

Submission checklist

Due by June 24, 2022:

- Full report
- Numerical results (disaggregated data or raw data) and data analysis as an appendix.

On completing the full report, please email it and attachments to learningassessment@pcc.edu.

SAC Assessment Contact(s):

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1. Which SAC do you represent?

Multimedia

2. Which outcome(s) is/are reported here? (Please provide the text of the outcome, and the degrees/certificates to which it applies).

Backstory:

The Video Production AAS and Video Production Certificate are currently in 'Teach-out' (with a majority of students switching over to our new **VPEM AAS degree**). We are in a transition phase of assessing new Degree Outcomes.

The new **'Video Production and Emerging Media AAS' degree** (replacing the Video Production AAS) started in Winter 2022. As the new SAC Chair this was an opportunity to redesign and align our Assessment rubric with all of our Department's anticipated degrees. The challenge is..some of our awards are in teach-out, we have a new award, and some of awards will soon be in teach-out. Even though our department has outgoing degrees the SAC decided to access all Video Production students and Multimedia students to the **updated Outcomes**.

Our prior Assessment strategy lost effectiveness and needed to be redesigned. For the new **VP EM AAS**, our SAC went through each Outcome and broke it down into assessment criteria. (see Attachments)

The Multimedia AAS and Multimedia Certificate will soon be in 'Teach-out'. Our department has imminent plans of creating a new and updated **Multimedia AAS Degree in Animation and Motion Graphics** with new Outcomes.

The SAC took this opportunity to align the anticipated Multimedia AAS Degree and Outcomes with the Video Production and Emerging Degree Outcomes and clean everything up.

Regarding a focal area , our SAC took a closer look at the Technical Fluency part of the VP EM AAS Outcomes.

Technical Fluency.

Demonstrate technical fluency with contemporary industry tools.

- Project Planning (pre-production materials to support project: story mapping, shot list, pre-visualization, gear lists)
- Lighting (3 point lighting ratios)
- Camera Operation (Exposure, Color Temperature, Focus)
- Camera Aesthetic (Composition, Rule of Thirds)
- Sound Recording (Consistent audio levels, mic placement)
- Emergent Tools (Drone, 360 video or similar)
- Post Production (Continuity/ Montage principles, pacing, clarity)

The Outcome this replaced on the MYP:

Set-up and operate studio, and field video, and audio recording equipment.

3. Please share **how** the outcome(s) were assessed to help us understand your process for assessment. Please attach a rubric, sample score sheet, or other assessment tool.*

Outcomes were accessed by Portfolio review by Full Time Instructor of Video Production and Multimedia in the department's Capstone class, MM250. All students in any of the MM department's degree or certificate paths finish here. (In the future we'll have MM284 also be a capstone class and eventually replace MM250 as the capstone).

Students understand that MM250 (or MM284) is the final capstone class of the awards. They come into that class with the end goal of compiling their Video and/ or Multimedia projects to create a website portfolio. The website portfolio provides multiple examples and opportunities to access their skills and degree outcomes.

Projects from Advanced video production classes or advanced Multimedia classes were included if not enough material were available on the capstone portfolio.

Rubric and Score Sheets attached***

4. Please include information about your benchmarks (the scores that indicate successful attainment of the outcome), and how they were determined.*

Scoring Scale: 1 through 4

4 Exceeds
3 Meets Proficiency
2 Approaching Proficiency
1 Doesn't Meet

Score Tallies:

3.6 to 4 = Exceeds
2.8 to 3.5 = Meets Proficiency

2.8 = Benchmark

2 to 2.7 = Approaching Proficiency

1 = Doesn't Meet

VPEM had 26 criteria. 23 of the criteria are linked to Degree Outcomes. (see attached)

Multimedia had 26 criteria. 23 of the criteria are linked to Degree Outcomes. (see attached)

2.8 Benchmark represents the base level for demonstrating skills.

5. Please provide data collected in the assessment of this outcome (including score distribution and percent of students meeting benchmark). Summarize your findings in the box below. Attach supplemental information or appendices. For this report, **please do not include student and instructor identifying information**, but you can assign an arbitrary identifier, especially if you wish to reference individual scores in your discussion.

General notes

VPEM - Average score of all Video production students were 3.6. This was a strong score. This is combining all the awards (Certificate and AAS Degree)

15 of 16 students were at or above Benchmark.

93%

Multimedia - Average score of all Multimedia students were 3.5. This was a strong score. This is combining all the awards (Certificate and AAS Degree)

14 of 16 students were at or above Benchmark

87%

Students who scored high on the VPEM outcomes showcased a wide range of skills provided in their portfolio which often includes a Reel. Classes such as Narrative Production, Documentary Production, Cinematography, Drone Cinematography, and Music Video Production provide ample project opportunities to demonstrate outcome skills.

The SAC agrees that the VPEN course sequence provides a solid balance of skill building courses and then advanced project courses that provide opportunities to be well positioned for Video Production employment. The Portfolios include a Reel, Gallery of work, Bio or Mission statement, Resume, as well as other showcase materials.

Students who were close to being under the benchmark needed more examples of skill development. This will be reviewed further.

Multimedia students had a similar clustering of data. Students who scored high were able to clearly showcase skills generally in compositing, animation, 3D modeling, design and interactivity. These students took advantage of Electives and self directed their concentration into a cohesive portfolio ready for employment.

Students who scored lower than the benchmark generally did not have ample materials to demonstrate the skills. The SAC's recognition with Multimedia students is to better define the output of skills that align with industry. We are on the threshold of revising the degree alongside an Industry partnership (with LAIKA Animation studio) to bring more clarity to this degree.

****See attached materials.

6. Please discuss your overall findings regarding student learning. (What did you learn from this assessment? What insights into student learning did you gain? Were there any surprises? Do the data make sense? How do the data relate to student learning?)*

This year was devoted to redesign our Assessments. In prior years, Multimedia Assessments needed to take another step in clarifying its assessment strategy. Our SAC got together to flesh out the outcomes and agree to a more layered assessment criteria and rubric that mapped to the revised Outcomes.

Some criteria have NA (Not Available) which means that these skills may not have been fully integrated into our curriculum yet. Therefore the SAC is discussing ways to include these materials in the Capstone class.

Our SAC is very excited to build off this updated template and revise for the next Academic year.

By using this new rubric and approach there were some areas that were revealed that we will need to attend to:

- What will be the best way to assess Equity related criteria? We have new classes that address this (Digital Arts and Equity as well as entry point classes such as Digital Media Foundations and Visual Storytelling). How can we access those materials if they are not clearly shown on a Portfolio project. The SAC will be reviewing this in the upcoming Academic year. Students are now going through these classes with focused attention on Equity.

Some of the Assessment criteria need more fine tuning for next year:

- Under Technical Fluency for VPEM (our Focal Outcome), it was revealed that Post production should be weighted more. This is a skill set that the SAC feels should be reflected more in our assessments. Perhaps adding a category for sound mixing or motion graphics for example have been discussed.
- The SAC wants to clarify where writing skills fit in and where this is assessed. (Bio wording, Script examples, text on websites, etc). This will be further refined.
- Under Technical Fluency for Multimedia, more clarity on where 'Interactivity' (Game Design or AR/ VR design) skills fit in.
- Under Technical Fluency for Multimedia, more clarity on where '3D Modeling' skills fit in. What category captures that? (Animation, Keyframing , etc)
- Under Professional Fluency for Multimedia and VPEM, more clarity on where 'Practices and Standards' skills fit in. Should this include Drone licensing, release forms, etc.

These were the criteria that jumped out in regards to balancing the assessment.

Overall... the Rubric captured many areas of the outcomes and helped to clearly review student success and gaps within the MM department's programs.

Other questions the SAC will be reviewing :

- In our Capstone class, 5 students did not finish or submit a final portfolio. How do we factor that or reflect that on that Data sheet?
- There was a recognition that students needing support services were lower on the scale. How do we address those needs?
- Many students have overlapping degree or certificate paths . Do we access them discreetly and access to the award that they come into the MM250 capstone class? This will be discussed. This year each student was accessed to the degree or certificate they had declared at the time they were in MM250.

7. Please reflect on the entire project and share how your CTE SAC will use the results to improve student achievement of this outcome. Are there changes that need to be made to improve teaching and/or learning?*

Overall, utilizing the updated rubric and revised Outcomes of the VPEM degree and then aligning that across all of our awards was a big step. Our Department's efforts are more focused and cleaned up.

Having a Portfolio to reflect all the criteria can sometimes be challenging if prior classes are not set-up to support this. There's renewed recognition to ensure that previous classes in the course sequence provide opportunities for portfolio work. This seemed more indicative in the Multimedia degree.

Video students have more portfolio ready projects to select from. However the craft of designing and building a portfolio website is 'in and of itself' a showcase skill (especially for the Multimedia student). The Portfolio build itself can be a testament of their skills.

Multimedia is very layered with different skill-sets. As a result we are working to revise the degree (teach out and submitting a new degree) with industry feedback to continue to hone in on the focus areas.

Overall... recognizing and highlighting which classes can do better with yielding portfolio materials. In Multimedia some of those classes are 'Electives' and when the Department revises the degree this will be a focus area to work on.

8. What changes do you plan to make to your teaching and/or your assessment of this outcome in the future?*

To ensure that students can have original projects for their portfolio. Some students provided projects that had 'teacher' supplied materials. These were helpful but original content provides more flexibility to showcase industry skills.

Has the outcome been assessed before? (If not, skip this question).

9. Were any modifications to instruction implemented between the prior assessment and this one? How did the SAC use the information from the initial assessment to inform the reassessment of the outcome (i.e. "closing the loop.")? How did the assessment methods and results compare with the prior assessment?

To help us understand your SAC's overall processes, please complete these additional questions.

1a. Was the SAC able to include Part-Time (PT) and Full-Time (FT) faculty for this assessment? If PT faculty did not participate, please explain any barriers that might account for this fact.

Yes.... Ran out of money for PT but we had a series of weekly meetings in Winter term to redesign the assessments. Overall we are very excited to coalesce our Outcomes and align our assessments across our multiple degrees.

Now that the work bulk of rubric redesign and mapping to revised Outcomes is completed the SAC would like to include part time instructors to assist with evaluating.

1b. How do you plan to share this information with all members of your SAC?

At our Fall SAC meeting we will share data and discuss. We will likely amend some of the assessment criteria and discuss that at our SAC meetings.

2. Are there any areas that you might want help with from your CTE coach? Please let us know.

2b. Identify any barriers to participation in learning assessment within the SAC. Describe any external factors that got in the way of learning assessment this year -- for example, funding, time constraints, canceled courses, faculty workload, etc.

Funding for PT faculty. Having a few mini-sac days. Our larger SACs tend to slip into high level department review because it's the 1 time a larger number of PT faculty participate with department work.

As FDC and SAC chair and having to teach many of our core classes, finding the time is difficult. Having Deans be supportive is helpful, but we end up doing a large number of other tasks. Finding the 10 hour stipend took multiple emails over multiple months to square away.

3. Is there anything else you would like to share with us? Please let us know.

We recognize we didn't exactly have 1 focal area for a deep dive because we redesigned the whole approach.

We did assessments looking ahead to our revised outcomes for Multimedia (with a goal of being implemented by Fall 2023).

However .. all the new assessments are mapped to the prior or existing assessments for reference.

It was helpful to take this approach of designing the rubric and assessment criteria to our new outcomes.

Thank you for completing this report!

We hope this has been a useful project to help your CTE SAC assist your students!