

CENTRAL NEW MEXICO COMMUNITY COLLEGE

ASSESSMENT REPORT-Part II

Assessment Data Results

The purpose of this form is to provide a written summary of your assessment results for the current assessment cycle.

Fall 2012 – Spring 13
 (Assessment Period Covered)

6/24/2013
 (Date Report Submitted)

Jose Angel Velez
 (Contact Person/email/phone)

Choose ONE of the following 3 areas for this assessment report and insert the name of the general education area, certificate, degree or discipline on the appropriate line:

See definitions for each category in Assessment Process document

<p>Gen Ed Area (see definitions) _____</p> <p>AA/AS <input type="checkbox"/></p> <p>AAS <input type="checkbox"/></p>	or	<p>Program _____</p> <p>Certificate <input type="checkbox"/></p> <p>AA/AS <input type="checkbox"/></p> <p>AAS <input checked="" type="checkbox"/></p>	<p align="center">Computer Information Systems, Digital Media</p> <p align="center"><input type="checkbox"/></p> <p align="center"><input type="checkbox"/></p> <p align="center"><input checked="" type="checkbox"/></p>
<p>Or Discipline Area (see definitions) _____</p>			

Outcome(s) assessed:

1. Demonstrate Professional Work and Design Skills: Student work must look professional based on the foundations of good design principles including typography. Projects are planned in advance using storyboards and thumbnails. Students must also meet project deadlines, use correct spelling and grammar, understand and follow directions, and be well organized.
2. Build Publications Using Desktop Publishing Software: Students create a brochure using Desktop Publishing software which includes Master Pages, standard setup procedures and proper use of text, typography, graphics, and styles. The publication is output with correct formatting for print delivery.
3. Create Interactive Projects Publishing for the Web: Students create an interactive project suitable for publishing to the web including graphics, images, sound, animation, and scripting. Projects must be organized using layers, scenes, folders, and external resources.
4. Create an Interactive Multimedia Presentation Integrating Graphics, Sound, and Motion And Movies Using Appropriate Software: Students create a movie including title, credits, still images, audio effects, video effects, transitions. Project must be organized and prepared for exporting.
5. Enhance and Prepare Raster and Vector Images for Output using Digital Imaging Software: Students prepare raster images using selection techniques, photo enhancing techniques, blending gradients, special effects, styles, and layers. Vector images are prepared using blending, gradients, mesh gradients, layers, brushes, styles, special effects. Students create a vector logo and prepare the documents for print and media output.

Classes/Cohort Assessed:

Outcomes 1-5 CIS Digital Media students were assessed in their final semester via the CIS 2999 Capstone course.

Measurement tool(s): *Exit Competencies: #1 Demonstrate Professional Work and Design Skills*

Exit Competencies: #2 Build Publications Using Desktop Publishing Software

Exit Competencies: #3 Create interactive projects publishing for the web

Exit Competency #4 Create an Interactive Multimedia Presentation Integrating Graphics, Sound, Motion, and Movies using the Appropriate Software.

Exit Competency #5 Enhance and Prepare Raster and Vector Images for Output by using Digital Imaging Software

Type of tool (for each tool listed above, indicate type of tool):
 Outcomes 1-5 are assessed in the CIS 2999 course with an internal project.

Achievement Target (if more than one measurement tool, list target for each tool separately):
 Outcomes 1-5: The Digital Media exit competencies are evaluated using a Rubrics with a scale of 4=excellent, 3=good, 2=fair and 1=poor. We believe a score of 3+ for 75% of our students represents success in accomplishing our goals.

Assessment Results/Findings (if more than one measurement tool, list results for each tool separately):
 Outcomes 1-5: A total of 13 Digital Media students completed the Digital Media assessment activities in the Capstone course in Fall, 2012 and Spring 2013. Here are the results.

Spring 2013

	Rubric #1	Rubric #2	Rubric #3	Rubric #4	Rubric #5	Average
BENAVIDEZ, JOSEPH	3.14	3.3	2.71	2.3	2.75	2.84
BISBEE, JAMES A.	2.85	2.4	2.42	3.14	3.29	2.82
DRAUS,SZCZEPAN	3.42	3.6	2.85	3.28	2.7	3.17
GROS, RUSHADIE P.	3.14	3.14	3.14	2.85	1.83	2.82
JOHNSON, LATOYA M.	3.42	3	3.14	3.42	3.4	3.276
MAHER, TYLER J.	4	3.7	3.14	3.14	3.2	3.436
MARLER, GERALD L.	3.85	3.14	3.85	4	3.9	3.748
MOHON, HUGH T.	3.15	3.5	4	3.57	3.14	3.472
PEARSON, BRADLEY A.	3.71	2.71	3.71	4	3.4	3.506
ROMERO, ARTURO	2.85	2.3	2.57	2.57	2.14	2.486
TORRES, CRYSTAL L.	3.14	3.14	4	3.71	3.14	3.426

Fall 2012

Capsone Results for Fall 2012						
	Rubric #1	Rubric #2	Rubric #3	Rubric #4	Rubric #5	Average
Linda Wilcox	3.71	3.71	3	3.8	3	3.444
Virginia Martinez	3.8	3.3	0	3.9	4	3
NOTE: Virginia martinez did not do the Flash portion of project						

	Rubrics 1	Rubrics 2	Rubrics 3	Rubrics 4	Rubrics 5
Score	Design	Desktop Pub	Animation	Video	Graphics
4	0	0	1	1	0
3.5 >	4	4	2	4	2
3	6	6	5	4	8
2.5	2	3	3	3	1
2	1	3	1	1	1
1.0	0	0	1	0	1

Using the Achievement Target of 3+ criteria for 75% of our students, the raw data is:

	Rubrics 1	Rubrics 2	Rubrics 3	Rubrics 4	Rubrics 5
Score	Design	Desktop Pub	Animation	Video	Graphics
3 +	10	10	8	9	10
<3	3	3	4	4	3
Met Target	Yes	Yes	No	No	Yes

Action Plan (Close the Loop).

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Action Plan (Close the Loop).

Assessment Results/Findings (if more than one measurement tool, list results for each tool separately):

A mentor was assigned to the student(s) to make sure that they follow the requirements, also their work was evaluated and suggestions were made to make sure that students were on track as well as that their product met the criteria's specified in the rubrics.

Only 1 student did not succeed in the evaluation process, due to his lack of time management.

By assigning a mentor and meeting with the students early, students took responsibly as well as better understanding of the process of the capstone course.

Final project will be open to the student discretion, but the requirements remain the same as well as the rubrics evaluation process.