

VCT Assessment 2008 Report

Learning Outcomes	Assessment Methods	Inferences from Assessment	Actions Taken/Program Improvements
<ul style="list-style-type: none"> • Demonstrate critical thinking skills as they relate to solving visual problems. • Demonstrate the ability to conceptualize and implement a visual solution in several media modes. • Demonstrate operational level skill ability in each of the visual media areas of VCT. • Demonstrate the ability to research and produce an organized written rationale for using a specific medium to solve a specific visual problem. 	<ul style="list-style-type: none"> • Written and verbal critiques assess a student's ability to use critical thinking skills in order to solve visual problems. The critiques assess and evaluate both the technical as well as the conceptual aspects of the course. Tracking a student's critiques from one level to the next will show if there is significant improvement. E-Portfolio • That the student has successfully completed the core curriculum indicates that he or she can conceptualize and implement in several different media modes. The core curriculum includes lab-based courses of theory and practice. Several projects in each course are built around conceptual problem solving in that particular medium. E-Portfolio. • Assessed by successfully completing the core curriculum courses. If a student does not demonstrate an operational level of competence, they cannot pass the course. E-Portfolio • The capstone course for the program is the VCT Synthesis. To successfully complete the required client-proposal, a student would have to do the necessary research to select an appropriate medium and develop a sound rationale in order to "sell" the idea or concept to the client. E-Portfolio. 	<ul style="list-style-type: none"> • Students' critiques of visual media still tend to be superficial at times. However adding critiques has made them aware of the need to be a consumer of good media and what makes good images. • Our students demonstrate that they are "media agile" and can shift from one media to another to meet the demands of the problem. This assessment helps us measure whether the students can participate in current industry requirements of "cross media" knowledge. (i.e. print piece generated from web interaction, etc.) • Core knowledge was then expanded by further developing the media concentrations including: photography, video, interactive media, and print. They are represented by a three-course sequence. • Students need to be more comfortable in their presentations. Communication within student teams needs improvement. Leadership skills could be better utilized. Students have good media production skills. 	<ul style="list-style-type: none"> • Critiques related to both technical and visual content have been integrated into every lower division VCT course. The one web 2.0 critique added for photography in particular is "Photosig", where students critique and have their own images critique by fellow photographers from all over the world. • Continuous improvements for Cross-course/track projects to solve broader media problems and integrating various media are regularly being explored, developed and implemented in the 200 – 400 level courses. Synthesis course development to have each student demonstrate the outcome. • VCT 266, 366 and 482 are being re-evaluated based on feedback by the advisory committee and student evaluations. The print sequence is integrating cross media content. Course development is now being handled by a group of faculty. • Six presentations are required in the Synthesis class (2 individual and 4 group). New text (Business Side of Creativity) and new lectures address team communication.

<ul style="list-style-type: none"> • Demonstrate knowledge of industrial applications of visual communication related technologies. • Demonstrate the ability to critically assess how technology is affecting contemporary industrial practices and culture. • Demonstrate a specific media area of specialization. 	<ul style="list-style-type: none"> • Co-op performance evaluations and semester reports assess the student's knowledge of industrial applications of visual communication related technologies. Working with the Co-op office to monitor appropriate sites. Faculty complete assessments of the site. • Through written/verbal critiques and presentations students should demonstrate a "cross media" understanding that extends outside of the classroom citing current industry practices, innovations, trends and leaders and how these items are impacting the future of the industry. E-Portfolio • Check sheet mandates. Annual VCT Student Show. Specialization chosen in synthesis problem. E-Portfolios 	<ul style="list-style-type: none"> • Some students need more help to choose co-ops that are appropriate for their career goals or their level of experience. Faculty supervision is improving student integration of their co-op with their program. • Students need to be more "media savvy" in current trends and how these trends affect their role within the industry. Students lack a general knowledge of media leaders, innovators and practices that have a trickle down effect on their own practices. • Students are required to choose a specialization track and may also opt to explore a second track in depth. 	<ul style="list-style-type: none"> • Advisors are having regular conversations with students regarding their co-op opportunities. Our VCT students each complete three, full time semesters of co-op. In their reports they complete a narrative on what has been important to them in their program at BGSU. We regularly complete an analysis of the past semesters of this data to make improvements in the fall. • Continue to incorporate both individual presentations by students and lectures by instructors on industry leaders, trends and critiques in upper division courses. Industry leaders have been invited in as guest lecturers to discuss their business and answer student questions about particular industries, job opportunities, etc. We have also added professionals to lectures in the VCT 103 class. • Students are developing digital portfolios in the entry-level interactive media track (VCT 266) and encouraged to add artifacts from courses, co-ops, etc. - longitudinal self reflection. Other courses integrate the portfolio as students update and refine the portfolio.
---	--	---	--