

MT. HOOD COMMUNITY COLLEGE 2011-12 INTEGRATED MEDIA TECHNICAL SKILLS ASSESSMENT

June 2012

Broadcasting, Graphic Design, Photography and Video Programs

STUDENT: \_\_\_\_\_

EVALUATOR: \_\_\_\_\_

MEETS	USUALLY MEETS	DOES NOT MEET
6-8 POINTS <input type="checkbox"/>	3-5 POINTS <input type="checkbox"/>	0-2 POINTS <input type="checkbox"/>
6-8 POINTS <input type="checkbox"/>	3-5 POINTS <input type="checkbox"/>	0-2 POINTS <input type="checkbox"/>
6-8 POINTS <input type="checkbox"/>	3-5 POINTS <input type="checkbox"/>	0-2 POINTS <input type="checkbox"/>
<b>TOTAL</b>	17-24 POINTS <input type="checkbox"/>	09-16 POINTS <input type="checkbox"/>
	0 - 8 POINTS <input type="checkbox"/>	

PROGRAM OUTCOME 1:

**COLLABORATION**

*“Collaborate effectively with others.”*

Portfolio includes examples of interdisciplinary group work and clearly identifies the individual’s contribution to a collaborative project.

PROGRAM OUTCOME 2:

**TECHNOLOGY**

*“Demonstrate ability to adapt to changing technology.”*

Portfolio includes examples of the use of relevant software applications/ materials/ tools to a breadth of work.

PROGRAM OUTCOME 3:

**COMMUNICATION**

*“Demonstrate curiosity and imagination.”*

Portfolio demonstrates originality of concept and ability to tailor communication to a particular audience.

Portfolio shows competence with design, craft and unification.

**CUT SCORE: 12**

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*Broadcasting, Graphic Design, Photography and Video Programs*

		MEETS	USUALLY MEETS	DOES NOT MEET
<p><b>PROGRAM OUTCOME 1: COLLABORATION</b></p> <p><i>“Collaborate effectively with others.”</i></p> <p>Portfolio includes examples of interdisciplinary group work and clearly identifies the individual’s contribution to a collaborative project.</p>	<b>ROLE</b>	Portfolio includes examples of both leadership and support roles in interdisciplinary group projects.	Portfolio includes examples of leadership and/or support roles in interdisciplinary group projects.	Little or no evidence of participation in interdisciplinary group projects is provided to evaluate individual’s contribution.
	<b>QUALITY</b>	Quality of contribution to a group project is evident.	Quality of contribution to a group project is usually good but may be inconsistent or limited in scope.	Quality of contribution difficult to discern because little or no evidence is provided.
<p><b>PROGRAM OUTCOME 2: TECHNOLOGY</b></p> <p><i>“Demonstrate ability to adapt to changing technology.”</i></p> <p>Portfolio includes examples of the use of relevant software applications/ materials/ tools to a breadth of work.</p>	<b>SOFTWARE TOOLS TECHNIQUE</b>	Demonstrates competent handling of software, tools and techniques, free of errors.	Demonstrates mostly competent handling of software, tools and techniques. A few errors remain.	Lack of skill with software, tools or technique dominates or interferes with the presentation.
	<b>BREADTH</b>	Portfolio samples demonstrate competent application of technology through a wide range of work.	Portfolio samples demonstrate the competent application of technology to a narrow range of work.	Portfolio samples demonstrate the application of technology to a very limited range of work.
<p><b>PROGRAM OUTCOME 3: COMMUNICATION</b></p> <p><i>“Demonstrate curiosity and imagination.”</i></p> <p>Portfolio demonstrates originality of concept and ability to tailor communication to a particular audience.</p> <p>Portfolio shows competence with design, craft and unification.</p>	<b>CONCEPT</b>	Unique messages are communicated to specific audiences and/or contexts.	Messages may lack originality but are usually customized for specific audiences and/or contexts.	Messages lack originality, are inconsistent or inappropriate for audiences and/or contexts.
	<b>DESIGN</b>	Portfolio demonstrates the integration and application of design, craft and unification.	Portfolio usually demonstrates competent application of design, craft and unification.	Portfolio shows little or no evidence of design, craft or unification.

		MEETS: 6-8 POINTS	USUALLY MEETS: 3-5 POINTS	DOES NOT MEET: 0-2 POINTS
<b>PROGRAM OUTCOME 1: COLLABORATION</b> <i>“Collaborate effectively with others.”</i>  Portfolio includes examples of interdisciplinary group work and clearly identifies the individual’s contribution to a collaborative project.	<b>ROLE</b>	Portfolio includes examples of both leadership and support roles in interdisciplinary group projects.	Portfolio includes examples of leadership and/or support roles in interdisciplinary group projects.	Little or no evidence of participation in interdisciplinary group projects is provided to evaluate individual’s contribution.
	<b>QUALITY</b>	Quality of contribution to a group project is evident.	Quality of contribution to a group project is usually good but may be inconsistent or limited in scope.	Quality of contribution difficult to discern because little or no evidence is provided.
<b>ROLE</b> <b>4 points</b>		<input type="checkbox"/> Resumé describes collaborative role(s) and skills		
		<input type="checkbox"/> Portfolio includes an interdisciplinary project		
		<input type="checkbox"/> Portfolio includes a video project with clearly designated crew roles		
		<input type="checkbox"/> Portfolio identifies collaborative role(s) and credits other’s contributions		
<b>QUALITY</b> <b>4 points</b>		<input type="checkbox"/> Collaborative media project benefits from a video producers contribution		
		<input type="checkbox"/> Interdisciplinary project benefits from this video producers contribution		
		<input type="checkbox"/> Producers contribution to collaborative project demonstrates quality craftsmanship		
		<input type="checkbox"/> Producer’s contribution to collaborative project enhances the finished product.		

		MEETS: 6-8 POINTS	USUALLY MEETS: 3-5 POINTS	DOES NOT MEET: 0-2 POINTS
<b>PROGRAM OUTCOME 2: TECHNOLOGY</b> <i>“Demonstrate ability to adapt to changing technology.”</i>  Portfolio includes examples of the use of relevant software applications/ materials/ tools to a breadth of work.	<b>SOFTWARE TOOLS TECHNIQUE</b>	Demonstrates competent handling of software, tools and techniques, free of errors.	Demonstrates mostly competent handling of software, tools and techniques. A few errors remain.	Lack of skill with software, tools or technique dominates or interferes with the presentation.
	<b>BREADTH</b>	Portfolio samples demonstrate competent application of technology through a wide range of work.	Portfolio samples demonstrate the competent application of technology to a narrow range of work.	Portfolio samples demonstrate the application of technology to a very limited range of work.
<b>SOFTWARE, TOOLS &amp; TECHNIQUES</b>  <b>4 points</b>		<input type="checkbox"/> Projects demonstrate competency with Non-linear Editing tools		
		<input type="checkbox"/> Projects demonstrate competency with composition, motion and story elements		
		<input type="checkbox"/> Projects demonstrate competency with light, color and exposure.		
		<input type="checkbox"/> Projects demonstrate competency with the incorporation of sound elements into finished production		
<b>BREADTH</b>  <b>4 points</b>		<input type="checkbox"/> Projects demonstrate competency with a variety of acquisition standards and formats.		
		<input type="checkbox"/> Projects demonstrate an ability to present messages through non-traditional distribution channels		
		<input type="checkbox"/> Projects represent a range of distribution methods that are suited to both audience and client.		
		<input type="checkbox"/> Portfolio includes examples of a variety of image manipulations (CGI, layered effects and transitions)		

		MEETS: 6-8 POINTS	USUALLY MEETS: 3-5 POINTS	DOES NOT MEET: 0-2 POINTS
<b>PROGRAM OUTCOME 3: COMMUNICATION</b>  <i>“Demonstrate curiosity and imagination.”</i>  Portfolio demonstrates originality of concept and ability to tailor communication to a particular audience.  Portfolio shows competence with design, craft and unification.	<b>CONCEPT</b>	Unique messages are communicated to specific audiences and/or contexts.	Messages may lack originality but are usually customized for specific audiences and/or contexts.	Messages lack originality, are inconsistent or inappropriate for audiences and/or contexts.
	<b>DESIGN</b>	Portfolio demonstrates the integration and application of design, craft and unification	Portfolio usually demonstrates competent application of design, craft and unification.	Portfolio shows little or no evidence of design, craft or unification.
<b>CONCEPT</b>		<input type="checkbox"/> Concepts are clearly directed at a specific target audiences  <input type="checkbox"/> video approaches are appropriate to the context of defined for a production  <input type="checkbox"/> Use of image, sound and effects are apporpriate, unique and original  <input type="checkbox"/> Concept development is clearly documented through a production notebook		
<b>4 points</b>				
<b>DESIGN</b>		<input type="checkbox"/> Production notebooks demonstrate the ability to design and schedule complex productions.  <input type="checkbox"/> Physical craft of production material supports the concept, audience and distribution methods.  <input type="checkbox"/> Overall presentation of portfolio materials (physical samples, resumé, website) is unified and cohesive.  <input type="checkbox"/> Design, craft and unity of portfolio materials are integrated, resulting in a positive comprehensive package.		
<b>4 points</b>				