

**TVCA Rubric
Student Self Evaluation**

STUDENT NAME _____ **DATE** _____

Students are to answer the following questions to the best of their ability in order to assist with self evaluation of progress in this course. This self evaluation is designed to help students verify if their current abilities to think, value, communicate and act (TVCA) are up to par with the graphic and multimedia design industry-set standards for being employable. Along with being desirable traits for employers, TVCA skills are also emphasized as traits needed in a college-level setting in order for higher-level thinking and learning to be achieved.

A percentage of the student's grade in this course is based upon the instructor's observations of TVCA skills and will be under constant observation by the instructor throughout the semester. The student's TVCA grade in this course is not based upon the responses of this self evaluation, but rather the continued observations of the instructor. It is the student's responsibility to clearly communicate to the instructor progress and attempts for improvement.

Although students will be expected to improve their TVCA weaknesses during the semester, failure to uphold expectations from the beginning may result in a continued grade point deduction throughout the semester. It is expected that students, upon completing their self evaluation, develop an action plan for how they plan to compensate for and remedy any personal weaknesses discovered. The end of this questionnaire contains an area for the student to fill in such action plan.

Each student's grade will be based upon how he/she meets the TVCA requirements IN ADDITION TO completion of tests, quizzes, research assignments, projects and tutorials. Just as earning a degree does not entitle a student to a well paying job, students should also understand that simple completion of assigned tasks in this course do not entitle a student to a passing grade. Students should also understand that a grade is something that is earned, and not rewarded.

Instructions: For each question, circle the response that is MOST LIKE you. Since this is a self evaluation, it benefits you most to answer each question as honestly as possible.

1. Please select the response that is most like you when reading assignments:

- a. I usually reread all instructions prior to getting started, regardless of how well my instructor has explained the assignment.
- b. I usually search for and read resources, in addition to those provided by my instructor, to help me further understand the assignment on a deeper level.
- c. I don't feel as though I need to read the assignments in order to reach my goals.

2. I consider _____ to be the most helpful learning resources.

- a. I rarely need learning resources since I listen well in class
- b. Fellow students and lab assistants that are familiar with the assignment
- c. The internet, books and project descriptions

3. If I were asked to design a logo for a company prior to knowing how to operate the software...

- a. I would turn the company down and ask them to return when I knew enough about the software.
- b. I would quickly read the "Help Menu" in the software needed in order to know how to create the logo.
- c. I would accept the job, then ask someone who knows how to help me create the logo.

4. Please select the response that is most like you:

- a. Once I learn new software, I know how to use other software regardless of what it is used for.
- b. I learn how to use most software by accident.
- c. I prefer one-on-one instruction when it comes to learning new software.

5. When coming up with a great creative idea...

- a. I like to sit down for hours and write down as many great ideas as possible while sometimes referring to books and websites for ideas.
- b. I come up with one special idea quickly and begin to work on perfecting right away.
- c. My idea is usually done and printed before anyone else even finishes coming up with ideas.

6. I feel as though most of my school assignments...

- a. Apply very little to my personal needs and goals.
- b. Are interesting, even though I don't feel they apply much to my life.
- c. Are designed to benefit my career goals.

7. When it comes to grading...

- a. I sometimes know what grade I've earned before my assignments are even handed back.
- b. I know what grade is needed on assignments in order to earn the grade I desire in the course.
- c. It seems as though I always get a lower grade on assignments for little mistakes that I overlook.

8. When I earn a poor grade on an assignment...

- a. I always feel as though the instructor just didn't understand the amount of time I put into the project.
- b. I always feel as though the instructor has given me enough feedback to improve my project for my portfolio.
- c. I already know I did poorly and generally have the improvements made before I even get my assignment back.

9. When I present my final projects...

- a. I rehearse what I am going to say during critique and can generally make up for design flaws by having a professionally presented print.
- b. No one really says anything positive or negative about my presentation because it always meets requirements.
- c. I feel as though there are other students who did a better job mounting and presenting their project, so I try to do a better job for the next one.

10. Most of the time when my work is being critiqued...

- a. Fellow classmates just don't understand my ideas or know how to comment on my work.
- b. I'm glad that my classmates don't notice a lot of my mistakes.
- c. My classmates bring up good points that I hadn't considered on how to improve my work.

11. Most of the time when I critique someone else's ideas or projects...

- a. I am afraid of how they will feel about what I say, so I try to be gentle.
- b. They seem to always like my ideas and suggestions.
- c. They seem too stupid for me to waste my time commenting on their work.

12. When another student asks me for help...

- a. They mostly ask me to repeat what I said or ask me to explain in more detail.
- b. Other students don't ask me for help.
- c. They always return to ask me more questions later about other things.

13. When the teacher calls on someone to answer a question during class...

- a. I avoid eye contact and hope the teacher doesn't call on me, even if I know the answer.
- b. I am startled because I wasn't expecting the teacher to call on me when he/she did.
- c. I am annoyed that others are getting a chance to answer questions when I want to provide the answer.

14. During my instructor's lectures...

- a. I will drift off occasionally, however, generally return to earth quick enough to not miss much.
- b. I am so busy taking notes or trying to follow along that I don't notice much of anything else.
- c. I am highly productive and I'm able to get my assignments done so that I don't have much homework.

15. When my instructor announces that there is a quiz next class I...

- a. get annoyed because I wish the instructor would tell me something I don't already know.
- b. quickly look for my schedule to verify that it's the truth.
- c. can't believe he/she would wait until now to tell us!

16. The amount of time I spend weekly doing homework (in the lab or at home) for this class is...

- a. 15 or more hours.
- b. 9 to 14 hours.
- c. 8 hours or less.

17. Whenever a project is due for critique in class...

- a. I am usually prepared for critique and know what to expect for a grade.
- b. I look over my project description and discover that I've forgotten something the teacher didn't mention in class, but can usually compensate for it quickly.
- c. I take one final look at my project description the night before and complete anything that I've forgotten to do.

18. The workload for this class...

- a. Is about what I planned for in advance for a class that has this many credit hours.
- b. Is surprising, but manageable. I wish I had more time to work outside of class on assignments.
- c. Is unrealistic for someone like me who works full time and/or has family obligations.

19. My attendance is...

- a. Perfect. I have not missed any classes, arrived late or left early.
- b. Average. I have arrived late a couple of times or have missed a class.
- c. Poor. I have arrived late more than twice or I have missed more than one class.

20. Whenever I get a poor grade on a project it is generally due to (select all that apply)...

- a. The instructor not explaining the assignment well enough
- b. Not understanding the software well enough to do the project quickly
- c. Not enough time to work on assignments due to employer or family obligations
- d. Forgetting to pay attention to the details on the project description
- e. Not knowing how something is done because I missed the class when it was explained
- f. Being too sick to get the work accomplished
- g. The instructor not giving us enough time to complete the assignment during class
- h. Not understanding what was expected of me in order to get a good grade
- i. other _____

Once finished with this survey, complete the next page by writing in an action plan. Be as specific as possible.

An action plan is a description of what you plan to do to improve your TVCA skills for this class. Remember, this is a plan about what YOU plan to do, not what you would rather others do to help you with any areas you might need improvement. Use the listed definitions for excellence in Thinking, Valuing, Communicating and Acting to help guide you in understanding the course and industry expectations.

Excellence in Thinking:

- Comprehension: Can comprehend and analyze facts, data, requirements and expectations in order to accomplish course objectives. Is attentive, asks appropriate questions, doesn't ask questions already answered in class and doesn't ask questions that he/she could answer independently. Takes notes during demonstrations or lecture. Reads all assignments and instructions. Can provide in-depth accurate analysis of facts, data or ideas presented. Seeks supplemental resources.
- Independent learning: Seeks outside additional resources related to the subject matter. Shows initiative during learning process without needing to be prompted. Demonstrates ability to follow instructions provided without the support of instructor, lab assistants or classmates. Seeks supplemental resources.
- Problem solving: Demonstrates they are attempting to solve problems by using the information provided and/or resources available, applies deductive reasoning and applies fundamentals learned to future projects. Demonstrates the ability to use appropriate resources to find answers to their questions. Seeks supplemental resources.
- Progressive Learning: Applies principles, facts and data previously learned in order to accomplish course objectives. Rarely repeats errors.
- Process: Applies procedures, principles and themes to complete course objectives. Goes beyond minimal requirements from concept to finish. Researches topics thoroughly in advance. Documents ALL process. Does not skip important steps in the creative process.

Excellence in Valuing:

- Initiative/Motivation: Demonstrates initiative and enthusiasm toward the course objectives and career goals beyond the basic course requirements. Exhibits a desire to learn more about a graphics career. Networks with fellow classmates and industry professionals. Attends related events and/or is a participating member of industry clubs/organizations.
- Self evaluation: Reviews work and assignment requirements prior to submission, reviews evaluations and critiques in order to improve skills. Takes the initiative to perform 'LifeMap' self-evaluations and classroom self-evaluation opportunities. Does not wait until the last minute to review work. Can identify and remedy any learning-related weaknesses.
- Improvement: Provides evidence of improved work based upon recommendations of classmates or instructor. Applies suggestions from previous assignment evaluations and critiques and the critiques and evaluations of others'. Work clearly improves during the semester technically and aesthetically. Proofreads and corrects frequently. Runs spell check and corrects work before turning it in.
- Professionalism: Exhibits a professional level approach to presentation of work and pride in work produced. Demonstrates time and care went into the execution and craft of the final presentation. All rationale was strongly supported with target audience in mind for final execution.
- Respects Opinion: Demonstrates respect for the constructive criticism of others. Sees value in viewing things from multiple viewpoints other than their own. Welcomes feedback on how they can improve their final outcomes.

Excellence in Communication:

- Verbal interaction: Uses non-confrontational, non-abusive, socially appropriate and grammatically correct tone and language in order to communicate ideas and suggestions to instructor and classmates. Responds to email or other types of communication within a reasonable amount of time. Appropriately responds to instructor evaluations or critique comments in a non-defensive and non-argumentative way and in a way that doesn't discourage feedback from others.
- Express concepts: Demonstrates the ability to articulate their design solutions and methods while correctly using industry-standard vocabulary to accomplish their communication goals.
- Participation: Is attentive and offers constructive criticism or praise without prompting, does not talk while others are talking or instructor is presenting material.

Excellence in Acting:

- In-class Conduct: Conducts themselves in a socially appropriate manner, physically, that does not distract from the learning environment. Follows stated rules of classroom conduct as defined in syllabus and/or student handbook. Does not sleep during class. Only utilizes computer, cell phones and other classroom distractions when instructed to do so. Does not use computer during lecture or demonstration unless instructed to do so.
- Preparation: Is aware of scheduled activities regardless of whether or not they were announced by the instructor and arrives to class prepared with required assignments and tools.
- Out of class work: spends a minimum of 3 hours for each credit hour OUTSIDE OF CLASS doing assignments and/or meeting course requirements. Comes to class with work demonstrating progress outside of class and doesn't attempt to work on assignments during class time unless instructed to do so.
- Meeting deadlines: Turns in all project requirements by the due date and time scheduled. Does not attempt to complete assignments in the time that occurs immediately before class or during the first few minutes of class.
- Time management: Prioritizes school, work and/or family obligations in order to accomplish course objectives in a way that does not interfere with the amount of time needed to apply concepts taught, execute assignments or in a way that reduces the amount of learning that ought to occur. Work clearly demonstrates enough time was spent.
- Attendance: Arrives to class on time, doesn't leave early, hasn't missed any classes regardless of whether or not it is consider an 'excused' absence by the instructor. (An absence is an absence regardless of the reason).
- Responsibility: Does not attempt to make excuses or blame others (people, equipment, technology, unforeseen events) for inappropriate actions, unpreparedness or poor planning on their behalf. Assumes responsibility for their part in team assignments. Adjusts behaviors and actions to prevent repeated unplanned circumstances from occurring. Understands their grade is earned based upon their performance and ability to meet constraints/requirements.

My Action Plan:

In order to improve my **thinking** skills:

In order to improve my **value** skills:

In order to improve my **communication** skills:

In order to improve my **act** skills:
