



Georgia**Transmission**

Product and Process Review Report: Eye and Hearing Protection Training Videos

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TCO 620: Managing Multimedia

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December 17, 2022

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Introduction

The purpose of this comprehensive project report is to serve as evidence of my accomplishments and learning over the past semester while working collaboratively on the multimedia project. In addition, this report provides a summary of the multimedia project, a discussion of the managerial activities, and a reflection on my personal learning in these areas.

Background

Georgia Transmission Corporation (GTC) is a not-for-profit electric cooperative that provides electric transmission services to power producers and distribution utilities. The company primarily transports power for 38 out of the 42 distribution cooperatives in Georgia, and their electricity supplier, Oglethorpe Power. Georgia Transmission builds and maintains about 3,000 miles of transmission lines and more than 640 substations. In addition, it jointly owns and plans the state's entire 17,500 miles of transmission lines through the Integrated Transmission System. There are around 200 employees at GTC.

For eleven months, I was given the opportunity of working at GTC as an Instructional Designer/Communicator. I was located at the Electric Cooperative Training Center in Smarr, Georgia. I worked with the Safety & Technical Training (STT) Department to support Georgia Transmission Corporation's safety education and technical training programs.

At Georgia Transmission, safety is at the core of all we do. We believe that when we work safely and stay healthy, we can better provide the best reliable service that our customers expect, on which millions of Georgians rely. Likewise, we expect our partners and other stakeholders who may work on or near our equipment to share that belief. When we all work safely and ensure that others work safely, we help create a safer and more prosperous Georgia to call home.

Problem Overview

My supervisor tasked me with converting all in-person training courses into online ones. So far, we have converted three courses. The Director of the Safety and Technical Training Department wanted to allow our widespread consumers to take their classes online instead of physically coming to the training center in Smarr, Georgia. For this reason, I drafted a 15-minute eLearning course in one of my graduate classes last summer.

Ideally, the online Eye Protection & Hearing Conservation training course would include embedded training videos. However, currently, the online course does not include audio or videos. No audio or video causes poor user experience, reduced interactivity, and low engagement. The entire course was designed with Articulate Rise. Here are a few topics covered in the online course:

- Eye protection policy
- Hearing conservation policy
- Sound levels
- Hearing loss symptoms and prevention
- Steps to using an eyewash station

Needs Assessment

To improve the pre-existing online Eye Protection & Hearing Conservation training course, my team created three complementary videos that will be embedded in the online course. Instructors could play the complementary videos during in-person or online classes. The online training videos enhance the online course to fill a gap in knowledge and skills. The in-person and online courses offer a different learning experience than online training videos. The online training videos include text, graphics, video demonstrations, pictures, and audio, amongst other things. It allows learners to adjust the playback speed or download a transcript to improve accessibility. The online course format does not offer audio or videos. On the contrary, in-person training typically entails a trainer speaking for 30 minutes straight while flashing pictures on a PowerPoint presentation.

Learner Analysis

The target learners are GTC electrical technicians and other professionals that may be out in the field. The learners will enroll in the eLearning course because it is required. In addition, there are specific regulations provided by OSHA that must be met. The student's learning styles will vary. There will be a mix of auditory, kinesthetic, visual, and written learning styles. The learners' age will range from 18 years old and older. Also, the learners will most likely already know about the topic. However, there may be some learners who do not know about eye protection and hearing conservation. With that in mind, the content covers the basics. In terms of the learners' education level, ethnicity, demographics, and area of study, all of those will vary. Most of the learners will be White males.

Context Analysis

In terms of the setting in which the learners will use the new knowledge and skills after watching the videos, the new knowledge they gain from the eLearning course and the embedded complementary videos will be applied in the field. Out in the field could mean in the warehouse, vehicle maintenance facility, substation, transmission line right-of-way, etc. Personal protection equipment will be provided to the associates. Moreover, the knowledge gained will be relevant to the learners' workplace and personal life. In terms of the setting where the actual learning will take place, the course will be administered through the learning management system (LMS) at GTC. The course will not be timed.

Product Description

This section summarizes the multimedia products' basic concepts, key features, structure, and delivery. My team developed a total of three instructional videos.

Basic Concepts

The first video is called the Signs of Hearing Loss. It covers the different types of hearing loss and signs of hearing loss. The second video is called Hearing Loss Prevention. The video covers the importance of hearing, loss prevention, hearing protection devices, and audiometric

testing. By viewing both videos, users can gain knowledge about the topics covered in the videos. The third video is called How to Use an Eyewash Station. It covers the steps to using an eyewash station. Users viewing the video can obtain the skills of how to use an eyewash station properly. All three videos cover topics that are important to know when associates are on and off the job.

Structure and Delivery

The Signs of Hearing Loss video is two minutes and 55 seconds long. The video will be embedded in the Hearing Loss module in the pre-existing online Eye Protection & Hearing Conservation training course. The Hearing Loss Prevention video is a minute and 49 seconds long. It will be embedded in the Hearing Protective Devices module in the online training course. The How to Use an Eyewash Station video is a minute and 33 seconds long. The video will be embedded in the Eyewash Stations module in the online training course. All three videos will be delivered in the LMS or played in person.

Key Features

All three videos contain company colors and logos, text, graphics, videos, pictures, music, transitions, and narration. Additionally, the videos have an intro plus an outro that provides viewers with information about where to access additional information about the topics. The videos also have individual scripts to increase accessibility. However, the videos also have a few distinct features of their own. For instance, the Signs of Hearing Loss video features the following:

- Captions to accompany stock videos
- Sound effects of different workplace sounds
- Diagram of the ten signs of hearing loss

The Hearing Loss Prevention video features the following:

- Stock videos
- Music only in the intro and outro

The How to Use an Eyewash Station video features the following:

- Demonstration of how to use an eyewash station
- Text listing the steps

Team Overview

The project team consists of four members, each with a unique role to play in the project. Team members were allowed to share their personal strengths and interests, allowing each member to contribute to the project in their own way. Below in Table 1 are each team member's name, roles and responsibilities, and their self-assigned top strengths and skills.

Table 1*Team Member Information*

Name	Role & Responsibilities	Top Strengths & Skills (self-assigned)
Sydnei Mayers	<p><i>Project Manager:</i></p> <ul style="list-style-type: none"> ● Schedule and distribute work ● Provide online course material and PPT ● Provide support to ensure project success ● Establish communication channels ● Ensure all deliverables meet or exceed expectations ● Ensure all milestones meet the given deadlines ● Resolves any issues that may arise ● Plan and attend meetings 	<p>Sydnei is organized, focused, and goal-oriented. Additionally, she has prior experience with project management. Sydnei is a graduate of Mercer University with a Bachelor of Science in Technical Communication and is currently a 4+1 candidate for the Master of Science in Technical Communication Management.</p>
Katy Koenen	<p><i>Assistant Project Manager:</i></p> <ul style="list-style-type: none"> ● Assist with work distribution ● Assist with project oversight ● Attend necessary meetings 	<p>Katy Koenen is driven, experienced, and a natural leader. Katy is a Certified Professional Technical Communicator. In addition, she is a Senior Technical Writer working toward her Master of Science degree in Technical Communication Management.</p>
Addison Garman	<p><i>Multimedia Specialist:</i></p> <ul style="list-style-type: none"> ● Develop Hearing Loss Symptoms video ● Peer Review multimedia products ● Help produce a reenactment video of Steps to Using an Eyewash Station ● Create multimedia products that align with project goals. ● Attend meetings and stay engaged 	<p>Addison is self-motivated, hardworking, and detail-oriented. Her area of expertise falls under the writing, editing, and user-centered design of communication artifacts. Addison Garman is working toward her Bachelor of Science in Technical Communication.</p>
Elle Sladek	<p><i>Multimedia Specialist:</i></p> <ul style="list-style-type: none"> ● Develop Hearing Loss Prevention video ● Peer Review multimedia products ● Help produce reenactment video of Steps to Using an Eyewash Station ● Create multimedia products that align with project goals ● Attend meetings and stay engaged 	<p>Elle is perfectionistic, a problem solver, and a team player. She has experience with editing as well as creating digital stories. Elle Sladek is working toward her Bachelor of Science in Technical Communication.</p>

Techniques and Technology

The multimedia specialists used the content from the PowerPoint and online course to create the multimedia products. We decided that the two sections in the online course that needed complementary videos were the Eyewash Stations module, the Hearing Protective Devices module, and the Hearing Loss module. We knew for the product to be considered high-quality multimedia and appeal to learners with different learning styles, we needed to include videos, graphics, music, narration, and text. Plus, we needed the videos to be short, so it would not make the pre-existing 20-minute online course longer. I gave the developers the liberty to think outside the box and provide me with fresh ideas. I did not have a specific design plan in mind. Before I started making suggestions, I wanted to see what the developers had in mind.

The technology required for this project was minimal. The two multimedia specialists used the following equipment to develop the three instructional videos: iPhone cameras, Nikon D3300, and laptops. The required software was Microsoft PowerPoint, Voice Memos, Adobe Rush, and Sony Vegas Pro. Some of the equipment and software were only available to the multimedia specialists in Mercer's School of Engineering computer lab.

Project Activities

This section summarizes the entire project process from the beginning to the completion. The team managed its tasks and tracked progress through a Gantt chart I created. The project was divided into five stages—strategy and preparation, creative development, pre-production, production, and post-production. The multimedia specialists had to get my approval for the deliverables created in each stage before they could move on to the next stage. We attended meetings throughout the project to ensure we stayed on track.

Stage 1: Strategy & Preparation

In the first stage, the team sat down to get an understanding of the project goals and scope. We also developed the project schedule and other team documents. Unfortunately, our team's original schedule conflicted with one of the member's personal schedules, so we had to revise the schedule. In addition, there was a moment when I considered removing one of the videos so it could lighten the workload for the multimedia specialist; however, we kept the scope the same.

Stage 2: Creative Development

In the second stage, the team chose the right creative approach that considered the project goals, audience, and core message.

Stage 3: Pre-Production

The team created storyboards, shotlists, and scripts in the third stage. Each multimedia specialist had to revise their pre-production deliverables at least once before moving on to the production stage.

Stage 4: Production

In the fourth stage, the team captured all of the needed videos and pictures. However, it was discovered in the post-production stage that one of the multimedia specialists was required to go back and capture clearer footage.

Stage 5: Post-Production

The fifth and final stage includes processing of footage, editorial with 2 to 3 revisions, voice-over casting and recording, motion graphics, color grading, audio, and final quality assessment.

Testing and Outcomes

As the project owner, I need to analyze and evaluate the project. Therefore, this project was assessed using four different metrics that rate the quality of the products (Appendix A), the team's performance (Appendix B), the manager's performance (Appendix C), and the overall project objectives (Appendix D). The goal of this project was to produce three videos that complement the material covered in the Eye Protection & Hearing Conservation online course.

Product Analysis

The subcategories for product success include usability, image and audio quality, use of graphics and video effects, pacing, and purpose and tone. Usability is important because it allows viewers to be able to complete tasks accurately and accomplish their goals. The quality of the images and audio plays a significant role in user experience, which could ultimately determine whether a user can complete their task. The use of graphics and video effects can also affect the way the user interacts with the multimedia. The purpose and tone of the multimedia product are essential because GTC expects the tone to be professional and engaging. The purpose must align with the goals and objectives of the project.

The first multimedia product evaluated is the Signs of Hearing Loss video developed by Addison Garman. The multimedia product scored a total of 2.8 out of 3. The usability, use of graphics and video effects, pacing, and purpose and tone of the video each scored a 3. The image and audio quality of the video scored a 2. Refer to Appendix A for a completed rubric of the Signs of Hearing Loss multimedia product.

The second multimedia product evaluated is the Hearing Loss Prevention video developed by Elle Sladek. The multimedia product scored a total of 2.8 out of 3. The image and audio quality, use of graphics and video effects, pacing, and purpose and tone of the video each scored a 3. The usability of the video scored a 2. Refer to Appendix A for a completed rubric of the Hearing Loss Prevention multimedia product.

The third and final multimedia product evaluated is the How to Use an Eyewash Station video developed by Addison and Elle. The multimedia product scored a total of 2.6 out of 3. The usability and image and audio quality both scored a 2. The use of graphics and video effects, pacing, and purpose and tone of the video each scored a 3. Refer to Appendix A for a completed rubric of the How to Use an Eyewash Station multimedia product.

Team Performance Analysis

The subcategories for team success include collaboration, reliability, communication, and quality of work. Good collaboration demonstrates the ability and commitment to work collaboratively across and within group contexts and structures to achieve a common goal. Reliability plays a significant role because it ultimately determines whether a team member can complete their assigned tasks, attend meetings, and fulfill commitments. The effectiveness of communication shows the team member can adapt communication strategies to effectively listen and respond to the diverse perspectives of others. Finally, high-quality work is essential because it shows the team members' accomplished work is thorough, comprehensive, and advances the project.

The first team member to be evaluated is Addison Garman. She scored a total of 2.5 out of 3. Her reliability and quality of work both scored a 3. She completed every assigned task on time and attended all meetings. Addison was very reliable. She also provided high-quality work every time. Her level of collaboration and effectiveness of communication both scored a 2. Regarding her collaboration, she often demonstrated the ability to commit to working together to achieve a common goal; however, she did not motivate or encourage her partner. Regarding her communication, she frequently showed the ability to effectively listen and respond to the different perspectives of others. However, there was a moment when she addressed her manager disrespectfully because she did not want to accept constructive criticism. Refer to Appendix B for a completed rubric of Addison's team success.

The second team member to be evaluated is Elle Sladek. She scored a total of 1.5 out of 3. Her effectiveness of communication and quality of work both scored a 2. Elle frequently showed the ability to effectively listen and respond to the diverse perspectives of others. She treated team members respectfully by being polite. She also responded well to constructive criticism. Whenever Elle did decide to turn in her work, it was typically good-quality material. Her level of collaboration and reliability both scored a 1. Regarding her collaboration, she demonstrated some ability to identify intentional ways to participate in group contexts and structures. However, often she would not engage with her team. Regarding her reliability, Elle was not very reliable. She usually did not complete assigned tasks on time or fulfill commitments. On the other hand, she never missed any meetings. Refer to Appendix B for a completed rubric of Elle's team success.

Management Performance Analysis

The subcategories for management success include organization and planning, decision-making, and feedback. Great organization and planning are vital. Without proper planning and organizing, the project would have fallen apart. Good decision-making plays a significant role in whether I align tasks to achieve the overall goal. Finally, providing effective feedback allows team members to improve and advance the project.

Since I was the project manager, I evaluated my performance. I scored a total of 2.7 out of 3. My organization and planning, and decision-making both scored a 3. Throughout the project, I

established regular meetings and communication channels to obtain task status and make adjustments as needed. I also tried to ensure the tasks were completed on time and of high quality. In addition, I made it clear to the team member what the project goals were. There was also a clear alignment of project activities with Georgia Transmission's vision, mission, and purpose. Regarding decision-making, I decided on tasks and the time necessary to complete the tasks by estimating based on skill and availability of assigned resources. For feedback, I scored a 2. To expand, I established feedback loops. Constructive feedback is mainly given along with the information necessary to adjust the content of the project. However, there were times my feedback was viewed as being too direct. Refer to Appendix C for a completed rubric of my management success.

I had problems with both of my multimedia specialists. One specialist kept escalating situations or jumping the chain of command without addressing issues with me first. Then, when I decided to provide constructive criticism about it, she made several false accusations about me. The other specialist barely engaged in the project. I tried to reach her and offer my help, but she never took it.

Reflection and Conclusion

I analyzed my findings based on the comprehensive evaluation of the multimedia project based on the four different metrics—product success, team success, management success, and project objectives. Once again, this project aimed to produce three videos that complement the material covered in the pre-existing Eye Protection & Hearing Conservation online course. Based on my findings, this multimedia project was a success. Furthermore, the multimedia project scored a total score of 2.7 out of 3. All three products were a success, with an average score of 2.7. The team's success was satisfactory, with a score of 2. Finally, my management was a success with a score of 2.7. Refer to Table 2 below for a summary of the multimedia project evaluation scores.

Table 2

Multimedia Project Evaluation Score Summary

	Score
Product Success	Average: 2.7 (Strong)
Signs of Hearing Loss	2.8
Hearing Loss Prevention	2.8
How to Use an Eyewash Station	2.6
Team Success	Average: 2 (Satisfactory)
Addison Garman	2.5
Elle Sladek	1.5
Management Success	Average: 2.7 (Strong)
Sydnei Mayers	2.7
Project Objectives	Average: 2.7 (Strong)

Numerous things went according to plan, such as the following:

- The scope of the project never changed
- The original schedule was only altered once in the beginning
- The five stages of the project were used perfectly
- The workload being evenly distributed
- The high-quality products were created

There were a few challenges I faced. First, the original schedule needed to be revised initially, so I gathered input from the team members to fix it. The second challenge was getting an unresponsive team member to respond. I overcame this by emphasizing the communication expectations that were stated in the team charter. I also tried communicating on different platforms, such as emails and online messages. The third challenge was having a team member not being open with me from the beginning. It led to her sending a disrespectful email to me and expressing feelings she had held in for weeks. If I could do anything differently, I would explain my direct approach to solving problems. Plus, I would try more ways to boost team morale. I can build my own management expertise by completing free project management courses online and by skimming through my old technical communication management textbook and readings.

I am now a better manager because I was able to experience real management issues. Also, I was able to see what worked and what did not. As a result, I can alter my processes to improve them. I also gained perspective during my one-on-one conversations with my supervisor. My supervisor brought several things to my attention that will help me in the future.

In conclusion, my team developed three high-quality complementary videos for the pre-existing Eye Protection & Hearing Conservation online course at Georgia Transmission. The videos fill a gap in knowledge and skills. The online training videos include text, graphics, video demonstrations, pictures, and audio, amongst other things. Each of the four teammates had different backgrounds and skills, which played a large role in the project's success. The required resources were minimal and free. The tasks were categorized into five stages—strategy and preparation, creative development, pre-production, production, and post-production. Lastly, this project was evaluated using four rubrics that rate the overall project objectives, the quality of the product, the team's performance, and the manager's performance.

Appendix A. Product Success Criteria

Multimedia Product Success Rubric- Signs of Hearing Loss Video (Addison)				
	3- Strong	2- Satisfactory	1- Weak	Score
Usability	Video length is between 2-3.5 minutes. Provides next steps. All titles or other text added to the video are accurate and grammatically correct.	Video length is between 3.5-4.5 minutes. All titles or other text added to the video are accurate and almost entirely grammatically correct.	Video length is less than 2 minutes or longer than 4.5 minutes. All titles or other text added to the video are inaccurate and grammatically incorrect.	3
Image & Audio Quality	Video is well-lit. All shots are focused and well-framed. All audios are consistently audible throughout the entire video. No background noise, breaks, skips, hissing, etc.	Video is well-lit. All shots should be focused and well-framed. All audios are consistently audible throughout most of the video. Minimal background noise, breaks, skips, hissing, etc.	Video is poorly lit. Shots are unfocused. A lot of background noise, breaks, skips, hissing, etc.	2
Use of Graphics & Video Effects	Graphics or animations are professional, appropriate, and necessary for the message of the video. All graphics and animations are clean, clear, undistorted, and fit on the screen. All fade-ins/fade-outs, effects, etc., add to the message of the video and are smooth, not abrupt or choppy.	Graphics or animations are professional, appropriate, and necessary for the message of the video. Most graphics and animations are clean, clear, undistorted, and fit on the screen. Most fade-ins/fade-outs, effects, etc., add to the message of the video and are smooth, not abrupt or choppy.	Most graphics or animations are unprofessional, inappropriate, or unnecessary for the message of the video. Most graphics and animations are unclear, distorted, or do not fit on the screen. Most fade-in/fade-outs, effects, etc., do not add to the message of the video and are abrupt or choppy.	3
Pacing	Information is paced normally.	Information is paced slowly.	Information is paced too fast.	3
Purpose & Tone	Purpose is clear and concise. Tone is professional and very engaging.	Purpose is clear. Tone is professional and minimal engagement.	Purpose is unclear. Tone is unprofessional.	3
			Average Score: 2.8	

Multimedia Product Success Rubric- Hearing Loss Prevention Video (Elle)				
	3- Strong	2- Satisfactory	1- Weak	Score
Usability	Video length is between 2-3.5 minutes. Provides next steps. All titles or other text added to the video are accurate and grammatically correct.	Video length is between 3.5-4.5 minutes. All titles or other text added to the video are accurate and almost entirely grammatically correct.	Video length is less than 2 minutes or longer than 4.5 minutes. All titles or other text added to the video are inaccurate and grammatically incorrect.	2
Image & Audio Quality	Video is well-lit. All shots are focused and well-framed. All audios are consistently audible throughout the entire video. No background noise, breaks, skips, hissing, etc.	Video is well-lit. All shots should be focused and well-framed. All audios are consistently audible throughout most of the video. Minimal background noise, breaks, skips, hissing, etc.	Video is poorly lit. Shots are unfocused. A lot of background noise, breaks, skips, hissing, etc.	3
Use of Graphics & Video Effects	Graphics or animations are professional, appropriate, and necessary for the message of the video. All graphics and animations are clean, clear, undistorted, and fit on the screen. All fade-ins/fade-outs, effects, etc., add to the message of the video and are smooth, not abrupt or choppy.	Graphics or animations are professional, appropriate, and necessary for the message of the video. Most graphics and animations are clean, clear, undistorted, and fit on the screen. Most fade-ins/fade-outs, effects, etc., add to the message of the video and are smooth, not abrupt or choppy.	Most graphics or animations are unprofessional, inappropriate, or unnecessary for the message of the video. Most graphics and animations are unclear, distorted, or do not fit on the screen. Most fade-in/fade-outs, effects, etc., do not add to the message of the video and are abrupt or choppy.	3
Pacing	Information is paced normally.	Information is paced slowly.	Information is paced too fast.	3
Purpose & Tone	Purpose is clear and concise. Tone is professional and very engaging.	Purpose is clear. Tone is professional and minimal engagement.	Purpose is unclear. Tone is unprofessional.	3
			Average Score: 2.8	

Multimedia Product Success Rubric- How to Use an Eyewash Station Video (Addison & Elle)				
	3- Strong	2- Satisfactory	1- Weak	Score
Usability	Video length is between 2-3.5 minutes. Provides next steps. All titles or other text added to the video are accurate and grammatically correct.	Video length is between 3.5-4.5 minutes. All titles or other text added to the video are accurate and almost entirely grammatically correct.	Video length is less than 2 minutes or longer than 4.5 minutes. All titles or other text added to the video are inaccurate and grammatically incorrect.	2
Image & Audio Quality	Video is well-lit. All shots are focused and well-framed. All audios are consistently audible throughout the entire video. No background noise, breaks, skips, hissing, etc.	Video is well-lit. All shots should be focused and well-framed. All audios are consistently audible throughout most of the video. Minimal background noise, breaks, skips, hissing, etc.	Video is poorly lit. Shots are unfocused. A lot of background noise, breaks, skips, hissing, etc.	2
Use of Graphics & Video Effects	Graphics or animations are professional, appropriate, and necessary for the message of the video. All graphics and animations are clean, clear, undistorted, and fit on the screen. All fade-ins/fade-outs, effects, etc., add to the message of the video and are smooth, not abrupt or choppy.	Graphics or animations are professional, appropriate, and necessary for the message of the video. Most graphics and animations are clean, clear, undistorted, and fit on the screen. Most fade-ins/fade-outs, effects, etc., add to the message of the video and are smooth, not abrupt or choppy.	Most graphics or animations are unprofessional, inappropriate, or unnecessary for the message of the video. Most graphics and animations are unclear, distorted, or do not fit on the screen. Most fade-in/fade-outs, effects, etc., do not add to the message of the video and are abrupt or choppy.	3
Pacing	Information is paced normally.	Information is paced slowly.	Information is paced too fast.	3
Purpose & Tone	Purpose is clear and concise. Tone is professional and very engaging.	Purpose is clear. Tone is professional and minimal engagement.	Purpose is unclear. Tone is unprofessional.	3
			Average Score: 2.6	

Appendix B. Team Success Criteria

Team Success Rubric- Addison Garman				
	3- Strong	2- Satisfactory	1- Weak	Score
Collaboration	Fully engaged with effective exchange of ideas. Demonstrates ability and commitment to work collaboratively across and within group contexts and structures to achieve a common goal. Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provides assistance and/or encouragement to team members.	Mostly engaged in effective exchange of ideas. Often demonstrates ability and commitment to work actively within group contexts and structures to achieve a common aim.	Demonstrates some ability to identify intentional ways to participate in group contexts and structures.	2
Reliability	Completes every assigned task on time. Attends all meetings. Fulfills every commitment.	Completes most assigned tasks on time. Attends most meetings. Fulfills every commitment.	Often does not complete assigned tasks on time. Misses most meetings. Does not fulfill commitment.	3
Communication	Adapt communication strategies to effectively listen and respond to the diverse perspectives of others. Treats team members respectfully by being polite and constructive in communication.	Frequently shows the ability to effectively listen and respond to the diverse perspectives of others. Treats team members respectfully by being polite and constructive in communication.	Rarely shows the ability to effectively listen and respond to the diverse perspectives of others. Treats team members disrespectfully.	2
Quality of Work	Work accomplished is thorough, comprehensive, and advances the project.	Work accomplished advances the project.	Work accomplished hinders the project.	3
			Average Score: 2.5	

Team Success Rubric- Elle Sladek				
	3- Strong	2- Satisfactory	1- Weak	Score
Collaboration	Fully engaged with effective exchange of ideas. Demonstrates ability and commitment to work collaboratively across and within group contexts and structures to achieve a common goal. Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provides assistance and/or encouragement to team members.	Mostly engaged in effective exchange of ideas. Often demonstrates ability and commitment to work actively within group contexts and structures to achieve a common aim.	Demonstrates some ability to identify intentional ways to participate in group contexts and structures.	1
Reliability	Completes every assigned task on time. Attends all meetings. Fulfills every commitment.	Completes most assigned tasks on time. Attends most meetings. Fulfills every commitment.	Often does not complete assigned tasks on time. Misses most meetings. Does not fulfill commitment.	1
Communication	Adapt communication strategies to effectively listen and respond to the diverse perspectives of others. Treats team members respectfully by being polite and constructive in communication.	Frequently shows the ability to effectively listen and respond to the diverse perspectives of others. Treats team members respectfully by being polite and constructive in communication.	Rarely shows the ability to effectively listen and respond to the diverse perspectives of others. Treats team members disrespectfully.	2
Quality of Work	Work accomplished is thorough, comprehensive, and advances the project.	Work accomplished advances the project.	Work accomplished hinders the project.	2
			Average Score: 1.5	

Appendix C. Management Success Criteria

Management Success Rubric- Sydnei Mayers				
	3- Strong	2- Satisfactory	1- Weak	Score
Organization & Planning	Establishes regular meetings and communication channels to obtain task status and make adjustments as needed. Tasks being completed on time with high quality. Project goals identified and well articulated throughout the organization. Clear alignment of project activities with organization vision, mission, and purpose. Team members are aware of project goals.	Establishes communication channels to obtain task status and make adjustments as needed. Tasks being completed mostly on time with high quality. Goals have been articulated. Project activities show some alignment with or promote organization vision, mission, and purpose. Team members may or may not be aware of project goals.	No established communication channels to obtain task status or make adjustments. Tasks are not being completed on time. Project activities occur with little thought or articulation as to how they align with or promote organization vision, mission, and purpose. Team members are unaware of project goals.	3
Decision-making	Decides tasks and time necessary to complete project and estimated based on skill and availability of assigned resources.	Some tasks and times known and estimated without consideration for skill and availability of assigned resources.	Calculate time on task Little to no estimation of time needed to complete tasks or tasks not fully identified.	3
Feedback	Project lead has established feedback loops. Constructive feedback is frequently given to the team members.	Constructive feedback is sometimes given along with the information necessary to adjust the content of the project.	Constructive feedback is rarely given, and it is confusing to the team members working on the project.	2
			Average Score: 2.7	

Appendix D. Project Objectives

Multimedia Project Objectives Rubric				
	3- Strong	2- Satisfactory	1- Weak	Score
Product Success	Product success average score is greater than 2.5.	Product success average score is between 2-2.5.	Product success average score is less than 2.	3
Team Success	Team success average score is greater than 2.5.	Product success average score is between 2-2.5.	Team success average score is less than 2.	2
Management Success	Management success average score is greater than 2.5.	Management success average score is between 2-2.5.	Management success average score is less than 2.	3
			Average Score: 2.7	

Note. The Multimedia Project Objective rubric was completed after completing the other three rubrics.