Undergraduate Program-Specific Student Learning Outcome Assessment
Annual Report – *2018-2019 Academic Year*

I. Program Information

Program/Department: Digital Media Technologies
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II. Program-Specific Student Learning Outcomes (Educational Objectives) Assessed During Last Academic Year

List ALL Program-Specific SLOs first, their direct alignment to University SLOs, and the assessment timeline (annual or bi-annual) for assessing each program SLO.

University Undergraduate Student Learning Outcomes (USLO)

I. Demonstrate an understanding of their role as citizens of a diverse, global society.

II. Utilize critical thinking skills.

III. Communicate orally, in writing, and through other formats.

IV. Demonstrate information literacy and technological skills.

V. Apply scientific reasoning to solve problems.

VI. Create and/or critique various forms of artistic expression.

VII. Understand various models for the healthy development of the whole person.

- **The department of Digital Media Technologies has assessed student learning outcomes with educational objectives since 2010. This process is improved annually through department discussion and evaluation of student learning achievement.**
- **The following DMT SLO's are assessed biannually to provide an understanding of student learning and achievement at each level of academic progress**
- **SWBAT = Students will be able to**
- **See APPENDIX: Samples of rubrics and quizzes utilized in DMET SLO assessment**

DMET SLO #	Program SLO	UNIVERSITY SLO	TIMELINE for ASSESSMENT (annual, semester, bi-annual, etc.)
A	**Creation Process:** apply a systematic approach to the creative process of multimedia design and production	- III - IV - VI	**Bi-annual**
B	**Design Production:** use principles, aesthetics, and professional techniques to produce media at cutting edge standards	- I - III - VII	**Bi-annual**
C	**Social Communication**: engage in social communication and networking that demonstrates ethical citizenship and cross-cultural awareness	- I - III - VII	**Bi-annual**
D	**Vision Formulation**: to develop a vision of media and technology design that promotes creativity, effective communication, and collaborative problem solving	- I - III - VII	**Bi-annual**
E	**Critical Thought**: critically and professionally evaluate the impact and implications of the media they create and consume	- II - IV - VI	**Bi-annual**

F	**Professional Contribution**: perform and contribute professionally across a diverse range of employment levels in media and creative industries	• II • IV • VI	**Bi-annual**
G	**Career Ready**: enter the global market equipped to address evolving standards, techniques and formats of media	• IV • VI • VII	**Bi-annual**

III. Direct Measures Used

Using the table below, list and briefly describe the direct methods used to collect information assessing whether students are learning the cores set of knowledge (K), skills (S) and attitudes (A) identified as essential.

Dept. SLO #	Direct Assessment Measure(s) Used (Circle: K, S, A)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	Assessment completed by (student, supervisor, faculty, etc.)	When assessment was administered in student program (internship, 4th year, 1st year, etc.)	To which students were assessments administered (all, only a sample, etc.)
B, F, G	K,S,A	**#495** Students created a digital portfolio, which included organization, communication, artifacts, explanations, resume, and contact information. Traditional students are motivated to do this well!	Student	4th year	All

A, B, E, F, G	K, S	#305 Quizzes were used to assess students' learning outcomes. Specifically, there were four quizzes to evaluate students' ability to operate studio lighting and Photoshop techniques, as this knowledge was crucial for completion of their photographic projects. These quizzes asked students to solve problems often confronted when working in the photo studio, or when compositing images with Photoshop	Student	2, 3, or 4	Sample
B, E, F, G	K, A	#486 This is a qualitative questionnaire given to students at the end of their internship with DMT. It does not only pertain to the internship, it asks questions about the entire major as well, so it proves invaluable data in terms of the over learning experience of the students over the entire time sin DMT. The students answer the questions as one of the last assignments. It is not graded, and has no effect on their grade, so they are free to give their honest assessment of DMT.	Student	4	All

| A, B, C, D | K, S | #160 HTML Project: This project was used in FA 17 & SP 18 as an introduction to HTML web design. The project was an assessment of understanding of basic HTML and CSS markup following two weeks of class lecture and practice. A one page website was created to include professional image of you, an introduction paragraph with a professional goal, list of skills, course work completed, work experience, and hyperlink to other website. Rubric based assessment: 11 criterion including assessment of project report with evidence of workflow; HTML code; and HTML webpage design aesthetics. Three levels: proficient, developing, and novice | Faculty | 1 or 2 | All |

A, B, C, E,	K, S	#210 This course functions in a group setting, and allows each student the opportunity to round robin through various television equipment crew positions. The assessment is used as a benchmark in order to gauge their engagement, participation, performance and readiness in each of these positions. The rubric also provides for a guide on how well students perform, communicate, and are engaged with in live-televised productions. Seeing a visual of their progress helps me to (1) look at the teaching style for that section, (2) realize the student may need the information given in a different manner or format, (3) engaging students who require correction. Students are assessed through both a written and performance examination. This rubric allows students to see the breakdown of their assessment during both their performance at a live event and again during their final performance examination at the end of the semester.	Faculty	1, 2, or 3,	All

IV. Indirect Measures Used

Using the table below, list and briefly describe the indirect methods used to collect information assessing whether students are learning the cores set of knowledge (K), skills (S) and attitudes (A) identified as essential.

Dept. SLO #	Direct Assessment Measure(s) Used (Circle: K, S, A)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	Assessment completed by (student, supervisor, faculty, etc.)	When assessment was administered in student program (internship, 4th year, 1st year, etc.)	To which students were assessments administered (all, only a sample, etc.)
B, C	A	Survey - Midterm survey so that the professor could better gage how the class was experiencing the class. 88% of the class felt that they were coming more knowledgeable, 88% felt the rubrics were useful, 88% felt that they were comfortable asking the professor questions.	Student	1, 2, or 3	Sample

F (developing) C, G	K, A	Survey - self-assessment on professionalism. After each student completed, he/she met in the professor's office to review results. Over 80% of the students rated themselves strongly on assignment related tasks. In class participation only 42% said that they regularly or occasionally participate. There was more variation in group work. 76% said noted that they communicate with peers on ideas. A little more than half 52% tell peers how they could improve.	Student	1, 2, or 3	Sample
B, C, G	K, S, A	An interview process conducted at the site of the internship with the internship supervisor who guides the ESU student through their internship	Supervisor	4	All

A, B, C, G,	K, S	As a project-based course, students operated television studio equipment for a live televised event. The activity indirectly assessed their understanding of production procedures, and displaying their usage of the equipment. The live event required students to perform the technical procedures needed for an on-air television show. It reflected and assessed their level of understanding and practice.	Student and faculty	1, 2, or 3	All
E	A	Student course evaluations	Student	1,2,3, and 4	All

V. Student Performance Outcomes
How did the student perform on each assessment, compared to the department/program goal?
What is the target/goal/score for each assessment? Then briefly summarize the results.

Assessment number/name	Target/Acceptable score	Number assessed in 2017-2018 (N)	Number (n) & % meeting target/
#495	C grade or greater	N = 40	n = 38; 95%
#305	C grade or greater	N = 28	n = 21; 76.5%
#486	Pass	N = 19	n = 19; 100%
#160	C grade or greater	N = 41	n= 41; 75%
#210	C grade or greater	N = 74	n= 64; 88.66%

VI. Key Findings: Briefly summarize the results of the assessments and how do these compare to the goals you have set?

- Currently, the DMET SLO assessment process is evolving. As one more tenure track professor has joined our department, the quantity and quality of assessment has improved since the 2013 – 2014 academic year. A focus on student learning is a priority throughout DMET. With 75% or greater acceptable score in each assessment area the department has developed a strong assessment protocol.
- Further work has been completed towards creating additional indirect assessment protocols and goals
- See "Changes made" section for additional direct assessment discussion of areas to improve future assessment

- **Describe Process Used by Program Faculty to Discuss and Interpret Key Findings**

  Through what modes were assessment results shared with program faculty? What process was used by program faculty to discuss and interpret the key findings?   What hypotheses do program faculty have for why these are the results?

  - Process: An in-depth process was utilized to discuss and interpret key findings in the 2017-2018 assessment process. Initially, the department chair and assessment coordinator met to discuss the results of the 2017-2018 assessment and create a goal for improving department assessment. Following this meeting, the assessment coordinator closely examined the 2017-2018 assessment report to determine areas of improvement that were needed in data collection and reporting.
  - Faculty meet and discuss: The assessment coordinator led a discussion with the chair and faculty during the department meeting to present areas of improvement needed in the data collection and reporting. Key assessments were discussed and courses in which these assessments are implemented were established.
  - A spreadsheet was created and distributed a spreadsheet utilized by each tenure track professor for data collection and reporting
  - Key findings indicate an acceptable N for the target goal for each assessment area.

- **Changes Made as a Result of the Key Findings / Actions Taken**

  What changes or actions were taken or are planned for 2018-2019 and in the future in response to your key findings?

  - Assessment is an ongoing process. Program faculty will meet to evaluate and discuss the DMT assessment plans throughout the academic year during faculty meetings in November, January, March, and May. During these meetings, the following plans will be discussed and assessments revised to improve the department's assessment process in the future.
  - Current plans for actions taken following this assessment process:
    - #495: More proofing: The letter grades do not indicate that any changes should be made. However, if drilling into the rubric criteria, most students lost points on the mechanics. This indicates that students need to do more proofing. This semester students are doing more peer review for all products and they are utilizing career services and other professions for review.

- #210: One of the areas that I feel needs to be addressed and updated would be the performance category. This needs to align more with the Department's readiness of students in the area of Social Communication and the Communication Message Design. This will also reiterate the university's SLO toward having our students to understand their role as citizens of a diverse and global society.
- #305: Improve assessment to include 1. How to evaluate creativity. 2. How to evaluate the depth of their concepts/ideas
- #486: Data is derived from the questionnaire and from the onsite visits with the students and the company/organization representative. The information gathered from students as well as from industry experts is then used to guide curriculum decisions.
- #160: Current assessment acceptable. However, with a 75% evaluation target being met evaluating the level of assessment may be necessary to determine if some areas improved.
- DMT SLO – in an ongoing process of improved assessment, the department plans to review and update the department SLO during our scheduled faculty meeting. The goal is to assess alignment with the University SLOs and improve this alignment where needed.

- **Adjustments to/Deviation from the Department Assessment Plan**
Describe any disparity from submitted assessment plan and why it occurred.

   - No disparities have occurred.