

End of Year Assessment Report for Programs

Program: Digital Media

Semester/year: Spring 2018

Contact Person: Deloy Cole and Lisa Sharpe

Submission date: May 16 2018

Program Mission Statement

The Digital Media major will prepare students to become content creators in a world that is constantly being shaped by technology. This preparation includes the cultivation of analytic and critical thinking skills as well as the ability to work and communicate with others on complex interdisciplinary projects integrating digital music and art, web based digital communications, and computer programming skills. Students will learn to integrate their Christian worldview as an extension of the creative process as revealed in digital content, presenting themselves as moral and responsible Christian professionals. The Digital Media major emphasizes a broad-based, theoretical understanding of the delivery tools, which will allow them, as life-long learners, to keep pace with rapidly changing technology over the course of their careers. Students also learn the technical skills necessary to begin as content creators following graduation. Students who successfully complete a major can expect entry level professional positions or admission to graduate school upon graduation.

Program Objectives

By completing this program of study, the successful student should be able to –

1. Generate creative works in art, literature, performance and media criticism.
2. Critically examine works in media and technology; explain their contribution to society.
3. Integrate the theory and praxis of visual, performative, media and written cultural forms.
4. Develop professional communication skills necessary for success.

Assessment Methods and Benchmarks – SPRING SEMESTER

The following courses have been chosen for assessment. At the introductory level, DMDA 120, Introduction to Digital Media will be assessed by the Web Design project. At the developmental level, DMDA 230 Type and Image Design, will be assessed by the Package Design project and at the mastery level, DMDA 401, Digital Media Portfolio will be assessed via the graduating student's final presentation.

Program Objective	Introducing	Developing	Mastering
Generate creative works in art, literature, performance and media criticism.	DMDA 120 Intro to Digital Media/Website Design Assignment 23/31 students (74%) met benchmark	DMDA 230 Type and Image/Package Design Assignment 8/11 students (72) met benchmark	DMDA 401, Digital Media Portfolio/Portfolio Presentation 6/6 students (100%) met benchmark

	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
Critically examine works in media and technology; explain their contribution to society.	DMDA 120 Intro to Digital Media/Website Design Assignment 23/31 students (74%) met benchmark	DMDA 230 Type and Image/Package Design Assignment 8/11 students (72) met benchmark	DMDA 401, Digital Media Portfolio/Portfolio Presentation 6/6 students (100%) met benchmark
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
Integrate the theory and praxis of visual, performative, media and written cultural forms.	DMDA 120 Intro to Digital Media/Website Design Assignment 23/31 students (74%) met benchmark	DMDA 230 Type and Image/Package Design Assignment 8/11 students (72) met benchmark	DMDA 401, Digital Media Portfolio/Portfolio Presentation 6/6 students (100%) met benchmark
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
Develop professional communication skills necessary for success.	DMDA 120 Intro to Digital Media/Website Design Assignment 23/31 students (74%) met benchmark	DMDA 230 Type and Image/Package Design Assignment 8/11 students (72) met benchmark	DMDA 401, Digital Media Portfolio/Portfolio Presentation 6/6 students (100%) met benchmark
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%

Assessment Findings – SPRING SEMESTER

The Website Design project asks students to:

- A. Complete a tutorial.
- B. Create an original website based on knowledge gained from this tutorial.
- C. The benchmark score for this project is 75%.
- D. Grading via rubric (included)

The Package Design Project asks students to:

- E. Redesign an actual package design from an actual food product
 - F. Create production ready art for this project
 - G. Create a dieline and printer' marks for this assignment
- The benchmark score for this project is 75%.

PO2. The Digital Media Portfolio Presentation asks students to:

- H. Discuss their body of digital media work in a public forum
 - I. Create an online portfolio for public and future career endeavors
 - J. Undergo review by a faculty panel via rubric
- The benchmark score for this project is 75%.

We found that in general, we are meeting our benchmarks for the selected projects.

For our Introductory level assessment, the Website Design Project was assessed via a defined rubric, which included the use of specific web objects, graded on a point system. 64 students (77%) met the benchmark for this project. Rubric is attached in supporting documents.

For our Developmental Assessment (POs 1-3), the Package Design assignment was assessed via a defined rubric, which included the specific use of qualitative typographic and specific print production matters. 9 students (75%) met the benchmark for this project. Rubric is attached in supporting documents.

For our Mastery Level Assignment (Digital Media Portfolio) results will be available in the spring, as it is not offered Fall semester.

Analysis of Assessment Findings – SPRING SEMESTER

Upon review of the data, we simplified assignments and simplified D2I. This helped increase both student performance and assignment grades. For DMDA 230, Type and Image, students performed with excellence than the benchmark, indicating that we are on the right track in teaching and assessing our majors. For DMDA 401, a more defined rubric was implemented for Spring semester.

Sharing and Discussion of Assessment Findings – SPRING SEMESTER

Department chair Deloy Cole and Digital Media professor Dr. Lisa Sharpe discussed the assessment findings in detail and will continue to do so as we work out assessment during the course of the year. Faculty in the department have assisted in filling out our course assessments. Input from full-time and adjunct faculty will be included in our full end of year assessment report.

Use of Assessment Findings for Program Improvement (Action Plan) – SPRING SEMSTER

We need to continue to work on developing solid adjuncts whom we continue to employ year to year in the same courses. Consistency in delivery of course content is essential.

Full Year Reflection – FALL/INTERTERM/SPRING TERMS

We utilized more adjuncts this year due to the fact that Prof. Jacob Admunson was on sabbatical. We are looking forward to starting the fall with three core full time faculty. For DMDA 401, Senior Portfolio, we implemented our rubric for the first time. Although changes may be in the works, we have found this to be a valuable and effective tool which we will continue to use moving forward.

Supporting Documents

Supporting Documents

Grading Rubrics for: DMDA 120, DMDA 230, and DMDA 401
Requirements - from assignment guidelines

Zipped folder containing index.html, an images folder and an about page.	9 points	Your score
<p>	7	
<a>	8 points	
H1, 2, 3, 4, 5, and/or 6	8 points	
 for navigation (see example)	8 points	
2 <div> tags to separate content	8 points	
text (600 words)	9 points	
a separate, linked css file as shown in the tutorials	9 points	
Navigation (hyperlinks to each page)	9 points	
two hyperlinks to external websites related to your topic	8 points	
Two "right-sized" images per page	8 points	
Two columns using css classes	8 points	

Criteria	Art Director (A) 20 points	Designer (B) 15 points	Jr Designer (C) 10 points	Intern (D) 5 points	Beginner 2 points
Concept	<ul style="list-style-type: none"> Inventive, integrative, solves the project in a new and intriguing way. 	Solves design problem in an original and effective way.	Concept is clear and communicated with average effectiveness.	Project is not conceptual or showed minimal attention to concept.	Little attention paid to concept or project not turned in.
Typography	Applies the history, principles, and current trends in typography to construct an innovative solution. Whether elegant and refined or all-out deconstructed, the typography is central to the concept, enhancing it in an original way.	Applies the history, principles, and current trends in typography to construct an innovative solution.	Few to no typographical errors. Type is used in a clean and clear fashion but is not used conceptually.	Some typographical errors may be present. Typography is not a strong element in the composition.	Little attention paid to typography or project not turned in.
Process Work	Student has engaged fellow students and the professor by presenting work in process during informal in-class critiques. The critique of process work is a vital element of the designer's repertoire.	Student has engaged fellow students and the professor by presenting work in process.	Student showed some work in process.	Student has not showed process work.	Student has not showed process work or project not turned in.
Presentation	Student's work is impeccably presented. Attention to craft shows you are serious about presenting your work in the best possible light. Are your edges neat? Can we see glue marks on your final matted piece? Is everything squared? Are there smudges? If project is	Student's work is very well presented and is production quality.	Presentation/production may contain some inconsistencies or errors.	Presentation is sloppy and/or has production errors.	Presentation is sloppy, has serious production errors, or is not turned in.

SAMPLE Evaluation Rubric for DMDA 401 (Senior Portfolio)

Digital Media Assessment Rubric

Evaluator All

DATE: May 10 2018

DM Portfolio Assessment - Level Three, Mastery

Project: Portfolio Presentation

Student Name: Ethan Maurer

Criteria	Levels					SCORE (5 = excellent, 1 = unacceptable)
Criterion	Excellent	Above Average	Average	Below Average	Unacceptable	
Descriptions/Objectives for each project	Student defends and explains design and technical choices in a dynamic, enthusiastic, logical and convincing manner.	Student defends and explains most design and technical choices with enthusiasm and in a logical and convincing manner.	Student defends and explains some design and technical choices with enthusiasm and conviction.	Student defends and explains all design and technical choices but has little rationale or defense behind choices.	Student does not present a rationale for design choices.	4
Technical Implementation	Student projects reflect technical excellence and attention to the finest detail in implementation.	Student projects reflect technical excellence and attention to detail in implementation.	Student projects are technically sound and show attention to detail in implementation.	Student projects have obvious technical errors and/or show little attention to detail in implementation.	Student projects have grave technical errors and/or show little to no attention to detail in implementation.	4
Creativity	Projects are forward-thinking, original, present new ideas, and implement those ideas in a highly inventive manner.	Projects are original, present interesting ideas, and implement those ideas in a convincing manner.	Projects are original but may have some elements of cliché or appropriation without a credible source of explanation.	Projects use appropriated elements without a credible source of explanation.	Projects are obviously plagiarized or copied.	4
Design and Layout	Design and layout are of professional quality, break new boundaries while showcasing design influences from historical periods in the fine and commercial arts.	Design and layout are of professional quality in terms of design and production.	Design and layout are of average quality in terms of design and may or may not show some production errors.	Design and layout show use of cliché design conventions and show some production errors.	Design and layout show use of cliché design conventions and show many production errors.	4
Verbal Presentation	Presentation engages the audience, defines the desired creative outcomes, and presents underlying concepts and ideas powerfully to the particular audience.	Presentation is engaging, defines the desired creative outcomes, and presents underlying concepts and ideas in an interesting manner.	Presentation is interesting, defines the desired creative outcomes, and presents underlying concepts and ideas but without engaging the particular audience present.	Presentation is read off the screen or paper, defines some outcomes or goals of the portfolio, and is not particularly engaging to the audience.	Presentation is obviously unprepared ahead of time and is disorganized or not engaging.	4
Poster Design	Poster design is original, integrating image and typography in an innovative and powerful manner.	Poster design displays excellent integration of typography and imagery.	Poster design utilizes but does not integrate typography and image	Poster design lacks crucial information, uses design conventions but inappropriately, or does not integrate type and image.	Poster design incomplete, not printed, or missing.	3
Effort and Class Participation	Student has an excellent class attendance record with no absences and has met with mentor on a regular basis (2-5 times).	Student's attendance at class sessions is good, with few absences and has met with mentor 2-3 times.	Student has missed a session and has met with mentor at least twice.	Student has missed a crucial session and has met with mentor at least once.	Student has missed a significant amount of class and/or has not met with mentor.	5
Completeness: Must include four areas (audio recording, graphic design, photography, video, web design/development, programming and database structures, motion graphics)	At least four areas are integrated into the complete portfolio with excellence.	At least four areas are present and relate to one another in some manner	Four areas are present.	Fewer than four areas are present.	Two or fewer areas are present.	5
						33
						83% B

Notes: