End of Year Assessment Report for Programs

Program: Digital Media	Semester/year: Spring 2019
Contact Person: Deloy Cole, Jake Amundson	Submission date: 5.15.19

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

At the close of their degree, students should be able to:
1. Generate creative works in art, literature, performance and media criticism. (2018 SLOs 2, 5)
2. Critically examine works in media and technology; explain their contribution to society. (2018 SLOs 1, 5)
3. Integrate the theory and praxis of visual, performative, media and written cultural forms. (2018 SLOs 1, 5)
4. Develop professional communication skills necessary for success. (2018 SLOs 3, 4)

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
1. Generate creative works in art, literature, performance and media criticism.	DMDA 120 Intro to Digital Media/Website Design Assignment 18/24 students (75%) met benchmark	DMDA 230 Type and Image/Package Design Assignment 18/21 students (86%) met benchmark	DMDA 401, Digital Media Portfolio/Portfolio Presentation 18/19 students (95%) met benchmark
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%

2. Critically examine works in media and technology; explain their contribution to society.	DMDA 120 Intro to Digital Media/Website Design Assignment 18/24 students (75%) met benchmark	DMDA 230 Type and Image/Package Design Assignment 18/21 students (86%) met benchmark	DMDA 401, Digital Media Portfolio/Portfolio Presentation 18/19 students (95%) met benchmark
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
3. Integrate the theory and praxis of visual, performative, media and written cultural forms.	DMDA 120 Intro to Digital Media/Website Design Assignment 18/24 students (75%) met benchmark	DMDA 230 Type and Image/Package Design Assignment 18/21 students (86%) met benchmark	DMDA 401, Digital Media Portfolio/Portfolio Presentation 18/19 students (95%) met benchmark
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
4. Develop professional communication skills necessary for success.	DMDA 120 Intro to Digital Media/Website Design Assignment 18/24 students (75%) met benchmark	DMDA 230 Type and Image/Package Design Assignment 18/21 students (86%) met benchmark	DMDA 401, Digital Media Portfolio/Portfolio Presentation 18/19 students (95%) met benchmark
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Analysis of Assessment Findings – SPRING SEMESTER

 (1) What strengths and weaknesses do the findings reveal about the program and/or the assessment process?
Strength is that the assessment is a consist process, but need refinement. All of the faculty can speak into all of the assignments that are included in our assessment (which is important).

 (2) What impact have program changes in the last several years had on student learning (indicate those program changes that resulted from previous assessment findings)?
We have had no significant program changes during the past 3 years. Minor changes have been made to specific courses.

 (3) What impact have recent changes in the assessment process had on the quality and usefulness of the findings? Of particular importance to note are recent changes and improvements in the program that resulted from previous assessment efforts.
We setup and have refined the rubric for our mastery level course. Not necessarily a good thing. We struggle to maintain the flexibility of our creative projects and having clear objectives.

Sharing and Discussion of Assessment Findings – SPRING SEMESTER

We meet on a regular basis to review and share our assessment and teaching experiences.

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

The assessment findings that we want to address our largely in the classes of Lisa (who is leaving this semester). Our suggestion (that is being implementing in 19-20) is to minimize the use of adjunct professors. Our courses that have utilized adjunct professors have not worked well (bad evaluations and responses from students, loss in adding and retaining DM majors).

Full Year Reflection – FALL/INTERTERM/SPRING TERMS

Jake just got back. Then Lisa left with a foot injury mid spring semester. Difficult times in IDM, Type & Image and Animation. Biggest graduating class in DM history. 19 portfolios during the spring semester. Deloy cancelled CIS and recommitted to make DM great again. Then Lisa decided to be a Lawyer. The institution did not recommit to making DM great again by not replacing the Graphic Design professor position. Jake's art load was redacted and will return to the graphic design curriculum of 2006. We will truly miss the class of 2019. We did not get many new majors from our intro class (we normally do).

Supporting Documents

None.