

## **Operational Plan for Digital Media Program**

### **Section A**

**Program Coordinator:** Isaac Gilmore

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**Associated Faculty:**

### **Welcome to Greenville University Digital Media!**

The Greenville University Digital Media Program exists to prepare students for diverse careers in media, design, and associated fields. With approximately 70 majors and minors, this program is both extensive and diverse. Two full time faculty currently serve all students in the program, complemented by the talents of various adjuncts who are industry professionals. A degree in digital media from Greenville University offers an exciting opportunity to design and create in a faith-based environment. The digital media major provides a comprehensive curriculum in which students gain skills in graphic design, photography, video, animation, programming, game design, and internet development skills. Digital media students are prepared to become content creators in a world that is constantly being shaped by technology. Our alumni work in a broad range of positions and industries (insert website link rather than list specific people and jobs).

### **Program Mission Statement**

The Digital Media Major prepares 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, digital art, web-based technologies, and computer programming skills.

### **Programmatic Faith Integration**

Students who pursue a Bachelor of Science degree in digital media at Greenville University learn to integrate their Christian worldview into their creative process through assignments that specifically address faith integration from the introductory level and continuing through upper level courses. While gaining a broad-based, theoretical, and technical education, our students also learn to create as moral and responsible Christian professionals. One of our first introductory assignments is the creation of a web page which includes elements of design, photography, layout, and user interface. The final project in our program (mastery) is our Digital Media portfolio. This project is vital for students when they start looking for jobs or additional schooling after their time at GU.

## Section B

**Program/Major Objectives:** *Qualities and competencies expected in graduates from this program/major*

At the close of their degree, students 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.

### **Digital Media: Fulfillment of the SLOs**

Greenville University Digital Media operates under the umbrella of our undergraduate Student Learning Objectives, designed to prepare students for lives of character and service. Students in the Digital Media program enroll in a wide variety of courses which address both theory and practice. At the introductory level, students are required to enroll in Introduction to Digital Media, which provides a broad overview of digital media areas from web design to worship arts and beyond. The program itself is designed to develop a broad base of media skills, which include, but are not limited to programming, web design, graphic design, photography, animation, and video. The culmination of our program is the Senior Portfolio Review, which requires students to integrate four different areas of media into a public presentation of work in the field. For instance, a student who is specializing in design may have a portfolio that include digital assets that include graphic design, motion (video & animation), web design, and company branding.

## **Digital Media Connections to Greenville University as a Whole**

Students in Digital Media participate in a wide variety of experiences which participate in the life of the University. Digital Media students are content creators in many clubs and in student government. In general education courses, our students are frequently called upon to produce content for class work. Although Digital Media is not part of the general education curriculum itself, it contributes to general education outcomes when our students create media for others. Being able to relate to and work with students in other disciplines in their areas of study and work is critical to our success. The General Education courses at GU help us understand our world and therefore make better, more relevant media. Additionally, our students contribute to the community via significant publications such as The Papyrus, a completely digital, student-centered publication, and The VISTA, a student-centered publication that believes in connecting with and sharing campus life through engaging stories and creative visuals. Through this publication we strive to portray the deeper meanings and heart of life on campus while still enjoying the humorous stories that develop during our time at Greenville University. The VISTA also seeks to bring meaningful discussion to how God plays a role in the lives of students, both on campus and after graduation.

## **Section C**

PO	Require Courses / Learning Opportunities																		Elective Courses			
	BUSN101*	PHYS110*	DMDA110	ARTD111	ARTD113	DMDA120	DMDA125/325	CIST140	MUSG226*	DMDA230	DMDA241	DMDA250	ENGL264*	DMDA301	DMDA350	DMDA401	DMDA405	DMDA410	DMDA330	DMDA341	DMDA365	DMDA402
1				I	I	I	D	D	D	I	D	D	I	D	D	M	D			M	D	M
2						I				D	I	I	I	D	D	M		M	D	D	D	M
3		I	I	I		I	D	D	D	I	D	I	I	D	M	M				D	D	M
4	I					I	D			D		I	I	D		M	D	M	M		M	

Key: **I** = Introduced, **D** = Developed, **M** = Mastered

\* Classes that are in the Digital Media program that are not taught by Digital Media Faculty:

BUSN101 Business Management

Many of our students and alumni work for themselves and for other businesses. Having an introductory level of knowledge is beneficial.

PHYS110 Light, Sound, and Motion

Basic Physics knowledge of how light and sound move and interact with our world is helpful for our audio and video projects. Motion basics are critical to creating animations that mimic reality to some degree.

MUSG226 Music Industry Survey

Audio skills are critical to many areas in Digital Media, including video, podcasting, and animation projects.

ENGL264 Storytelling

The media that we create needs a backstory that is rich and complete. Good media without quality stories isn't what we are about.

Section D

SLO	Program Objective	Level of Mastery (IDM)	Term	Course number	Learning Activity	Benchmark	Assessment method
<b>Year 1</b>							
2, 5	1	I	Fall/Spring	120	Web Page	>70%	Critique
		D	Fall	230	Package Design	>70%	Critique
		M	Fall	401	Media Portfolio	>70%	Rubric
<b>Year 2</b>							
1, 5	2	I	Fall/Spring	120	Historical Photo	>70%	Critique
		D	Fall/Spring	241	Light Project	>70%	Critique
		M	Spring	401	Media Portfolio	>70%	Rubric
<b>Year 3</b>							
1, 5	3	I	Fall/Spring	230	Typeface Research Project	>70%	Critique
		D	Fall	350	Kinetic Typography	>70%	Critique
		M	Spring	401	Media Portfolio	>70%	Rubric
<b>Year 4</b>							
3, 4	4	I	Spring	120	Video Story/Production	>70%	Critique
		D	Fall	410	Topic Presentations	>70%	Critique
		M	Spring	401	Media Portfolio	>70%	Rubric
<b>Annual Indirect Assessment Methods</b>							
	All		Spring/Summer		Alumni Survey		

## **Description of Assessment Processes**

We introduce students to different critique methods and responses based on the medium that is being evaluated. We are constantly critiquing student work in calibration to industry standards through all the levels of learning (introductory, developing, and mastery).

We assess by evaluating the students' response to the critique. We constantly and consistently critique our students' work both in classes (formal) and out of classes (informal).

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. Syllabi for these courses may be found in Appendix 2. These courses offer accessible artifacts; project critiques, presentations, and test results suitable for formative and summative assessment. Faculty and professionals will assess these projects via existing rubrics.

Full-time faculty are responsible for reporting on their assignments that are tied to our objectives. The program coordinator is responsible for reporting on assignments that were assessed by adjunct professors. Program coordinators for Digital Media are Deloy Cole and Jacob Amundson.



There are additional assessable artifacts which define program success. These include, but are not limited to the list below. They may be used to add depth to our assessment report and as they are highly relevant to the program:

1. Placement rates of graduates into appropriate internships, career positions and starting salaries
2. Student ratings of their knowledge, skills and reflections on what they have learned in the program
3. Student/alumni satisfaction with learning, collected through surveys, exit interviews, or focus groups
4. Examples of work in digital media, including student and alumni portfolios
5. Honors and awards earned by students and alumni

### **Assessment Timetable**

In addition to faculty reporting for each course (FCAR) which requires faculty to critically assess student learning based on grades, course learning objectives, and Greenville University student learning outcomes every semester, the Digital Media Department continually assesses student learning according to the following schedule. Semi-annually (January and May), faculty meet to report on and discuss assessment results for each designated assessment course and assignment. Our final assessment report for the academic year is completed during the May 2019 Assessment Convention. The report includes assignment and objective results, conclusions, and suggested modifications.

At the conclusion of the fall semester, a report is prepared which tracks academic results for specified assessment courses and projects at the introductory, developmental, and mastery levels. At the end of spring semester, a comprehensive academic year report summarizes the overall analysis of program objective achievement, program quality, determinations, and improvements will be made.