

Student Learning Outcomes (SLOs) Report for Non-Accredited Programs

(updated 9/19/23)

Program Type: **Non-Accredited Program**

Program Name: Digital Media Technology

Submitted By: Jay Grabiec

Email: jjgrabiec@eiu.edu

Submission Date: 15 OCT 2024

Review Cycle:

- Even Year
- Odd Year

Review Round:

- Round A** (Associate Dean review)
- Round B** (Associate Dean + VPAA review)

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15th** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Program Name: Digital Media Technology

PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

| Student Learning Outcome (SLO) | What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework. | How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results , and specify whether these were met, not met, or partially met for each instrument. | Does your SLO correspond to an undergraduate learning goal (ULG) : writing, speaking, quantitative reasoning, critical thinking, responsible citizenship? |
|--|--|---|--|
| Demonstrate effective communication skills for the digital media technology industry using written, oral, and technological formats. | Will measure projects and assignments that align with this SLO EWP rating rubric, DGT writing rubric, Primary trait rubric, DGT oral presentation rubric, DGT Senior exit survey. | The goal is to help students develop their communication skills so that they are more competitive hires. | Yes |
| Analyze problems and apply digital media technology solutions utilizing quantitative reasoning and critical thinking skills. | Will measure projects and assignments that align with this SLO DGT Quantitative reasoning rubric, DGT critical thinking rubric, DGT senior exit survey | The goal is to develop skills that will allow students to use critical thinking to solve problems. | Yes |

| | | | |
|--|--|--|-----|
| Develop an awareness of ethical values and social responsibility in a multicultural environment. | Will measure projects and assignments that align with this SLO Mainly measuring effectiveness of students to perform in a collaborative group environment on a variety of projects. | We want our students to have the ability to work with individuals from all backgrounds. | Yes |
| Demonstrate functional and operational skills relevant to the digital media technology industry | Will measure projects and assignments that align with this SLO These are all large-scale final projects in DGT 1363, DGT 2123, DGT 3303, DGT 3813, DGT 4933. | We want our students to have practical skills to take into their future careers as digital media technology professionals. | Yes |

PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

- A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

For Fall 2024 catalog the following courses were added to the required coursework: MATH – Additional 3 Credits (Suggested - MAT 1271 – College Algebra), DGT 4751 – User Interface and User Experience for Digital Media Technology and DGT 4749 – Capstone Project in Digital Media OR Tech 4275 -Internship. Additional math credits have been added to the core in order to comply with ATMAE accreditation standards. The additional courses were added In order to better prepare our students for the modern workplace environment. Additionally, the Digital Media Capstone course will provide our students a strengthened portfolio of work to showcase to future employers and the course will serve as an attractive addition for our student’s resumes. Furthermore, allowing students to substitute this course for an internship will encourage more of our DGT students to partake in valuable internship experiences.

- B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

Going into my second year as coordinator, I will be able to compare 23-24 data once it is compiled.

C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS

Please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

| Date of annual (or periodic) review | Individuals or groups who reviewed the assessment plan | Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions) |
|-------------------------------------|--|---|
| October 23, 2024 | DGT advisory board | TBD |
| October 16, 2024 | DGT faculty | Student learning outcomes reviewed and rubrics agreed upon by faculty. Collecting 2024 data from faculty now. |
| February 15, 2024 | DGT Faculty, Technology Chair | Revisions to the program made including the addition of courses into the core, modification of the minor and merging of three focus areas into one larger option to increase flexibility for students and scheduling. |

Dean Review and Feedback

The assessment data collected for the Digital Media Technology (DGT) program has been determined to be a strong and positive assessment plan by this reviewer. The DGT program has made great strides in revising an improved DGT program that is more flexible for the DGT student. The focus of the improvements is directed towards the allowance of DGT students to take more technical elective courses to strengthen their understanding in their chosen areas of emphasis.

The DGT program is currently preparing for accreditation with the Association of Technology, Management, and Applied Engineering (ATMAE). With the addition of math credits should both: 1) comply with ATMAE accreditation standards; and 2) strengthen the portfolio of understanding that will showcase students to future employers. The courses will serve as an attractive addition to student's resumes. Finally, the idea is to encourage DGT students to partake in valuable internship experiences.

As the ATMAE assessment plan has been recently started for the DGT program, the assessment does not have enough data to determine if the target scores have met or not. Upon the next assessment report data, will be collected and compared to current provided data.

For future assessment reports, please list the EIU learning goal as a heading (the first line) for each SLO cell to make explicit which learning goal is tied to the SLO. As progress is made, attention should be given as to how the assessment results are being used to improve student learning and drive positive program modifications.

Dean or designee

Date

VPAA Office Review and Feedback (for "Round B" SLO report only)

VPAA or designee

Date