Assessment Report:
2018-2019 – Program Level

The University of Arkansas – Pulaski Technical College calls for each program (AS, AA, AAS, CP, and TC) to have an assessment plan for each academic year that includes the following:

- Program Learning Objectives
- Procedures for assessing the achievement of student learning
- Procedures for analyzing and interpreting assessment results for the continuous improvment of the program.

A primary goal for each instructional department's assessment is to include at least one direct measure of student learning, which is accomplished usually through the use of locally developed tests, student portfolios, capstone assessment measures, embedded assignments, or through licensure exams and standardized national tests. In addition to direct measures, most areas may also use indirect methods to assess student achievement. Graduation rates and graduation and employer surveys are frequently used as indirect indicators of student achievement.

This form presents template of questions that must, at minimum, be addressed by instructional departments when filing an assessment plan. While an electronic version of this form will be made available, instructional departments may include additional information not specifically addressed in this form as long as the template questions are addressed.

Other Assessment Considerations:

o   The College expects programs/departments/divisions to make curriculum changes and budget requests based in part upon assessment findings. Assessment of student learning should be a catalyst for quality instruction and improvement across the college community.

o   All programs will be asked to submit an annual assessment report to the Assessment Committee by October 10th of each year. (If October 10th falls on a weekend, please submit reports on the following Monday.)

o   For technical and occupational programs, please consider the role of your advisory committee in your student learning objectives.

This form must be completed by October 10 of each academic year. Complete each part of this form. Please follow highlighted instructions.

Part A: Identification and Assessment Plan

1. Name of program: *Digital Media Production*

2. Name of individual compiling report: *Jonathan Childs*

3. Date of submission: *October 21st, 2019*

4. Is the assessment plan:

☐ an initial plan for the program   ☐ a revision of an old plan   x☐ unaltered from previous year

5. Provide a brief description of the program and its purposes, to include a description of the jobs/careers for which students are being prepared.

The Digital Media Production (DMP) program is an occupational degree program that prepares students for entry-level positions in fields such as advertising, graphic design, computer illustration, web design and animation, as well as the recording industry, feature film, television, radio and Internet-based media firms. The DMP program provides comprehensive introduction to the field while helping students develop a skill set that prepares them for employment.

UNIVERSITY OF ARKANSAS
PULASKI TECH

Part B: Student Learning Objectives, Assessment Methods, and Data Sources
In this section of the assessment plan, student learning objectives for the program will be defined. Also, assessment methods and data sources for each objective must be defined. Follow the instructions below to define and relate the program leaning objectives.

1. Complete the chart below or attach documentation of the assessment process that includes the data included below. Also attach any assessment instruments and grading rubrics used at the program level if applicable.

	Program Learning Objectives	Course	Assessment Method and/or Data Source
1.	*Students will demonstrate the process of digital video editing using industry standard software.*	*DMP 1308 – Introduction to Editing*	**Direct - Individual Class Project** For their final assignment in DMP 1308 - Introduction to Editing students are given footage from a short film, and they edit the film in its entirety. Students must edit the film in the style of Classical Hollywood Cinema. This means that students must take care to make all edits error free, and use techniques to enhance the story. All students have to complete the assignment, and the assignment will be graded by a rubric. **Assessment Goal/Threshold:** 80% of students will score at least a 20/25 points on the Video and Audio Edits portions of the rubric. 80% of students will score at least a 40/50 points on the Editing Techniques portion of the rubric.
2.	*Students will demonstrate the process of graphic design using industry standard software.*	*DMP 1304 – Introduction to Computer Graphics*	*Not assessed during the 2018 – 2020 Cycle*
3.	*Students will demonstrate the process of image manipulation using industry standard software.*	*DMP 2311 - Animation*	**Direct - Individual Class Project** In this final assignment for DMP2311 - Animation, students will demonstrate in Adobe Animate how to animate movements ranging from fluid to mechanical by applying an armature to a multi-segmented character and it's accompanying objects in a scene using the Bone Tool tool. **Assessment Goal/Threshold:** 80% of the students will score an 80% or higher after the assignment is graded using the associated rubric.
4.	*Students will demonstrate the process of sound editing using industry standard software.*	*DMP 2314 – Music Production 2*	*Not assessed during the 2018 – 2020 Cycle*

5. Students will demonstrate basic skills with audio and video production equipment.	DMP 2305 – Digital Cinematography 2	Not assessed during the 2018 – 2020 Cycle
6. N/A	N/A	N/A
7. N/A	N/A	N/A
8. N/A	N/A	N/A
9. N/A	N/A	N/A
10. N/A	N/A	N/A

2. For each program objective, if applicable, discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).
N/A

3. Describe the process of analyzing the assessment data for the last academic year.

Discipline/Program Learning Outcome Assessment Summary
Inclusion Plan
Who are the stakeholders in the discipline/program?: Students, Faculty, Advisory Committee Members, Local Industry Experts
How were the stakeholders involved in the assessment process?: Students are made aware of all PLOs, and understand that they are enrolled in a program that upon graduation they should be able to demonstrate those specific PLOs. Faculty participate in a comprehensive program assessment plan that uses assessment data to produce reports of results on a 2 year cycle. Advisory Committee members are met with on a yearly basis to discuss and provide up-to-date industry information for potential adjustments to curriculum and Program Learning Outcomes. Industry experts are met with as needed discuss and provide up-to-date information for potential adjustments to curriculum and employer needs.
How did stakeholders learn about this cycle's assessment results?: Currently DMP Assessment Lead Faculty are using the new assessment database (Nuventive/Tracdat) to house comprehensive assessment plans, assessment data, and assessment results. This database is made public to all stakeholders.
How were stakeholders involved with planning for Continuous Improvement?: Students evaluate instructors on a semester by semester basis. During the two year assessment cycle faculty monitor results to make sure numbers reflect success above specific thresholds lined out in the assessment measures. Adjustments to instructions/assessment measures are made if students numbers are below the threshold. After the two year cycle is over different PLOs are assessed on the following cycle to ensure comprehensive program assessment. Advisory committees will be given assessment data and reports, and offer suggestions on how to improve instruction and curriculum. Industry experts have access to assessment data and reports, and can offer suggestions on how to improve instruction and curriculum.
Continuous Improvement (Closing the Loop)
How did faculty analyze assessment data and implement substantive curricular changes?: Faculty use data collected from grading rubrics, and written reports of results over and during the 2 year cycle to make changes to curricular changes. Faculty meet to discuss curricular changes if the data shows that students are falling below the specific thresholds lined out in the assessment measures. Changes include, but are not limited to, adjustments in rigor, instructional design, adjustments to assessment measures, etc...20
How did faculty analyze assessment data and implement substantive changes to assessment practices?: Faculty use data collected from grading rubrics, and written reports of results over and during a 2 year cycle to make changes to assessment practices. Currently DMP Assessment Lead Faculty are using the new assessment database (Nuventive/Tracdat) to house comprehensive assessment plans, assessment data, and assessment results. This move to a comprehensive assessment database in and of itself is a substantive change to DMP assessment practices. More substantive changes will be implemented after this initial two year cycle is completed.
How did faculty analyze assessment data and implement substantive student support changes?: Faculty use data collected from grading rubrics, and written reports of results over and during a 2 year cycle to make changes to student support. During this cycle DMP faculty decided that an additional employee was needed for studio upkeep, equipment upkeep, lab upkeep, and student support on a day to day basis. This position is currently in the approval/denial process. If it is denied, the DMP program will utilize one of the Business/IT departments work study employees for basic student support.
How are outcomes and acquired data used in the annual planning and budgeting process?: All PLOs are have a direct relation to specific type of digital media equipment. If the equipment (software, cameras, lights, etc...) is not functioning adequately, then none of the assessment measures can actually be performed. Thus, data gathering cannot occur. Therefore, equipment is always a primary concern during the annual planning and budgeting process. For instance, the DMP program has requested an update to both of our Mac labs in out last two budget hearings. The program also has purchased other related DMP equipment. Equipment purchases can be found in the documents repository.

1. Complete the chart below or attach documentation of the assessment findings that includes the data included below.

Program Learning Objectives	Assessment Findings/Conclusion
1. *Students will demonstrate the process of digital video editing using industry standard software.*	Fall 2018 – Assessment Goal Not Met **Continuous Improvement Action Plan:** To decrease the amount of video edit errors for this assessment more one-on-one workshopping with students needs to be done in class or by appointment. It seems clear that students understand what video edit errors are, but when they are confronted with an assignment that is more rigorous they are more concerned with just completing the assignment. Also, more time needs to be spent discussing what/how to avoid video edit errors are during the introductory assignments in DMP 1301 and DMP 1308, and in the assignments that reinforce video editing fundamentals in DMP 1308. No new resources will be needed to complete this action plan. This plan will likely be modified as the current assessment cycle continues, and more data is gathered. (02/15/2019) Spring 2019 – Assessment Goal Not Met **Continuous Improvement Action Plan** To decrease the amount of video edit errors for this assessment more one-on-one workshopping with students needs to be done in class or by appointment. It seems clear that students understand what video edit errors are, but when they are confronted with an assignment that is more rigorous they are more concerned with just completing the assignment. Also, more time needs to be spent discussing what/how to avoid video edit errors are during the introductory assignments in DMP 1301 and DMP 1308, and in the assignments that reinforce video editing fundamentals in DMP 1308. No new resources will be needed to complete this action plan. This plan will likely be modified as the current assessment cycle continues, and more data is gathered. (10/04/2019)

2. *Students will demonstrate the process of graphic design using industry standard software.*	*Not assessed during the 2018 – 2020 Cycle*
3. *Students will demonstrate the process of image manipulation using industry standard software.*	Spring 2019 – Assessment Goal Not Met **Continuous Improvement Action Plan:** Continuous Improvement Action Plan will be to: Going forward, Faculty will reserve more time to take mini assessments thought out this learning process of this unit by implementing the following in-class techniques: *Faculty will assess more frequently and in a variety of ways by asking students during the lecture demonstrations what the next step should be. *Taking quick assessments by walking around the room to check student progress before moving on to the next chunk of content in the lecture demonstrations *Faculty will reserve more in-class work-time for students to work on this assignments during which time students will have more one-on-one time with the instructor and other students. *Faculty will implement nongraded quizzes throughout each leaning module to help students know where they are in their understanding of the content. And most importantly, faculty can have a better understanding of where their students are in their understanding of the content. (10/03/2019)
4. *Students will demonstrate the process of sound editing using industry standard software.*	*Not assessed during the 2018 – 2020 Cycle*
5. *Students will demonstrate basic skills with audio and video production equipment.*	*Not assessed during the 2018 – 2020 Cycle*
6. *N/A*	*N/A*
7. *N/A*	*N/A*
8. *N/A*	*N/A*
9. *N/A*	*N/A*
10. *N/A*	*N/A*

2. What is the action plan for assessment for the next academic year? Explain.
DMP faculty will continue to assess the 2 PLOs reported on in the document as they are halfway through the two year assessment cycle.

3. What changes were implemented this year based on last year's findings?
No major changes to curriculum were implemented because the assessment cycle is only halfway complete. That being said, some basic changes, such as more one on one time with students, were implemented.

4. Please write any additional information here that you think is pertinent to the assessment process for your program that assists stakeholders (i.e. administrators and standing committees) in understanding your report.
    The DMP program is a small program, so semester to semester data sets are very limited in scope. Simply, there are not enough students to provide instructors large enough data sets to analyze for implementation of major changes to instruction or curriculum until the full assessment cycle is complete. For instance, a Comp 2 class may have 10 sections of the same course per semester, and therefore might have enough data to implement curriculum or instructional changes semester to semester. DMP classes are usually limited to 1 section per semester. Therefore, data from semester to semester usually includes a very limited set of students, so data from only one semester may not lead to a clear pathway to make changes.

5. What budgetary resources, if any, are needed for your program based on your assessment findings?
    None at this time, but this will likely change when PLO 5 is assessed.