UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
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 outcomes**
- **Procedures for assessing the achievement of student learning**
- **Procedures for analyzing and interpreting assessment results for the continuous improvement 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:

- 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.

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

- 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 Student Learning Outcomes

1. Name of program: *Digital Media Production*

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

3. Date of submission: *November 11th*

4. Academic year: *2020-2021*

5. Is the assessment plan (*Check or highlight one*)

☐ an initial plan for the program

X a revision of an old plan

☐ unaltered from previous year

6. Provide a mission statement of the program to include a description of the jobs/careers for which students are being prepared. Also, list the learning outcomes for your program.

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.

Program Learning Outcomes:

1. Students will demonstrate the process of digital video editing using industry standard software.
2. Students will demonstrate the process of graphic design using industry standard software.
3. Students will demonstrate the process of image manipulation using industry standard software.
4. Students will demonstrate the process of sound editing using industry standard software.
5. Students will demonstrate basic skills with audio and video production equipment.

7. Complete the curriculum map below. Please mark an X in the map below to indicate which courses correspond with learning outcomes. If applicable, you can also use I, D, or M to indicate that a learning outcome is introduced, developed to foster more sophistication, or demonstrated at a level of mastery acceptable for graduation within the program. Additional courses may be marked with an R to indicate reinforcement of a program learning outcome.

> ***Note from individual compiling report:*** *Some courses re-introduce PLOs with greater rigor or with more specific course content than in DMP 1301 – Introduction to Digital Media Production. The reasoning behind this is two-fold. Firstly, students do not have to take Introduction to Digital Media Production during their first semester (although they are encouraged to do so if their schedules allow). These students then need to be introduced to a PLO in another class. Secondly, PLOs introduced in other classes typically align to specific CLOs. For example, students in Intro to DMP create a basic song using pre-recorded*

material for the Process of Sound Editing PLO. However, in Sound for Film students demonstrate the process of sound editing for film specific content (sound design, ADR, etc…). Therefore, additional introductory assignments are needed even though the fundamental process of sound editing remains the same. I have placed an "R" next to the "I" for classes that reinforce PLO introductions.

List all supporting courses					
	PLO #1	**PLO #2**	**PLO #3**	**PLO #4**	**PLO #5**
DMP 1301 – Introduction to Digital Media Production	**I**	**I**	**I**	**I**	
DMP 1304 – Introduction to Compute Graphics		**I(R) D**	**I(R) D**		
DMP 1305 – Digital Cinematography	**I(R)**				**I D**
DMP 1306 – Digital Page Layout and Design		**I(R) D**	**I(R) D**		
DMP 1307 – Introduction to Recordin Software				**I(R) D**	**I**
DMP 1308 – Introduction to Editing	**I(R) D M**			**D**	
DMP 1310 – Introduction to Web Design		**I(R) D**	**I(R) D**		
DMP 2304 -Music Production 1				**D**	**I(R) D**
DMP 2305 – Film Production	**D M**	**D**	**D**	**D M**	**D M**
DMP 2306 – Graphic Design 1		**D M**	**D M**		
DMP 2310 – Visual Effects and Motion Graphics	**I(R)**	**D M**	**D M**	**I(R)**	
DMP 2311 - Animation		**I(R) D**	**I(R) D**	**I(R)**	
DMP 2314 – Music Production 2				**D M**	**D M**
DMP 2316 – Graphic Design 2		**M**	**M**		
DMP 2330 – Design Portfolio		**M**	**M**		
DMP 2321 – Sound for Film				**D**	**I(R) D**

8. How does your assessment report connect to institutional learning outcomes?

To help with mapping your assessment data to the school's overall institutional outcomes, please check the boxes for the institutional outcomes directly associated with the assessment data presented in this report. For details on each outcome, see Appendix A.

x ILO #1 – Information Literacy

x ILO #2 – Technology Literacy

x ILO #3 - Communication

x ILO #4 – Critical Thinking

☐ ILO #5 – Quantitative Reasoning

x ILO #6 – Cultural Awareness

x ILO #7 – Professionalism

Part B: Assessment Methods and Data Sources

In this section of the assessment plan, learning outcomes for the program will be defined. Also, assessment methods and data sources for each outcome must be defined. Follow the instructions below to define and relate the program learning outcomes.

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

Program Learning Outcomes	Course	Assessment Method and/or Data Source
1. Students will demonstrate the process of digital video editing using industry standard software.		*Not assessed in this cycle*
2. Students will demonstrate the process of graphic design using industry standard software.	*DMP 2316 – Graphic Design 2*	*Direct – Individual Class Project* *The product package design assignment is the second assignment for the class that requires students to demonstrate a master level understanding of how to manipulate digital imagery and apply graphic design principles in an effective and impactful way using industry standard computer graphics software to create visually persuasive compositions.* *This assignment is a good measurement tool for assessing a student's ability to demonstrate a master level understanding of DMP PLOs 2 and 3 because it requires students to demonstrate a culminate knowledge of how to manipulate digital imagery and apply graphic design principles in an effective and impactful way using both newly learned principles, tools, and techniques as well as, tools, principles, and techniques learned in previous DMP courses - DMP1304 Introduction to Computer Graphics, DMP1301 Introduction to Digital Media Production, DMP1306 Digital Page Layout, and DMP2306 Graphic Design I.* *The assignment is graded by a rubric.*

3. Students will demonstrate the process of image manipulation using industry standard software.	*DMP 2316 – Graphic Design 2*	*Direct – Individual Class Project* *The product package design assignment is the second assignment for the class that requires students to demonstrate a master level understanding of how to manipulate digital imagery and apply graphic design principles in an effective and impactful way using industry standard computer graphics software to create visually persuasive compositions.* *This assignment is a good measurement tool for assessing a student's ability to demonstrate a master level understanding of DMP PLOs 2 and 3 because it requires students to demonstrate a culminate knowledge of how to manipulate digital imagery and apply graphic design principles in an effective and impactful way using both newly learned principles, tools, and techniques as well as, tools, principles, and techniques learned in previous DMP courses - DMP1304 Introduction to Computer Graphics, DMP1301 Introduction to Digital Media Production, DMP1306 Digital Page Layout, and DMP2306 Graphic Design I.* *The assignment is graded by a rubric.*
4. Students will demonstrate the process of sound editing using industry standard software.	*DMP 2314 – Music Production 2*	*Direct – Individual Class Project* *For their final assignment in DMP 2314 - Music Production 2 students record an EP. The EP has to include several songs, and all production has to be completed by the students. Finally, the EP has to be published to a music streaming website.* *All students have to complete the assignment, and the assignment is graded by a rubric.*
5. Students will demonstrate basic skills with audio and video production equipment.		*Not assessed in this cycle*

2. Please check or highlight any of the statements below that apply to your program assessment. Also, for each program outcome, if applicable, attach any assessment instruments, grading rubrics, or exemplars of student performance used at the program level.

   x Rubrics and/or standardized tests were pilot-tested and refined.

   x Rubrics were shared with students.

   ☐ Reviewers were calibrated with high inter-rater reliability or norming workshops.

3. Also discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).
   N/A

4. Describe the process of analyzing the assessment data, including specifically discussion of results and collaboration among faculty in the program, for the last academic year. Also, check below any of the following statements that apply to your program assessment.

   x Comparative data used when interpreting results and deciding on changes for improvements.

   x National standards, collaboration with sister programs and/or research data were used to ensure the program was held to high standards.

   Process for PLOs 2 and 3:

   Graphic Design II is a required (emphasis) course for all digital media production students who are following the Web and Graphic Design degree pathway. This course covers various design and typographic principles and approaches in graphic design and applies them to design projects of moderate and increasing complexity. Emphasis is on development of portfolio quality, strong concepts that communicate persuasively and effectively both type and image in a variety of 2D, 3D and interactive prototypes. Students who are enrolled in this course are expected to demonstrate a mastery level of understanding of PLOs 2 and 3.

   Industry standard best practices, procedures, and software are used in all Web and Graphic Design DMP classes. Best practices, procedures, and software choices stem from advisory committees, alignment with other higher education institutions, and from communication with other professionals in the industry.

   Only one Digital Media Faculty member teaches classes related to PLOs 2 and 3 with the exception of DMP 1301 – Introduction to Digital Media Production. Given that DMP 1301 is an introductory class, it is critical that students are introduced to concepts that they will encounter in other classes related to PLOs 2 and 3. Therefore, DMP faculty meet and discuss curriculum alignment on a semester basis, or as the need arises.

Assignment Objectives:

The product package design assignment is the second assignment for the class that requires students to demonstrate a master level understanding of how to manipulate digital imagery and apply graphic design principles in an effective and impactful way using industry standard computer graphics software to create visually persuasive compositions.

This assignment is a good measurement tool for assessing a student's ability to demonstrate a master level understanding of DMP PLOs 2 and 3 because it requires students to demonstrate a culminative knowledge of how to manipulate digital imagery and apply graphic design principles in an effective and impactful way using both newly learned principles, tools, and techniques as well as, tools, principles, and techniques learned in previous DMP courses - DMP 1304 - Introduction to Computer Graphics, DMP 1301 - Introduction to Digital Media Production, DMP 1306 - Digital Page Layout, and DMP 2306 - Graphic Design I.

An associated grading rubric was used to collect the following results:

Criteria and Scoring:

- Your package must display a strong understanding of the principles of composition when placing the following visual elements within the package design composition: [40 points total]
- Package must display the product's logo
- Package must display the company's corporate office information (address, telephone number, email address, and website address
- Package must display a color palette that is appropriate for the product's purpose and audience.: [20 points]
- Package must incorporate supporting visual elements that relate contextually to the product purpose and audience: [20 points]
- Package design must demonstrate a strong understanding of the principles of composition on all sides of the 3 - dimensional product package: [20 points]

Process for PLO 4:

All DMP students (i.e. Cert of Proficiency track students, Tech Cert track students, and AAS track students) are introduced to the process digital sound editing (for audio and audio/video production) in DMP 1301 - Introduction to Digital Media Production. During the 2020/2021 academic year 19 students completed the DMP

1301 assignment associated with the audio editing PLO, and all 19 scored high to extremely high marks (graded with a rubric) on all of the assignment criteria. Therefore, it can be concluded that this PLO has been successfully introduced.

The audio editing process is reinforced for all DMP students in DMP 1307 - Introduction to Recording Software (this class takes a deep dive into industry standard software operation). DMP 1308 - Introduction to Editing also reinforces digital sound editing from an audio for video standpoint. DMP 1301, DMP 1307, DMP 1308 can be taken concurrently. Therefore, all students DMP students should be able to demonstrate the process of digital sound editing using industry standard software upon graduation. No matter what DMP degree they are seeking. Data is collected from all of these classes to ensure the digital sound editing PLO is met.

Students on the Audio Engineering and Video Production Associates of Applied Science track then move on to take track specific classes such as DMP 2310 - Visual Effects and Motion Graphics, DMP 2321 - Sound for Film and DMP 2304 - Music Production 1. All can be taken concurrently. These classes reinforce audio editing skills that are developed in DMP 1301, DMP 1307, and DMP 1308 and apply them to specific classes related to music production and audio for video production.

DMP 2304 - Music Production 1 reinforces and adds to the specific skills needed for Music Production 2. 4 different assignments are given in Music Production 1 to reinforce the Audio Editing PLO. 8 of 9 students completed Assignment 1 for Fall 2020. All 8 scored high to extremely high marks on all the assignment criteria. Only 5 of 9 students completed Assignment 2. All 5 scored high to extremely high marks on all the assignment criteria. Only 5 of 9 students completed Assignment 3. All 5 scored high to extremely high marks on all the assignment criteria. Only 4 of 9 students completed Assignment 4. All 4 scored high to extremely high marks on all the assignment criteria. Results here seem to indicate that more emphasis needs to be placed on ensuring that students complete assignments. It seems that IF students do complete the assignment they walk away with skills needed to move forward in the program.

Students on the Web and Graphic Design Associates of Applied Science track have the option to take DMP 2321 - Sound for Film as well, but are not required do so. They also are required to take DMP 2310 - Visual Effects and Motion Graphics and DMP 2311 - Animation. These classes reinforce audio editing skills that are developed in DMP 1301 and DMP 1307, and apply them to specific classes related to motion graphics for audio video production.

Finally, the final assignment in Music Production 2 assesses students on their digital sound editing skills learned and reinforced in other classes. Data from the final assignment to assess the digital sound editing PLO. This assignment is graded with a rubric.

Industry standard best practices, procedures, and software are used in all Audio and Video Production classes. Best practices, procedures, and software choices stem from advisory committees, alignment with other higher education institutions, and from communication with other professionals in the industry.

Brief Overview of the DMP 2304 – Final Assignment Criteria and Grading:

Students demonstrate mastery of the process of digital sound editing by creating an original EP, and publishing it to a music streaming website. Students are required to formally workshop their EP during weeks 12, 13, and 14 of the Spring semester in class and via the course discussion board. During workshopping students will be expected to show their progress with their personal projects, and offer constructive criticism to help other students. Workshopping should help to ensure the overall quality of work is up to par. Quality is somewhat subjective, but there are industry standards and norms that have been introduced and reinforced based on DMP curriculum. Therefore, students should have an understanding of "high quality" work, and mastery should be demonstrated.

Student expectations for workshopping:

Week 12**:** Students will need to present songs that are taking some kind of shape.

Week 13: Students will need to be presenting their mixes and talking about song order.

Week 14: Students need to be showing final mixes and turning in their EPs.

DMP 2304 – Final Assignment Point Breakdown and Rubric:

Grading:

Week 1 Work	10 Points
Week 2 Work	10 Points
Week 3 Work	10 Points

Overall Quality of Final Product	70 Points
Total Points Possible:	100 Points

	10 Points	5 – 9 Points	1 – 4 Points	0 Points
Week 1 Work	Assignment minimum of number of songs, or overall EP length is presented for workshopping.	Less than 75% of assignment minimum of number of songs, or overall EP length is presented for workshopping.	Less than 50% of assignment minimum of number of songs, or overall EP length is presented for workshopping.	No songs are presented for workshopping.
Week 2 Work	Assignment minimum number of songs, or overall EP length is presented. Obvious improvements in the mixes are apparent.	Less than 75% of assignment minimum of number of songs, or overall EP length is presented for workshopping. Some improvements in the mixes are apparent.	Less than 50% of assignment minimum of number of songs, or overall EP length is presented for workshopping. Little to no improvements in the mixes are apparent.	No songs are presented for workshopping, or no updates from Week 1 work are presented.
Week 3 Work	Assignment minimum number of songs, or overall EP length is ready for final comments before turn in.	Less than 75% of assignment minimum of number of songs, or overall EP length is ready for final comments before turn in.	Less than 50% of assignment minimum of number of songs, or overall EP length is ready for final comments before turn in.	No songs are presented for workshopping, or no updates from Week 1 and 2 work are presented.

	60 - 70 Points	40 - 59 Points	30 - 39 Points	0 - 29 Points
Overall Quality of Final Product	76% to All EP content is produced and realized. No peaking is present. Overall mix and stereo spectrum are balanced. Songs are published to a music streaming service.	50% - 75% of EP content is produced and realized. No peaking is present. Overall mix and stereo spectrum are balanced. Songs are published to a music streaming service.	25% 49% of EP content is produced and realized. No peaking is present. Overall mix and stereo spectrum are balanced. Songs may or may not be published to a music streaming service.	0% 24% of EP content is produced and realized. No peaking is present. Overall mix and stereo spectrum are balanced. Songs may or may not be published to a music streaming service.

Grade and Comments:

Week 1 – 3 Work _____/30
Quality of Work _____/70
Total: _____

5. Complete the chart below or attach documentation of the assessment results that includes the data included below. Results should include total number of students assessed, the distribution of scores, relevant and detailed interpretation, student strengths and weaknesses, and whether the target was met.

Program Learning Outcomes	Assessment Results/Conclusion
1. Students will demonstrate the process of digital video editing using industry standard software.	*N/A*
2. Students will demonstrate the process of graphic design using industry standard software.	*Threshold Met. 11 students were evaluated. Overall success rate of the entire class for this assignment 85%*

	Analysis of Results: *The following results were collected from the grading rubric with an Overall Success Rate Threshold set for 80%:* *• 71% of the packages displayed a strong understanding of the principles of composition when placing the following visual elements within the package design composition:* *• Package displayed the product's logo* *• Package displayed the company's corporate office information (address, telephone number, email address, and website address* *• 71% of the packages displayed a color palette that is appropriate for the product's purpose and audience.* *• 86% of the packages incorporated supporting visual elements that relate contextually to the product purpose and audience.* *• 71% of the package design demonstrated a strong understanding of the principles of composition on all sides of the 3 - dimensional product package.*
3. Students will demonstrate the process of image manipulation using industry standard software.	*Threshold Met. 11 students were evaluated. Overall success rate of the entire class for this assignment 85%* ***Analysis of Results:*** *The following results were collected from the grading rubric with an Overall Success Rate Threshold set for 80%:* *• 71% of the packages displayed a strong understanding of the principles of composition when placing the following visual elements within the package design composition:* *• Package displayed the product's logo* *• Package displayed the company's corporate office information (address, telephone number, email address, and website address* *• 71% of the packages displayed a color palette that is appropriate for the product's purpose and audience.* *• 86% of the packages incorporated supporting visual elements that relate contextually to the product purpose and audience.* *• 71% of the package design demonstrated a strong understanding of the principles of composition on all sides of the 3 - dimensional product package.*
4. Students will demonstrate the process of sound editing using industry standard software.	***Assessment Goal/Threshold:*** *80% of students will score 10 out of 10 points on the Week 1 - 3 work section of the rubric. 80% of students will score at least a 60/70 on the Overall Quality of the Project section of the rubric.* ***Results:*** *60% of students scored at least a 10/10 points on the Week 1 - 3 work section of the rubric* *80% of students scored at least a 10/10 points on the Overall Quality section of the rubric* ***Conclusion:*** *Inconclusive* *The results are inconclusive because 2 of the 5 students assessed didn't fully complete the assignment. One of those two students didn't turn any work in, and one turned in work at the last minute. All students who turned in work scored*

	high marks in the "overall quality" section of the rubric. Therefore, the students who turned work in demonstrated the process of digital sound editing successfully. This makes sense based on the Digital Sound Editing curriculum map. Students are introduced to Digital Sound editing early in the program, and the process is reinforced in multiple classes by multiple gradable assignments.
5. Students will demonstrate basic skills with audio and video production equipment.	*N/A*

6. Describe your use of results, including planned improvements to the program and/or any follow-up studies that confirmed that changes have improved student learning.

PLOS 2 and 3:

Since assessment thresholds were met for PLO 2 and 3 faculty plan to continue to implement the teaching approaches that have worked well in the past as well as take more time to innovate better ways to convey the practical applications of the principles of design.

PLO 4:

Based on data gathered from classes that introduce, reinforce, and assess the Digital Sound Editing PLO, it seems that students enrolled in the DMP Audio/Video Production track do know how to perform quality digital sound editing. What is concerning for these students is the lack of completion. This initial result is from the first full Covid-19 year, so some students were working from home. This could be a factor, and likely needs to be measured for results in the future. Also, more emphasis needs to be placed on budgeting for equipment that can be checked out and taken home, so students have more opportunities to complete work at home. This idea was actually implemented after the Spring of 2021 after faculty anecdotally realized that students attending class on campus were more likely to complete their production assignments. Additionally, the Week 1 - 3 work portion of this assessment was supposed to make sure that students WERE working on their assignments. Assigning this assignment earlier in the semester is likely a good idea.

7. What specific changes were implemented this year based on last year's results?

   PLOS 2 and 3:

   None, but see comments about budgeting in section 8 below.

   PLO 4 (2020-2021 is the first year of a 2 year cycle):

   1. The final assignment in Music Production 2 will be assigned earlier to help ensure students complete their work.
   2. Budgeting for equipment that can be checked out and taken home to help ensure students complete their work.

8. What specific budgetary resources are needed for your program based on your assessment results?

   1. Budgeting for software access for online students and for students to have an at-home work option to aid in ensuring students complete their work. This may need to come from additional special fees upon enrolling in class. Discussion is already under way with IT services and Business and Information Technology. This will help with the above PLOs assessed as well as student retention and completion.
   2. More budgeting for equipment that can be checked out and taken home to help ensure students complete their work. This will help with the above PLOs assessed as well as student retention and completion.
   3. Budget for a certified Apple Computer technician. A request to hire or train a current IT services staff member has been put in by the Dean of the School of Technical and Professional Studies to maintain Mac labs. This will help with the above PLOs assessed as well as student retention and completion.

9. 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.

   It needs to be noted that students enrolled in the Web and Graphic Design are not assessed on the program level in relation to the Digital Sound Editing PLO. Discussion amongst Digital Media Faculty members has included changing PLOs to reflect more program-oriented outcomes. Currently they are more "hard

skills" based. "Soft skills" such as professionalism in the field should likely be integrated into the DMP PLO structure. Research has begun to determine what PLOs may end up looking like. For example, sample PLOs from North Arkansas College are listed below with weblink included:

http://www.northark.edu/academics/areas-of-study/information-technology/associate-of-applied-science-digital-media-emphasis

- Demonstrate proficient level skills in design software necessary to gain entry-level employment.
- Demonstrate proficiency in communication, presentation, and business skills necessary to engage in professional practice in Digital Media, including the ability to organize and manage design projects and to productively collaborate with others in a team.
- Demonstrate the ability to apply critical thinking and aesthetic judgments to develop effective designs.
- Demonstrate ability to form and defend value judgments about Digital Media and to communicate art ideas, concepts, and requirements to professionals and laypersons related to the practice.

Appendix A – UA-PTC's Institutional Learning Outcomes

1. Analyze information from credible sources. (Information Literacy)

This may include the ability to:

- Locate relevant information
- Evaluate the quality and usefulness of the information
- Synthesize the information.
- Communicate the information in an ethical manner consistent with the standards of the field or program of study.

2. Appropriately apply a variety of technology tools within one's discipline. (Technology Literacy)

This may include the ability to:

- Acquire information,
- Solve real-world problems,
- Communicate, and/or
- Perform tasks and processes.

3. Communicate effectively with diverse audiences in multiple contexts. (Communication)

This may include the ability to:

- Develop, organize, and present orally well-supported and ideas formally and informally with consideration of community and context.
- Develop, organize, and present in written format well-supported ideas formally and informally with consideration of community and context.
- Clearly express ideas, information, and concepts in various modes and media, including the proper use of appropriate technology.
- Select and utilize means of communication appropriate for a variety of professional, civic, and social circumstances, environments, and communities.
- Consider diverse communities in multiple contexts.

4. Apply critical thinking skills to achieve a desired goal. (Critical Thinking)

This may include the ability to:

- Apply appropriate methods to solve problems or address issues.
- Use evidence to justify conclusions.

5. Use quantitative methods to solve problems. (Quantitative Reasoning)

This may include the ability to:

- Analyze and interpret quantitative information.
- Apply quantitative concepts and skills to solve real world problems.

6. Demonstrate awareness of cultural differences. (Cultural Awareness)

This may include the ability to:

- Explain how similar actions can be understood differently depending on cultural context.
- Evaluate the impact of culture on individuals and groups.

7. Demonstrate career readiness skills. (Professionalism)

This may include the ability to:

- Demonstrate personal accountability.
- Meet commitments.
- Demonstrate ethical behavior.

- Demonstrate teamwork.