

CNM ANNUAL STUDENT LEARNING ASSESSMENT REPORT

Due to the Student Academic Assessment Committee by October 15



PART 1: REPORT INFORMATION

Report Year and Contact Information			
<u>2017-2018</u> Academic Year	<u>Jose Angel Velez</u> Contact Person	<u>jvelez@cnm.edu</u> CNM Email	<u>20161</u> CNM Office Extension

Subject of this Report
BIT--CIS_AAS--CIS Digital Media Concentration

PART 2: CONTEXT IN WHICH THE ASSESSMENT TOOK PLACE

Program/Area Highlights and Successes
<p>(Wherever applicable, include course completion rates, job placement outcomes, and licensing examination pass rates. See the program information dashboard at https://livecnm.sharepoint.com/sites/Dashboards/SitePages/Program%20Information%20Dashboard.aspx (access restricted to CNM employees) and other reports at https://www.cnm.edu/depts/opie.)</p> <p>For the fiscal year 2017-18, out of the 116 students, 29 declared Digital Media as their major, which is 22% of students. Of the 29 students whom have taken the capstone 4 students were required to repeat the course due to not being able to complete the rubrics as required. 84% of students whom completed the required materials and assignments have passed.</p>

Changes Implemented During the Past Year in Support of Student Learning
<p>Digital Media courses updated to Adobe Creative Cloud 2017 version, all computers have the same software versions installed to provide a consistent user interface. Students have the opportunity to work in an up-to-date computer lab with help from techs and tutors. Students are also working on their tablets, Smartphones, and WACOM tablets in order to have multiple screens to increase their own productivity. In classes, faculty are putting more emphasis on the “end” goal, redesigning work and projects to fit multiple needs as well as graduation, program of study and – this helps students stay more focused on outcomes by encouraging them that projects will be re-evaluated in their capstone. Capstone, Rubrics matrix was revised to include 6 areas of learning, in order to make them all consistent. Student were encourage to use the Safari Online Learning E-books as well as the required textbook, to enable students to use their mobile devices, (tablet and Smartphone) for dual Monitor learning. Time management skills and classroom activity such as task planning, announcements, schedules were reinforced regularly by instructors</p>

PART 3: REPORT ON ASSESSMENT OF STUDENT LEARNING

Assessment Method	Type of Assessment Tool	Population or Course(s) Assessed	Graduate Learning Outcome(s) Assessed	Mastery Level (E.g., "Minimum score of 3 on a rubric scaled 0-4" or "Minimum score of 75%")	Targeted % Achieving Mastery	Outcome
Demonstrate Professional Work and Design Skills	Direct & Internal	29	Outcome 1 in capstone	Minimum score of 3 on Rubric Scaled 0-4	73%	Target partially met
Build Publications Using Desktop Publishing with focus on InDesign	Direct & Internal	29	Outcome 2 in capstone	Minimum score of 3 on Rubric Scaled 0-4	72%	Target partially met
Create an interactive web site digital media projects for publishing for the web with emphasis on On-line portfolio	Direct & Internal	29	Outcome 3 in capstone	Minimum score of 3 on Rubric Scaled 0-4	73%	Target partially met
Create an Interactive Multimedia Presentation Integrating Graphics, Sound, Motion and Movies using the Appropriate Software. With emphasis on Video Editing and After Effects	Direct & Internal	29	Outcome 4 in capstone	Minimum score of 3 on Rubric Scaled 0-4	74%	Target partially met
Enhance and Prepare Raster and Vector Images for Output by using Digital Imaging Software with emphasis on Photoshop	Direct & Internal	29	Outcome 5 in capstone	Minimum score of 3 on Rubric Scaled 0-4	72%	Target partially met
Demonstration of a variety of projects created using a Vector Artwork Application, with emphasis on Illustrator	Direct & Internal	29	Outcome 6 in capstone	Minimum score of 3 on Rubric Scaled 0-4	71%	Target partially met

Summary of Assessment Findings

All rubrics were revisited to focus on the 6 main areas of demonstration and learning to reflect responsive design, scalable vector graphics for emphasis on Mobile Design.

Interpretation of Assessment Findings

Much improved from 2016-2017 assessment year, enrollment has increased. More students have actively participated in their capstone projects. Project based assessments were allowed to be reused and improved. File Management and organization of Student work.

Action Plan in Support of Student Learning (Describe changes to be made that are based at least in part on the assessment interpretation. If the assessment did not yield useful information, describe changes to be made in the assessment methodology and/or criteria.)

The action plans that supported an increase in capstone project completions was that student had to physically meet with evaluating instructor for clarification of required work. Students were allowed to rework and fix issues with their capstone. Identifying problems and fixing them before final submission. MAC lab will be available for students Spring term 2019.

Please select all of the following that characterize the types of changes described in the above action plan:

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|---|---|--|
| <input type="checkbox"/> Assessment criteria revision | <input checked="" type="checkbox"/> Assessment methodology revision | <input type="checkbox"/> Assignment revision |
| <input type="checkbox"/> Budgetary reallocation | <input checked="" type="checkbox"/> Change in teaching approach | <input type="checkbox"/> Course content revision |
| <input type="checkbox"/> Curricular Revision | <input type="checkbox"/> Faculty training/development | <input checked="" type="checkbox"/> Process revision |

Recommendations, Proposals, and/or Funding Requests	Budget Needed
Dual Monitors on all digital Media computers, Access to Adobe Creative Cloud, Access to Safari Online E-Textbooks for Students, Better WI-FI and internet access in class. Additional Equipment prerequisite demand upon students, Description of equipment required in the classroom should be posted and described on the syllabus. Upgrade needed to software and Wacom tablet.	\$100,000

PART 4: REMAINING YEARS IN CURRENT ASSESSMENT CYCLE PLAN (including any revisions) – **OR -- UPCOMING ASSESSMENT CYCLE PLAN** (if this was the final year)

Years of Full Cycle	Next Year's Assessment Focus (Describe how the next planned assessment is expected to provide information that can be used toward improving student learning.)
2017-2022	Expanding to Digital Media Marketing.

Graduate Learning Outcomes to Be Assessed	Years in which Assessment Is Planned	Population/Courses to Be Assessed	Planned Assessment Approach
Capstone	2018 - 2019	Digital Media	Rubrics 1 - 6