Digital Media Technology - Year 4

Student Learning Outcomes (SLOs) for Academic Programs

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. Demonstrate effective communication skills for the digital media technology industry using written, oral, and technological formats.
     I. Write critically and effectively in the discipline of digital media technology by developing an argument and evaluating evidence, issues, ideas, and problems from multiple perspectives.
     II. Present information using a technological tools, engage in discussion of digital media concepts, explain the ideas of others, and express their own ideas with clarity.
2. Analyze problems and apply digital media technology solutions utilizing quantitative reasoning and critical thinking skills.
     I. Produce, analyze, interpret, and evaluate estimating and costing systems used in digital media environments.
     II. Apply critical thinking skills to interpret digital media trends.
     III. Apply critical thinking skills to design and manage digital media production environments.
     IV. Create and justify cost effective digital media campaigns using various technological tools.
3. Develop an awareness of ethical values and social responsibility in a multicultural environment.
     I. Interact sensitively and ethically with people from diverse backgrounds and demonstrate understanding of the sociocultural contexts that influence individual differences in digital media studio and professional environments.
     II. Implement values and systems in production environments that will lead to positive outcomes in digital media environments and a society responsive to multicultural and global concerns.
4. Demonstrate functional and operational skills relevant to the digital media technology industry.
     I. Apply digital media knowledge and technical skills in the content areas of digital media technology.

Overview of Measures/Instruments (Effective Spring 2020-Fall 2022)

DRAFT: Digital Media Technology Assessment Plan

Learning Outcomes	Learning Objectives	Undergraduate Learning Goals	Measures	Data	Desired Level	Instrument Used	Collected By	F or S*	I or D*	When Collected
Demonstrate effective communication skills for the digital media technology industry using written, oral, and technological formats	Write critically and effectively in the discipline of digital media technology by developing an argument and evaluating evidence, issues, ideas, and problems from multiple perspectives.	W	EIU EWP Ratings		At EIU average	EWP rating rubric		S	D	Annually
		W	DGT 4333: Digital Media Improvement Report		2.5	DGT Writing Rubric	Course Instructor	F	D	When course is offered
	Present information using a technological tools, engage in discussion of digital media concepts, explain the ideas of others, and express their own ideas with clarity.	S	EIU Speaking Ratings		At EIU average	Primary Trait Rubric	CMN 1310G	F	D	Annually
					At EIU average	Primary Trait Rubric	Senior Seminar	S	D	Annually
		S	DGT 4763: Costing and Planning System Project		2.5	DGT Oral Presentation Rubric	Course Instructor	S	D	When course is offered
		NA	DGT Senior Exit Survey			DGT Senior Exit Survey	Program Coordinator	S	I	Each semester
Analyze problems and apply digital media technology solutions utilizing quantitative reasoning and critical thinking skills	Produce, analyze, interpret, and evaluate estimating and costing systems used in digital media environments.	Q	DGT 4763: Costing and Planning System Project		2.5	DGT Quantitative Reasoning Rubric	Course Instructor	F	D	When course is offered
	Apply critical thinking skills to interpret digital media trends.	C	DGT 4333: Digital Media Improvement Report		2.5	DGT Critical Thinking Rubric	Course Instructor	S	D	When course is offered
	Apply critical thinking skills to design and manage digital media production environments.	C	DGT 4353: Digital Media Production Environment Simulation Reports		2.5	DGT Critical Thinking Rubric	Course Instructor	S	D	When course is offered
	Create and justify cost effective digital media campaigns using various technological tools.	Q	DGT 4814: Digital Media Strategy Tech Integration proposal		2.5	DGT Quantitative Reasoning Rubric	Course Instructor	S	D	When course is offered
		NA	DGT Senior Exit Survey			DGT Senior Exit Survey	Program Coordinator	S	I	Each semester
Develop an awareness of ethical values and social responsibility in a multicultural environment	Interact sensitively and ethically with people from diverse backgrounds and demonstrate understanding of the sociocultural contexts that influence individual differences in digital media studio and professional environments.	R	DGT 2123: Studio Work		2.5	DGT Responsible citizenship Rubric	Course Instructor	S	I	When course is offered
	Implement values and systems in production environments that will lead to positive outcomes in digital media environments and a society responsive to multicultural and global concerns.	R	DGT 4353: Lab Work		2.5	DGT Responsible citizenship Rubric	Course Instructor	S	I	When course is offered
		NA	Senior Exit Survey			Exit Survey	Program Coordinator	S	I	Each semester
Demonstrate functional and operational skills relevant to the digital media technology industry	Apply digital media knowledge and technical skills in the content areas of digital media technology.	NA	DGT 1363: Final Project		3	DGT Technical Skills rubric	Course Instructor	F	D	When course is offered
			DGT 2123: Final Project		3	DGT Technical Skills rubric	Course Instructor	F	D	When course is offered
			DGT 3303: Final Project		3	DGT Technical Skills rubric	Course Instructor	F	D	When course is offered
			DGT 3813: Final Website Project		3	DGT Technical Skills rubric	Course Instructor	F	D	When course is offered
			DGT 4933: Final Project		3	DGT Technical Skills rubric	Course Instructor	F	D	When course is offered
			DGT Senior Exit Survey			DGT Senior Exit Survey	Program Coordinator	S	I	Each semester

* F or D = Formative or Summative Measures
* I or D = Indirect or Direct Measures

**Assessment plan, data, and rubrics are to be evaluated by faculty twice during the academic year.

Improvements and Changes Based on Assessment

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past four 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 2022 catalog the following courses were added to the required coursework: DGT 1001 Intro to the Digital Media Profession, DGT 3003 Game Development, and DGT 3013 2D Computer Animation. The first course was added to address professional preparedness for working in the field which came back as a concern from graduate surveys. The other two courses were created to replace a combined course. Adding the two defined courses was to provide greater depth of the study areas and more defined prerequisites for the focus areas. DGT 4933 3D Animation was removed and added as an elective for the Animation VFX focus area as the content of the course although valuable suited fewer students given the array of focus areas. Elective courses added to the program include EGT 2043, EGT 3063, MUS 3071, MUS 2071, ART 3200, and ART 3201. These courses were added to provide students with additional content for completion of their focus areas. Elective courses removed from the program include JOU 3300 and CMN 2525 as they were altered and/or deleted by the Communications Department.

In Fall 2022 additional electives for focus areas were requested from Computer Science, Computer and Information Technology, Analytics and Business Information Systems, Art, and Communication Studies. The purpose of this request is to provide additional options for studies for students in focus areas, particularly those that are seeking greater depth for career preparation. It is expected that 6-8 courses will be added to the electives list sometime in spring 2023. Faculty are also examining the required course offerings and elective course offerings to see how assessment can be expanded upon courses outside of DGT, for the purpose of retaining the given course offerings or expanding to new ones in the core.

2. Please provide a brief description or bulleted list of any improvements observed/measured in student learning over the past four years. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

See the compiled data on the attached pages.

Outcome 1: Results from the past 2 years indicate a gradual improvement in EWP and speaker data during the period collected. EWP data still is lower than expected as compared to other EIU graduates during this same time. Students in DGT courses have shown improvements in Writing and Oral Skills from data collected in DGT courses and many attained the benchmark score of 2.5 in many categories. 7 out of 8 students on the graduate survey agree the program improved their ability to communicate using various formats.

Outcome 2: Students in DGT courses have shown improvements in Quantitative and Critical thinking Skills from data collected in DGT courses and many attained the benchmark score of 2.5 in many categories. 6 out of 8 students on the graduate survey agree the program improved their ability to reason quantitatively and think critically.

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Outcome 3: Students in DGT courses have shown improvements in Ethical and Social responsibility Skills from data collected in DGT courses and many attained the benchmark score of 2.5 in many categories. 5 out of 8 students on the graduate survey agree the program improved their awareness of ethical values and social responsibility.

Outcome 4: Students in DGT courses consistently perform and demonstrate competency in Technical Skills from data collected in DGT courses and many attained the benchmark score of 2.5 in many categories. 5 or more students out of 8 on the graduate survey agree the program contributed to their understanding of various technical areas.

3. Using the form below, 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).

History of Annual Review		
Date of Annual Review	**Individuals/Groups who Reviewed Plan**	**Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc...)**
Date of Annual Review	**Individuals/Groups who Reviewed Plan**	**Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc...)**
5/12/2020	Gabe Grant, Ian McCormack, Jay Grabiec	Student learning outcomes established, assessment rubrics agreed upon, and data collection method established.
11/2/2020	Gabe Grant, Ian McCormack, Jay Grabiec	Added courses DGT 1001, DGT 3003, DGT 3013, to required coursework and moved DGT 4933 to electives.
11/1/2021	Gabe Grant, Ian McCormack, Jay Grabiec	Added major electives, EGT 2043, EGT 3063, MUS 3071, MUS 2071, ART 3200, and ART 3201
9/21/2022	Gabe Grant, Ian McCormack, Jay Grabiec	Reviewed student learning outcomes, reviewed, and updated graduate survey, reviewed rubrics, discussed the addition of data collection for outcomes outside of DGT courses, removed courses no longer in required courses from assessment plan (DGT 3303, DGT 4933), added courses to assessment plan for data collection (DGT 3003, DGT 3013), increased benchmark score for internal collection from 2.5 to 3.0 for 70% of students. Provided instructors more flexibility to use their own designated assignments rather than prescribed ones. Evaluated and discussed compiled results from the last 2 years. Decided to request additional electives to add to major and hold off on major revisions for at least 2 years.

Dean Review & Feedback

The Digital Media Technology (DGT) program has a strong assessment plan and is collecting both indirect and direct assessment data. One area for improvement is establishing a clearer link between assessment data collect and analyzed and the program modifications made as a result of that assessment. Although not specifically mentioned in this report, the DGT program may be modifying the program accreditation intent to pursue ATMAE accreditation. This could result in some changes to the overall assessment plan and activities to meet accreditation requirements.

Austin C. Cheney
_____ Dean or designee   _11/15/22_

                                                                   Date

Academic Affairs –Review & Feedback: B.S. Digital Media Technology

The SLO report documents the highly commendable, thorough assessment work of the faculty in Digital Media Technology. Since the last Student Learning Outcomes report, the faculty followed through on implementing the assessment plan. Even better, they thoughtfully shaped the curriculum by identifying courses that needed to be migrated into either core coursework or electives, and then created several means of collecting data from key course assignments (projects in several courses) and a Senior Exit Survey. The report demonstrates in an exemplary and clear fashion what the faculty learned about their students' progress in each of the student outcomes that were measured.

_____   _____

              Suzie Park, VPAA Office   Date   **12/15/22**

Demonstrate effective communication skills for the digital media technology industry using written, oral, and technological formats

Term	Course	Instructor	Instrument Used	Students Evaluated	Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.	Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.	Producing documents that are well organized, focused, and cohesive.	Using appropriate vocabulary, grammar, mechanics, diction, and sentence structure.	Collecting and employing source materials ethically and understanding their strengths and limitations.	Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.	Evaluating evidence, issues, ideas and problems from multiple perspectives.
SP 2020	DGT 4333	Grant	DGT Writing	27	3.31	3.50	3.62	3.35	2.85	3.54	3.69
			# of Students above Benchmark score of 2.5		22.00	25.00	25.00	25.00	16.00	26.00	26.00
FA 2020	DGT 4333	Grant	DGT Writing	29	3.63	3.46	3.42	3.50	3.42	3.46	3.42
			# of Students above Benchmark score of 2.5		26.00	26.00	26.00	25.00	25.00	24.00	25.00
FA 2021	DGT 4333	Grabiec	DGT Writing	18	3.56	3.71	3.64	3.89	3.89	3.75	3.79
			# of Students above Benchmark score of 2.5		14.00	16.00	16.00	18.00	18.00	16.00	17.00

Term	Course	Instructor	Instrument Used	Students Evaluated	Organization	Language	Material	Analysis	Nonverbal Delivery ***	Verbal Delivery
SP 2020	DGT 4763	Grant	DGT Oral	10	3.00	2.90	3.40	3.10		2.80
			# of Students above Benchmark score of 2.5		8.00	7.00	8.00	8.00	0.00	7.00
SP 2021	DGT 4763	Grant	DGT Oral	22	3.20	3.40	3.50	3.30		3.00
			# of Students above Benchmark score of 2.5		17.00	15.00	17.00	17.00	0.00	18.00
SP 2022	DGT 4763	Grant	DGT Oral	24	3.25	3.25	3.25	3.38		3.13
			# of Students above Benchmark score of 2.5		16.00	14.00	16.00	17.00	0.00	19.00

***Covid impacted data collection of this metric

Term	Course		Instrument	Students Evaluated	Organization	Language	Material	Analysis	Non-verbal	Verbal
202160-202230	CMN 1310G	***	EIU Speaker Trait	10	3.30	3.50	3.10	3.30	3.20	2.80
			# of Students above Benchmark score of 3.38		4.00	6.00	4.00	4.00	4.00	2.00
202160-202230	Senior Sem	***	EIU Speaker Trait	13	3.92	3.85	3.69	3.77	3.60	3.62
			# of Students above Benchmark score of 3.66		11.00	10.00	10.00	10.00	5.00	7.00

Term	Course	Instrument	Students Evaluated	Overall Average
202260	EWP	EWP Rating	2	2
		# of Students above Benchmark score of 3.4		0
202230	EWP	EWP Rating	29	3.33
		# of Students above Benchmark score of 3.4		16
202190	EWP	EWP Rating	42	3.27
		# of Students above Benchmark score of 3.4		20
202160	EWP	EWP Rating	2	3.43
		# of Students above Benchmark score of 3.4		1
202130	EWP	EWP Rating	29	3
		# of Students above Benchmark score of 3.4		19
202090	EWP	EWP Rating	22	3.14
		# of Students above Benchmark score of 3.4		8
202060	EWP	EWP Rating	3	3.67
		# of Students above Benchmark score of 3.4		2
202030	EWP	EWP Rating	16	3.16
		# of Students above Benchmark score of 3.4		6

Term	Instrument	Submissions	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Fall 2020-Fall 2022	Exit Survey	8	The Digital Media Technology Program improved my ability to communicate using written, oral, and technological formats skills for the digital media technology industry.	2	5	0	1	0

Analyze problems and apply digital media technology solutions utilizing quantitative reasoning and critical thinking skills

Term	Course	Instructor	Instrument Used	Students Evaluated	Performing basic calculations and measurements	Applying quantitative methods and using the resulting evidence to solve problems	Reading, interpreting, tables, graphs, charts, and other representations of quantitative material.	Constructing tables, graphs, charts, and other representations of quantitative material.	Critically evaluating quantitative methodologies and data.	Constructing cogent arguments utilizing quantitative material	Using appropriate technology to collect, analyze, and produce quantitative materials
SP 2020	DGT 4763	Grant	DGT Quant Reason	10	2.70	2.70	3.00	2.20	2.20	2.70	2.90
			# of Students above Benchmark score of 2.5		6.00	6.00	9.00	1.00	1.00	6.00	8.00
FA 2020	DGT 4814	Grant	DGT Quant Reason	36	2.19	2.09	2.00	***	2.09	2.19	***
			# of Students above Benchmark score of 2.5		12.00	14.00	11.00	0.00	11.00	14.00	***
SP 2021	DGT 4763	Grant	DGT Quant Reason	22	3.74	3.68	3.58	***	3.58	3.89	3.84
			# of Students above Benchmark score of 2.5		21.00	21.00	21.00	0.00	21.00	22.00	22.00
FA 2021	DGT 4814	Grant	DGT Quant Reason	46	2.97	3.03	3.06	3.03	3.00	3.00	3.06
			# of Students above Benchmark score of 2.5		36.00	37.00	36.00	36.00	36.00	35.00	38.00
SP 2022	DGT 4763	Grant	DGT Quant Reason	26	3.37	3.47	3.53	***	3.53	3.58	3.58
			# of Students above Benchmark score of 2.5		22.00	24.00	23.00	0.00	23.00	24.00	25.00

***Covid impacted data collection

Term	Course	Instructor	Instrument Used	Students Evaluated	Explanation of issues	Evidence	Influence of context and assumptions	Student's position (perspective, thesis/hypothesis)	Conclusions and related outcomes (implications and consequences)
FA 2020	DGT 4333	Grant	DGT Crit Think	27	2.19	3.58	3.54	3.54	3.27
			# of Students above Benchmark score of 2.5		7.00	25.00	25.00	25.00	23.00
SP 2021	DGT 4353	McCormack	DGT Crit Think	24	3.42	3.33	3.33	3.46	3.33
			# of Students above Benchmark score of 2.5		20	20	20	20	20
SP 2022	DGT 4353	McCormack	DGT Crit Think	22	3.45	3.55	3.64	3.55	3.59
			# of Students above Benchmark score of 2.5		20	22	22	19	20

Term	Instrument	Submissions	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FA2020-FA 2022	Exit Survey	8	The Digital Media Technology Program improved my ability analyze problems and apply digital media technology solutions utilizing quantitative reasoning and critical thinking skills.	2	4	2	0	0

Develop an awareness of ethical values and social responsibility in a multicultural environment

Term	Course	Instructor	Instrument Used	Students Evaluated	Engaging with diverse ideas, individuals, groups, and cultures.	Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.	Participating formally and informally in civic life to better the public good.	Applying knowledge and skills to new and changing contexts within and beyond the classroom.
Fall 2020	DGT 2123	Grabiec	DGT Ethical	46	3.21	3.21	3.21	3.21
			# of Students above Benchmark score of 2.5		40	40	40	40
FA2020	DGT 4814	Grant	DGT Ethical	36	2.88	2.88	2.88	2.92
			# of Students above Benchmark score of 2.5		27.00	27.00	27.00	27.00
FA 2021	DGT 2123	Baima	DGT Ethical	24	3.83	3.83	3.83	3.83
			# of Students above Benchmark score of 2.5		23.00	23.00	23.00	23.00
FA2021	DGT 4814	Grant	DGT Ethical	46	3.00	3.00	3.08	3.13
			# of Students above Benchmark score of 2.5		37.00	37.00	37.00	38.00
SP 2022	DGT 2123	Grabiec	DGT Ethical	16	3.98	3.99	4.00	3.99
			# of Students above Benchmark score of 2.5		16.00	16.00	16.00	16.00

Term	Instrument	Submissions	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FA2020-FA 2022	Exit Survey	8	The Digital Media Technology Program helped me develop an awareness of ethical values and social responsibility in a multicultural environment.	1	4	2	0	1

Demonstrate functional and operational skills relevant to the digital media technology industry

Term	Course	Instructor	Instrument Used	Students Evaluated	Ability to Follow Directions	Demonstrated Knowledge of Tools	Task Completion	Student Preparedness	Time Management
Fall 2020	DGT 1363	McCormack	DGT Technical	19	3.47	3.58	3.79	3.47	3.16
			# of Students above Benchmark score of 2.5		18.00	19.00	17.00	17.00	14.00
Fall 2021	DGT 1363	McCormack	DGT Technical	19	3.07	3.43	3.43	2.64	2.57
			# of Students above Benchmark score of 2.5		18.00	19.00	15.00	17.00	15.00
Fall 2021	DGT 1363	Grant	DGT Technical	19	3.21	3.37	3.58	3.26	3.37
			# of Students above Benchmark score of 2.5		10.00	12.00	12.00	7.00	8.00
Spring 2021	DGT 1363	McCormack	DGT Technical	21	3.19	3.29	3.81	3.57	3.43
			# of Students above Benchmark score of 2.5		18.00	20.00	19.00	21.00	17.00
Spring 2022	DGT 1363	McCormack	DGT Technical	19	3.07	3.43	3.43	2.64	2.57
			# of Students above Benchmark score of 2.5		17.00	17.00	16.00	19.00	14.00
Spring 2022	DGT 1363	Grant	DGT Technical	14	3.07	3.43	3.43	2.64	2.57
			# of Students above Benchmark score of 2.5		10.00	12.00	12.00	7.00	8.00
Fall 2020	DGT 2123	Grabiec	DGT Technical	46	3.20	3.20	3.20	3.20	3.20
			# of Students above Benchmark score of 2.5		42.00	42.00	42.00	42.00	42.00
Fall 2021	DGT 2123	Grabiec	DGT Technical	16	3.19	3.38	3.63	3.63	3.63
			# of Students above Benchmark score of 2.5		13.00	15.00	15.00	14.00	14.00
Fall 2021	DGT 2123	Grabiec	DGT Technical	21	3.58	3.67	3.76	3.90	3.86
			# of Students above Benchmark score of 2.5		17	19	17	17	16
Spring 2021	DGT 2123	Baima	DGT Technical	14	3.14	3.14	2.50	3.36	3.29
			# of Students above Benchmark score of 2.5		10.00	11.00	7.00	11.00	11.00
Spring 2022	DGT 2123	Grabiec	DGT Technical	16	3.58	3.67	3.76	3.90	3.86
			# of Students above Benchmark score of 2.5		16.00	16.00	16.00	16.00	16.00
Fall 2020	DGT 3303	McCormack	DGT Technical	18	3.22	3.33	3.39	3.28	2.89
			# of Students above Benchmark score of 2.5		15.00	17.00	15.00	15.00	10.00
Fall 2021	DGT 3303	McCormack	DGT Technical	15	3.13	3.07	3.27	3.20	2.40
			# of Students above Benchmark score of 2.5		10.00	12.00	11.00	12.00	5.00
Spring 2020	DGT 3813	Grant	DGT Technical	22	2.95	3.45	3.14	3.00	3.00
			# of Students above Benchmark score of 2.5		17	20	19	15	14
Spring 2021	DGT 3813	Cranstoun	DGT Technical	17	3.94	4.00	3.88	4.00	3.29
			# of Students above Benchmark score of 2.5		17.00	17.00	17.00	17.00	13.00
Spring 2022	DGT 3813	Grabiec	DGT Technical	22	3.66	3.70	3.77	3.86	3.77
			# of Students above Benchmark score of 2.5		19.00	21.00	21.00	22.00	20.00
Spring 2021	DGT 4933	McCormack	DGT Technical	22	3.14	3.05	3.59	3.32	3.05
			# of Students above Benchmark score of 2.5		18.00	18.00	20.00	20.00	14.00
Spring 2022	DGT 4933	McCormack	DGT Technical	17	3.12	3.53	3.24	3.59	3.53
			# of Students above Benchmark score of 2.5		13	16	15	17	14

Term	Instrument	Submissions	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Fall 2020-Fall 2022	Exit Survey	8	The Digital Media Technology Program provided skills and experience in applying basic digital media technology concepts and specialty knowledge to the solution of educational, business, and industry.	2	5	1	0	0
Fall 2020-Fall 2022	Exit Survey	8	The Digital Media Technology Program provided me with an understanding of game development.	2	4	2	0	0
Fall 2020-Fall 2022	Exit Survey	8	The Digital Media Technology Program provided me with an understanding of web development.	0	5	2	1	0
Fall 2020-Fall 2022	Exit Survey	8	The Digital Media Technology Program provided me with an understanding of animation.	2	5	1	0	0
Fall 2020-Fall 2022	Exit Survey	8	The Digital Media Technology Program provided me with an understanding of project planning.	2	6	0	0	0

Digital Media Technology Assessment Plan Effective Fall 2022

Learning Outcomes	Learning Objectives	Undergraduate Learning Goals	Measures	Data	Desired Level	Instrument Used	Collected By	F or S*	I or D*	When Collected
Demonstrate effective communication skills for the digital media technology industry using written, oral, and technological formats	Write critically and effectively in the discipline of digital media technology by developing an argument and evaluating evidence, issues, ideas, and problems from multiple perspectives.	W	EIU EWP Ratings		70% of students at or above EIU average	EWP rating rubric		S	D	Annually
		W	DGT 4333: Written Assignment		70% of students at or above 3	DGT Writing Rubric	Course Instructor	F	D	When course is offered
	Present information using a technological tools, engage in discussion of digital media concepts, explain the ideas of others, and express their own ideas with clarity.	S	EIU Speaking Ratings		70% of students at or above EIU average	Primary Trait Rubric	CMN 1310G	F	D	Annually
					70% of students at or above EIU average	Primary Trait Rubric	Senior Seminar	S	D	Annually
		S	DGT 4763: Oral Presentation Assignment		70% of students at or above 3	DGT Oral Presentation Rubric	Course Instructor	S	D	When course is offered
		NA	DGT Senior Exit Survey			DGT Exit Survey	Program Coordinator	S	I	Each semester
Analyze problems and apply digital media technology solutions utilizing quantitative reasoning and critical thinking skills	Produce, analyze, interpret, and evaluate estimating and costing systems used in digital media environments.	Q	DGT 4763: Assignment with Quantitative Reasoning		70% of students at or above 3	DGT Quantitative Reasoning Rubric	Course Instructor	F	D	When course is offered
	Apply critical thinking skills to interpret digital media trends.	C	DGT 4333: Assignment		70% of students at or above 3	DGT Critical Thinking Rubric	Course Instructor	S	D	When course is offered
	Apply critical thinking skills to design and manage digital media production environments.	C	DGT 4353: Assignment		70% of students at or above 3	DGT Critical Thinking Rubric	Course Instructor	S	D	When course is offered
	Create and justify cost effective digital media campaigns using various technological tools.	Q	DGT 4814:Assignment with Quantitative Reasoning		70% of students at or above 3	DGT Quantitative Reasoning Rubric	Course Instructor	S	D	When course is offered
		NA	DGT Senior Exit Survey			DGT Exit Survey	Program Coordinator	S	I	Each semester
Develop an awareness of ethical values and social responsibility in a multicultural environment	Interact sensitively and ethically with people from diverse backgrounds and demonstrate understanding of the sociocultural contexts that influence individual differences in digital media studio and professional environments.	R	DGT 1001: Assignment		70% of students at or above 3	DGT Responsible citizenship Rubric	Course Instructor	S	I	When course is offered
		R	DGT 2123: Assignment		70% of students at or above 3	DGT Responsible citizenship Rubric	Course Instructor	S	I	When course is offered
	Implement values and systems in production environments that will lead to positive outcomes in digital media environments and a society responsive to multicultural and global concerns.	R	DGT 4353: Assignment		70% of students at or above 3	DGT Responsible citizenship Rubric	Course Instructor	S	I	When course is offered
		NA	Senior Exit Survey			DGT Exit Survey	Program Coordinator	S	I	Each semester
Demonstrate functional and operational skills relevant to the digital media technology industry	Apply digital media knowledge and technical skills in the content areas of digital media technology.	NA	DGT 1363: Technical Assignment		70% of students at or above 3	DGT Technical Skills rubric	Course Instructor	F	D	When course is offered
			DGT 2123: Technical Assignment		70% of students at or above 3	DGT Technical Skills rubric	Course Instructor	F	D	When course is offered
			DGT 3003: Technical Assignment		70% of students at or above 3	DGT Technical Skills rubric	Course Instructor	F	D	When course is offered
			DGT 3013: Technical Assignment		70% of students at or above 3	DGT Technical Skills rubric	Course Instructor	F	D	When course is offered
			DGT 3813: Technical Assignment		70% of students at or above 3	DGT Technical Skills rubric	Course Instructor	F	D	When course is offered
			DGT Senior Exit Survey			DGT Exit Survey	Program Coordinator	S	I	Each semester

* F or D = Formative or Summative Measures
* I or D = Indirect or Direct Measures

**Assessment plan, data, and rubrics are to be evaluated by faculty twice during the academic year.

DGT Quantitative Reasoning Rubric

Criteria	Exemplary = 4	Achieving = 3	Developing = 2	Beginning = 1
Performing basic calculations and measurements	Calculations and measurements attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations and measurements are also presented elegantly (clearly, concisely, etc.)	Calculations and measurements attempted are essentially all successful and sufficiently comprehensive to solve the problem	Calculations and measurements attempted are either unsuccessful, incorrectly selected, or represent only a portion of the calculations required to comprehensively solve the problem	Calculations are attempted but are both unsuccessful and are not comprehensive
Applying quantitative methods and using the resulting evidence to solve problems	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work
Reading, interpreting, tables, graphs, charts, and other representations of quantitative material.	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. *For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events*	Provides accurate explanations of information presented in mathematical forms. *For instance, accurately explains the trend data shown in a graph*	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. *For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line*	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. *For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends*
Constructing tables, graphs, charts, and other representations of quantitative material.	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding	Competently converts relevant information into an appropriate and desired mathematical portrayal	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate	Is unable to complete conversion of information or completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate
Critically evaluating quantitative methodologies and data.	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate	Explicitly describes assumptions	Attempts to describe assumptions
Constructing cogent arguments utilizing quantitative material	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)
Using appropriate technology to collect, analyze, and produce quantitative materials	Is able to adeptly select the appropriate mode of technology for the data (e.g., excel), masters the use of the technology, and interprets its output correctly	Is able to select the appropriate mode of technology for the data (e.g., excel) and either uses the technology or interprets its output with no more than minor problems or errors	Is able to select the appropriate mode of technology (e.g., excel) but does not fully comprehend its use or makes errors in using the technology or in interpreting its output (e.g., misinterpreting a spreadsheet)	Is unable to correctly select the appropriate mode of technology or program (e.g., excel) or is unable to use the selected technology appropriately

DGT Responsible Citizenship Rubric

Criteria	Exemplary = 4	Achieving = 3	Developing = 2	Beginning = 1
Engaging with diverse ideas, individuals, groups, and cultures.	Adapts and applies diverse perspectives to complex subjects in the face of multiple and even conflicting positions. Individual, disciplinary, and professional products reflect sensitivity to diversity, and engage with diverse perspectives to reduce ambiguity, conflict, and insensitivity. Evaluates complex factors related to identity formation (personal, social, cultural, class). Decision-making results from evaluation of multiple and conflicting perspectives. Mediates conflict in ways that respects multiple perspectives and addresses conflict to find solutions.	Analyzes historical or contemporary factors affecting diverse perspectives, identity, and social/cultural construction. Demonstrates ability to engage with diverse people through co-cultural/intercultural communication. Considers consequences of diversity (or lack of diversity) on worldview, power and powerlessness, and social and cultural traditions when making decisions. Can apply theory, evidence, methodologies, abilities and skills to historical and contemporary situations. Engages in problem solving and conflict resolution but may draw on only one perspective.	Explains diverse perspectives historically or in contemporary contexts. Understands the process of social/cultural construction; demonstrates knowledge of diverse perspectives and worldviews. Identifies power structures and consequences of powerlessness and influences on identity formation. Incorporates more than one perspective when making decisions, but does not apply the theory, evidence, methodologies, or skills to historical situations, or to current inter-cultural situations. May not recognize nuances of potential issues leading to conflict, and decisions may lack sensitivity to diversity.	Describes the experiences of others historically or in contemporary contexts primarily though one perspective. May identify diverse perspectives or worldviews relative to the situation but does not explain influence of diversity. Does not recognize diverse influences on identity formation. Does not take into account alternative perspectives when making decisions. May show insensitivity to others or be unaware of potential conflict or dissension.
Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.	Can independently and accurately apply ethical standards, perspectives, or concepts to diverse perspectives and professional and personal contexts. Recognizes full implications of the application. Can evaluate personal, disciplinary, and professional situations and revise based on assessment.	Can independently and accurately apply ethical standards, perspectives, or concepts to new examples representing diverse perspectives, disciplinary contexts, or personal interests. Recognizes some implications or consequences of the application. Can apply ethical standards to personal or professional situations.	Can apply ethical standards, perspectives, or concepts to some ethical questions, independently (or to new examples). May only recognize some implications of application. Does not always take into account diverse perspectives or contexts; does not recognize ambiguity, bias, or stereotyping, and does not objectively apply to personal or professional situations.	Can identify ethical standards, perspectives, or concepts with support (based on examples, in class, in a group, or a fixed-choice setting). Does not recognize the implications of applying ethical standards. Cannot apply ethical standards, perspectives, or concepts independently to personal or professional situations.
Participating formally and informally in civic life to better the public good.	Demonstrates independent experience and acts as team leader and instigates improvement. Implements plan to solve problem(s) in ethical and culturally responsible fashion. Offers reflective analysis about the aims and accomplishment of one's actions and the community. Evaluates outcomes and refines plan for future improvement or new action.	Demonstrates some independent experience and team leadership of civic action. Defines plan of action to solve problem(s) that includes ethical responses and multiple perspectives. Provides some reflective insights concerning the connection between one's own actions and the community. Evaluates outcome of plan and offers some ideas for improvement.	Has participated in civilly focused actions. Begins to describe how these actions may benefit individual(s) or the community. Can participate in creation of plan to solve problem(s) that includes ethical considerations and multiple perspectives. Can distinguish best plan of action and offer criteria for evaluation of outcomes.	Has experimented with some civic activities. Shows little understanding of civic activities' aims or effects for individuals or the community. Can follow plan or begin to define plan to solve problem(s) that includes some consideration of ethical issues and cultural perspectives. May begin to evaluate solutions or choose plan to implement.
Applying knowledge and skills to new and changing contexts within and beyond the classroom.	Can independently adapt and apply theories, evidence, methodologies, abilities, or skills gained in one situation to new situations to solve difficult problems, respond to challenges, or explore complex issues in original ways.	Adapts and applies theories, evidence, methodologies, abilities or skills gained in one situation to new situations to solve problems, address challenges, or explore issues.	Uses theories, evidence, methodologies, abilities or skills gained in one situation to put other problems, challenges, issues, or situations into context and begin investigation and comparison.	Uses, in a basic way, theories, evidence, methodologies, abilities or skills acquired in one context to recognize new or different problems, challenges, issues, or situations.

DGT Technical Skills Rubric

Criteria	Exemplary = 4	Achieving = 3	Developing = 2	Beginning = 1
Ability to Follow Directions	Followed directions to the letter.	Followed directions with one or two deviations.	Moderately followed directions.	Did not follow directions.
Demonstrated Knowledge of Tools	Student knows and is able to identify and explain necessary tools for completion of the project.	Student is able to identify and explain necessary tools for completion of the project with some assistance.	Student is unable to identify or use tools without major prompting.	Student is not able to both identify and use tools.
Task Completion	Student was able to complete the task without assistance.	Student was able to complete the task with little assistance.	Student was able to complete the task with moderate assistance.	Student was unable to complete task without major assistance.
Student Preparedness	Student had/gathered all materials and was completely ready to go to work.	Student had/gathered most materials and went to work.	Student had/gathered most materials, however, they needed excess time to do so.	Student did not have/gather some of the needed materials to perform work.
Time Management	Routinely used time well throughout the project to get the job done on time.	Used time fairly well throughout the project.	Procrastinated somewhat but did get the job done on time.	Was unable to adequately meet timeline due to inablility.

DGT Writing Rubric

Criteria	Exemplary = 4	Achieving = 3	Developing = 2	Beginning = 1
Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.	Demonstrates a mature understanding of disciplinary issues related to context, audience, and purpose in relation to assigned task, plus mastery of conventions related to genre, presentation, and formatting.	Demonstrates informed consideration of ways to accommodate context, audience, and purpose in relation to assigned task. Uses conventions of formatting or presentation style appropriate to discipline or writing task.	Demonstrates some awareness of context, audience, and purpose as they relate to assigned task (e.g., awareness of audience perceptions and assumptions). Uses a style of formatting or presentation (e.g. sub-heads) suitable to the topic.	Demonstrates emerging awareness of context, audience, and purpose as they relate to the assigned task (e.g., responds to expectations of instructor or self as audience). Uses a system for basic formatting and presentation.
Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.	Uses relevant and compelling evidence, details, arguments and/or explanations that demonstrate mastery of the subject. Arguments and applications are internally consistent; evidence and analysis is consistently situated within the discipline and genre.	Uses relevant evidence, details, arguments and/or explanations to explore ideas or communicate information within the context of the discipline. Most aspects of argument or application are consistent; evidence and analysis is situated within the discipline and genre.	Uses some relevant evidence, details, arguments and/or explanations to develop and communicate information or ideas in parts of the work. Some arguments or applications may be inconsistent; some evidence or analysis may be inappropriate to the discipline or genre.	Uses some evidence, details, arguments, and/or explanations to develop or convey simple ideas in parts of the work. Arguments or applications may be inconsistent; evidence or analysis may be inappropriate to the discipline or genre.
Producing documents that are well organized, focused, and cohesive.	Articulates effectively the scope of the project; its thesis, focus, or purpose; key issues or parts. Types of information presented are clearly relevant to research question or topic. Organizational logic is clear and effective.	Defines the scope of the project and its thesis, focus, or purpose. Can determine key issues, though these may not be optimally emphasized or prioritized. Types of information presented are appropriate to research question or topic.	Defines focus or purpose of project, perhaps too broadly or narrowly. Determines at least one key issue. A few points or types of information are appropriate to topic or question. Organizational logic may be undefined or ineffective.	Articulates focus and purpose of project unclearly. Identifies at least one key issue, but types of information presented may not be clearly related to topic or argument. Organizational logic is lacking or ineffective.
Using appropriate vocabulary, grammar, mechanics, diction, and sentence structure.	Uses polished language that communicates meaning to intended readers with clarity and fluency, and is virtually error-free.	Uses language appropriate to the discipline or task that conveys clear meaning to readers. The language in the text has few errors and they do not impede meaning.	Uses language that generally conveys meaning to readers; may include some distracting sentence-level errors.	Uses language that is not appropriate to the task or discipline or that impedes meaning because of errors in usage.
Collecting and employing source materials ethically and understanding their strengths and limitations.	Uses correctly all relevant information use strategies: citations and references; choice of paraphrase, summary, or quotation; framing information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution.	Uses correctly three of these information use strategies: citations and references; choice of paraphrase, summary, or quotation; framing information in ways that are true to original context; distinguishing between common knowledge & ideas requiring attribution.	Uses correctly two of these information use strategies: citations and references; choice of paraphrase, summary, or quotation; framing information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution.	Uses correctly one of the following information use strategies: citations and references; choice of paraphrase, summary, or quotation; uses information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution.
Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.	Demonstrates thorough evaluation and analysis of relevance, reliability, and completeness of source(s). Clearly distinguishes between fact and opinion. Identifies important details and accurately interprets information. Synthesis nuanced and clearly articulated.	Demonstrates attention to evaluation and analysis of relevance, reliability, and completeness of source(s). Distinguishes between fact and opinion. Identifies most important details. Analysis and interpretation of source information occasionally questionable, but generally accurate. Synthesis productive and workmanlike.	Attempts rudimentary evaluation and analysis of relevance or validity of source(s). Does not consistently distinguish between fact and opinion. Identifies some important details, but may contain incomplete analysis or incorrect interpretations. Synthesis underdeveloped.	Repeats source information without clear attention to relevance or validity; may not distinguish between fact and opinion. Identifies few important details. May misinterpret or offer an incomplete or biased interpretation of source information. Articulation of analysis and/or synthesis minimal.
Evaluating evidence, issues, ideas and problems from multiple perspectives.	Productively analyzes and evaluates evidence, issues, ideas, and problems from differing perspectives with reference to relevant contexts. May offer explicit comparison of perspectives presented. Clearly explains reasoning and makes insightful connections to concepts and context information available in class readings and other sources. Offers ethical and informed analysis of alternative points of view.	Identifies the perspective(s) and context(s) that frame some relevant evidence or ideas. Evaluates some significant issues or problems with reference to relevant viewpoint(s) or context(s); may attempt to compare or contrast differing perspectives. Does not rely on preconceived notions, but may not sufficiently explain reasoning. Demonstrates familiarity with concepts or context information from class texts and other relevant sources. Offers attentive analysis of alternative points of view.	Makes some attempt to identify and analyze the perspective(s) or context(s) of some evidence or ideas. Shows emerging awareness of the need to consider viewpoint or context when evaluating issues and problems. Does not rely entirely on preconceived notions; makes some connection to concepts or context information from class texts or other relevant sources. May offer superficial or questionable analysis of alternative points of view.	Makes a limited attempt to analyze and identify the perspectives and contexts that frame ideas, evidence, issues, or problems. Evaluates evidence, issues, ideas, and problems from a single point of view; may rely on preconceived notions. Makes few or no connections to relevant concepts or context information in class texts or other available sources. Ignores or offers a biased interpretation of alternative points of view.

DGT Writing Rubric

Criteria	Exemplary = 4	Achieving = 3	Developing = 2	Beginning = 1
Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.	Demonstrates a mature understanding of disciplinary issues related to context, audience, and purpose in relation to assigned task, plus mastery of conventions related to genre, presentation, and formatting.	Demonstrates informed consideration of ways to accommodate context, audience, and purpose in relation to assigned task. Uses conventions of formatting or presentation style appropriate to discipline or writing task.	Demonstrates some awareness of context, audience, and purpose as they relate to assigned task (e.g., awareness of audience perceptions and assumptions). Uses a style of formatting or presentation (e.g. sub-heads) suitable to the topic.	Demonstrates emerging awareness of context, audience, and purpose as they relate to the assigned task (e.g., responds to expectations of instructor or self as audience). Uses a system for basic formatting and presentation.
Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.	Uses relevant and compelling evidence, details, arguments and/or explanations that demonstrate mastery of the subject. Arguments and applications are internally consistent; evidence and analysis is consistently situated within the discipline and genre.	Uses relevant evidence, details, arguments and/or explanations to explore ideas or communicate information within the context of the discipline. Most aspects of argument or application are consistent; evidence and analysis is situated within the discipline and genre.	Uses some relevant evidence, details, arguments and/or explanations to develop and communicate information or ideas in parts of the work. Some arguments or applications may be inconsistent; some evidence or analysis may be inappropriate to the discipline or genre.	Uses some evidence, details, arguments, and/or explanations to develop or convey simple ideas in parts of the work. Arguments or applications may be inconsistent; evidence or analysis may be inappropriate to the discipline or genre.
Producing documents that are well organized, focused, and cohesive.	Articulates effectively the scope of the project; its thesis, focus, or purpose; key issues or parts. Types of information presented are clearly relevant to research question or topic. Organizational logic is clear and effective.	Defines the scope of the project and its thesis, focus, or purpose. Can determine key issues, though these may not be optimally emphasized or prioritized. Types of information presented are appropriate to research question or topic.	Defines focus or purpose of project, perhaps too broadly or narrowly. Determines at least one key issue. A few points or types of information are appropriate to topic or question. Organizational logic may be undefined or ineffective.	Articulates focus and purpose of project unclearly. Identifies at least one key issue, but types of information presented may not be clearly related to topic or argument. Organizational logic is lacking or ineffective.
Using appropriate vocabulary, grammar, mechanics, diction, and sentence structure.	Uses polished language that communicates meaning to intended readers with clarity and fluency, and is virtually error-free.	Uses language appropriate to the discipline or task that conveys clear meaning to readers. The language in the text has few errors and they do not impede meaning.	Uses language that generally conveys meaning to readers; may include some distracting sentence-level errors.	Uses language that is not appropriate to the task or discipline or that impedes meaning because of errors in usage.
Collecting and employing source materials ethically and understanding their strengths and limitations.	Uses correctly all relevant information use strategies: citations and references; choice of paraphrase, summary, or quotation; framing information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution.	Uses correctly three of these information use strategies: citations and references; choice of paraphrase, summary, or quotation; framing information in ways that are true to original context; distinguishing between common knowledge & ideas requiring attribution.	Uses correctly two of these information use strategies: citations and references; choice of paraphrase, summary, or quotation; framing information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution.	Uses correctly one of the following information use strategies: citations and references; choice of paraphrase, summary, or quotation; uses information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution.
Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.	Demonstrates thorough evaluation and analysis of relevance, reliability, and completeness of source(s). Clearly distinguishes between fact and opinion. Identifies important details and accurately interprets information. Synthesis nuanced and clearly articulated.	Demonstrates attention to evaluation and analysis of relevance, reliability, and completeness of source(s). Distinguishes between fact and opinion. Identifies most important details. Analysis and interpretation of source information occasionally questionable, but generally accurate. Synthesis productive and workmanlike.	Attempts rudimentary evaluation and analysis of relevance or validity of source(s). Does not consistently distinguish between fact and opinion. Identifies some important details, but may contain incomplete analysis or incorrect interpretations. Synthesis underdeveloped.	Repeats source information without clear attention to relevance or validity; may not distinguish between fact and opinion. Identifies few important details. May misinterpret or offer an incomplete or biased interpretation of source information. Articulation of analysis and/or synthesis minimal.
Evaluating evidence, issues, ideas and problems from multiple perspectives.	Productively analyzes and evaluates evidence, issues, ideas, and problems from differing perspectives with reference to relevant contexts. May offer explicit comparison of perspectives presented. Clearly explains reasoning and makes insightful connections to concepts and context information available in class readings and other sources. Offers ethical and informed analysis of alternative points of view.	Identifies the perspective(s) and context(s) that frame some relevant evidence or ideas. Evaluates some significant issues or problems with reference to relevant viewpoint(s) or context(s); may attempt to compare or contrast differing perspectives. Does not rely on preconceived notions, but may not sufficiently explain reasoning. Demonstrates familiarity with concepts or context information from class texts and other relevant sources. Offers attentive analysis of alternative points of view.	Makes some attempt to identify and analyze the perspective(s) or context(s) of some evidence or ideas. Shows emerging awareness of the need to consider viewpoint or context when evaluating issues and problems. Does not rely entirely on preconceived notions; makes some connection to concepts or context information from class texts or other relevant sources. May offer superficial or questionable analysis of alternative points of view.	Makes a limited attempt to analyze and identify the perspectives and contexts that frame ideas, evidence, issues, or problems. Evaluates evidence, issues, ideas, and problems from a single point of view; may rely on preconceived notions. Makes few or no connections to relevant concepts or context information in class texts or other available sources. Ignores or offers a biased interpretation of alternative points of view.

DGT Critical Thinking Rubric

Criteria	Exemplary = 4	Achieving = 3	Developing = 2	Beginning = 1
Criteria	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

PROGRAM AND OUTCOMES
((1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree)

The academic standards in the Digital Media Technology program are about right in terms of rigor.

I found the coursework and other extra-curricular programs stimulating and broadening.

The Digital Media Technology program provided courses enabling me to meet my degree program objectives.

Courses were available so that I could finish my program in a timely manner.

I was satisfied with the number of courses available in my program area.

The educational experience I had as a student in the Digital Media Technology program met my expectations.

My degree program in Digital Media Technology has prepared to meet the demands of my current or digital media related job after leaving EIU.

The Digital Media Technology Program gave me the opportunity to apply the knowledge that I gained in my educational program to a relevant digital media problem.

The Digital Media Technology program enabled me to synthesize and integrate knowledge acquired in course work and other learning experiences.

The Digital Media Technology Program provided me with an understanding of game development.

The Digital Media Technology Program provided me with an understanding of web development.

The Digital Media Technology Program provided me with an understanding of animation.

The Digital Media Technology Program provided me with an understanding of project planning.

The Digital Media Technology Program provided me with an understanding of production planning.

The Digital Media Technology Program provided skills and experience in applying basic digital media technology concepts and specialty knowledge to the solution of educational, business, and industrial problems.

The Digital Media Technology Program improved my ability to communicate using written, oral, and technological formats skills for the digital media technology industry.

The Digital Media Technology Program improved my ability analyze problems and apply digital media technology solutions utilizing quantitative reasoning and critical thinking skills.

The Digital Media Technology Program helped me develop an awareness of ethical values and social responsibility in a multicultural environment.

EMPLOYMENT

During the majority of time that I was a student, I was: *(employed/unemployed)*

If you were employed during your degree program, were you working in a Digital Media related field? *(yes/no)*

Do you have a need for resources from EIU Career Services in transitioning from student to the Digital Media field? *(yes/no)*

Were there any Career Services unavailable that you would have utilized? *(open ended)*

What resources have you utilized here at EIU to assist you in searching for employment? *(open ended)*

What best describes the type of organization for which you work or will work? *(open ended)*

Is your current or pending work based in the United States? *(yes/no)*

What is the gross salary of your current or pending position? *(open ended)*

If you are not employed in a digital media related field, which of the following is the primary reason? *(open ended)*

OTHER COMMENTS

What would have helped you complete your degree sooner? *(open ended)*

What skills acquired in the Digital Media Technology Program do you think will be most useful in your career? *(open ended)*

What aspects of Digital Media Technology were not adequately addressed in your program at EIU? *(open ended)*

Would you recommend the Digital Media Technology program to others who are interested in this field? *(yes/no)*

GENERAL SATISFACTION

Please tell us about the best educational experience you had while at EIU in Digital Media Technology? *(open ended)*

Please tell us about the class you had at EIU in Digital Media Technology that you think will help you the most in the next step of your career. *(open ended)*

What is the greatest strength of the Digital Media Technology Program at EIU? *(open ended)*

What is the greatest weakness of the Digital Media Technology Program at EIU? *(open ended)*