

Weber State University  
Annual Assessment of Evidence of Learning

Department/Program: School of Computing  
Business Multimedia Technologies Major  
Academic Year of Report: 2014-2015  
Date Submitted: November 15, 2015  
Report author: Laura MacLeod

Contact Information: Elizabeth Hall 379  
Phone: 801-626-6822  
Email: [lmacleod@weber.edu](mailto:lmacleod@weber.edu)

**A. Brief Introductory Statement (Update):**

The Business/Multimedia Technologies major is in the Network Technology and Business Multimedia Department in the School of Computing at Weber State University (WSU). Students have the following degree options:

- Bachelor of Science in Business/Multimedia Technologies
- Associate of Applied Science in Business /Multimedia Technologies
- Minor in Business/Multimedia Technologies
- Minor in User Experience Design
- Emphasis in Bachelor of Integrated Studies

Students completing a major in Business/Multimedia Technologies are prepared for independent or corporate work. Graduates have found employment as web designers and front-end developers. Other areas of employment include advertising, video editing, training, and print.

Students learn a variety of business and multimedia software applications, front-end programming, and multimedia technologies. Coursework covers various multimedia programs and technologies relating to graphics, drawing, video and audio editing, animation, web design, and front-end development. Students also master advanced features of the Microsoft Office Suite and current hardware and operating system technology. Students also gain competence in business communication and personal training, which are crucial elements for a successful business career. Students are introduced to new management procedures for both people and technology to help meet challenges of the ever-changing business environment.

## **B. Mission Statement**

The primary goal of the Business/Multimedia Technologies programs are to deliver students the highest quality undergraduate experience that will prepare them for employment in the areas of multimedia and web design/development and to assume roles in decision making, leadership, research, and service to community and business.

These programs assists students in developing, communicating, and applying knowledge for the technical and professional world as well as gaining a desire for lifelong learning.

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The primary goal of the College of Engineering, Applied Science and Technology is to implement the mission of Weber State University and to prepare students for employment upon graduation by ensuring that they are productive, accountable, and responsible individuals able to function effectively in today's workplace. This goal is achieved by developing in students a cohesive, solid theoretical foundation bolstered by practical, hands-on experiences. The learning environment is further enhanced by extensive contact between faculty and students both in and out of the classroom. In addition, the liberal education component present in all programs equips students for lifelong learning in a changing world.

The mission of the College is to serve the citizens of Northern Utah and the State of Utah by:

- Preparing students for employment upon graduation and ensuring that they are productive, accountable, and responsible individuals able to function effectively in today's workplace.
- Engaging in scholarly activities which expand the technological education our students receive and provide a service to business and industry.
- Utilizing the College's resources and faculty expertise to benefit students, business, industry, education, government and society in general.

**C. Student Learning Outcomes (Update)**

Measureable Learning Outcomes

At the end of their study at WSU, students in this program will

1. possess effective business communication skills.
2. possess knowledge and skills of technology.
3. implement effective decision-making and problem-solving skills.
4. possess knowledge of ethics and professionalism.
5. produce industry-standard websites and multimedia projects

*Summary Information*

**D. Curriculum**

Curriculum Map

Core Courses in Department/Program	Department/Program Learning Outcomes					
	Learning Outcome 1: Effective Business Communication Skills	Learning Outcome 2: Knowledge and Skills	Learning Outcome 3: Implementation of Decision-Making and Problem Solving Skills	Learning Outcome 4: Knowledge of Ethics and Professionalism	Learning Outcome 5: produce industry- standard multi-me- dia projects	
NTM 2080 Database Applications		E				
NTM 2200 Microcomputer Operating Systems		E				

Core Courses in Department/Program	Department/Program Learning Outcomes					
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NTM 2334 Web Animation		E			E	
NTM 2335 Intro to User Experience Design	U	E	U	U	E	
NTM 2531 Exploring Multimedia Applications	U	E	U	E		
NTM 2532 Web Page Design and Usability		Artifact	E	I	E	
NTM 2533 Image Editing Solutions		Artifact	U	I	E	
NTM 2534 Video Editing Techniques	U	E	U	I	E	
NTM 3000 Advanced Word Processing		E				
NTM 3070 Advanced Spreadsheet Applications		E				
NTM 3090 Advanced Electronic Presentations	U	E				
NTM 3100 Desktop Publishing	U	Artifact	U	I	E	
NTM 3250 Business Communication	A	U				
NTM 3400 Training the Trainer	E	U				
NTM 3532 Web Development		E	U			
NTM 3534 Advanced Web Animation		E			U	
NTM 3535 Creating Computer Illustrations	U	E	U	U	E	
NTM 3550 Supervising Information Technology		U	U			
NTM 3634 Computer Animation and Motion		E			U	
NTM 3645 Advanced User Interface Design	U	E	U	E	E	
NTM 4860 Business/Multimedia Technologies Internship	A	A	A	A	A	
NTM 4890 Multimedia Projects and Web Portfolio	U	E	E	E	A	
ECON 1010 Economics as a Social Science						
ACCTG 2010 Survey of Accounting I		E				
MKTG 3010 Marketing Concepts and Practices	U	E		I		
BSAD 3200 Legal Environment of Business	U	E		E		

Core Courses in Department/Program	Department/Program Learning Outcomes					
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ART 2450 Foundations of Photography: Color/Digital						
PS 2703 Internet Sales and Services						
CS 1010 CA Introduction to Interactive Entertainment						
CS 1030 Foundation of Computer Science						
CS 2400 Project Management						
CS 2550 Introduction to Database Design and SQL						
COMM 2250 Essentials of Digital Media						
BSAD 3000 Small Business Management						

*Note<sup>a</sup>*: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively; these are examples, departmental choice of letters/numbers may differ

*Note<sup>b</sup>*: Rows and columns should be transposed as required to meet the needs of each individual department

## E. Assessment Plan

### Action Plan for Evidence of Learning Related Findings: writing, oral, etc. re: assessment

Problem Identified	Action to Be Taken
<p><i>Issue 1</i></p> <p>Multimedia program needs to offer additional advanced coursework.</p>	<p><i>Current 5 Year Program Review</i></p>
	<p><i>Year 1 Action to Be Taken (2012):</i> Determine through the advisory committee what additional advanced courses need to be added to the curriculum.</p>
	<p><i>Year 2 Action to Be Taken (2013):</i> Add one additional advanced course.  <b>Done:</b> Two courses added in 2013: NTM 2335 Intro to User Experience Design for Web/Mobile and NTM 3645 Advanced User Interface Design. User Experience Minor was created including Computer Science and Business Multimedia courses</p>
	<p><i>Year 3 Action to Be Taken (2014):</i> Add one additional advanced course.  <b>Done:</b> Additional support courses were added to give students a choice in areas they want to pursue. These courses included PS 2703 Internet Sales and Service, COMM 2250 Essentials of Digital Media, and BSAD 3000 Small Business Management. In addition, several of the Computer Science courses have been added to the list of support course electives including CS 1010 Intro to Interactive Entertainment, CS 1030 Foundations of Computer Science, CS 2400 Project Management, and CS 2550 Intro to Database Design and SQL.</p>
	<p><i>Year 4 Action to Be Taken (2015):</i> Add one additional advanced course.</p>
	<p><i>Year 5 Action to Be Taken (2016):</i> Add one additional advanced course.</p>

#### *Summary Information:*

The coursework for the major has changed significantly over the last 2-3 years with more emphasis being placed on web design. Two new courses in user experience and user interface will strengthen the students' skills and make them more employable. Additional electives provide students the opportunity to pursue their web design and multimedia interests through course offerings outside the department.

#### Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified	Action to Be Taken
<p><i>Issue 1</i></p> <p>Add an additional faculty member for the Business/Multimedia Technologies major.</p>	<p><i>Current 5 Year Program Review: 2012</i></p>
	<p><i>Year 1 Action to be Taken: 2012</i></p> <p>Request a tenure-track faculty position for the Business/Multimedia Technologies Major. <b>Done</b></p>
	<p><i>Year 2 Action to be Taken: 2013</i></p> <p>Hire additional faculty.  <b>Done:</b> Succeeded in hiring one additional tenure-track faculty member who started Fall 2013</p>
<p><i>Issue 2</i></p> <p>Reevaluate current assignments such as:  FBLA-PBL (dropped student org in 2015)  Student advising  Faculty preps</p>	<p><i>Current 5 Year Program Review: 2012</i></p>
	<p><i>Year 1 Action to be Taken: 2012</i></p> <p>Look at entire NTM Department assignments and roles.  Reassign as needed. <b>Ongoing</b></p>
	<p><i>Year 2 Action to be Taken: 2013</i></p> <p>Focus on responsibilities of the new faculty member based on his strengths and interests. <b>Done</b></p>
	<p><i>Year 3 Action to be Taken: 2014</i></p> <p>Continue to look at faculty assignments. Look for ways to make the student advising more efficient. <b>Done:</b> A more effective Graduation Plan Form has been created that allows students to do their own scheduling. This plan also makes the advising process for faculty easier and more consistent.</p>
	<p><i>Year 4 Action to be Taken: 2015</i></p> <p>As a result of the School of Computing merge, seek opportunities for Computer Science faculty to teach Business Multimedia Technologies courses and vice versa. Also, look for opportunities to team teach courses that Computer Science and Business/Multimedia Technologies students take.</p>
	<p><i>Year 5 Action to be Taken: 2016</i></p> <p>Offer a course in which advanced students can get one credit per semester for assisting a professor in the grading of web design and multimedia assignments and projects.</p>



**F. Report of assessment results for the most previous academic year:**

a. Evidence of Learning: Courses within the Major

Evidence of Learning: Courses within the Business/Multimedia Major																					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results																
<p><i>Goal 1:</i> Students will possess effective business communication skills</p>	<p><i>Learning Outcome 1:</i> Students will maintain a score of 3.5 or above on the writing assessment.</p>	<p><i>Measure 1:</i> Writing Assessment Rubric</p>	<p style="text-align: center;"><b>Written Communication</b></p> <table border="1"> <caption>Written Communication Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>4.1</td> </tr> <tr> <td>2009-10</td> <td>4.5</td> </tr> <tr> <td>2010-11</td> <td>4.1</td> </tr> <tr> <td>2011-12</td> <td>4.2</td> </tr> <tr> <td>2012-13</td> <td>4.15</td> </tr> <tr> <td>2013-14</td> <td>4.15</td> </tr> <tr> <td>2014-15</td> <td>4.4</td> </tr> </tbody> </table> <p style="text-align: center;">Measure 1</p>	Year	Score	2008-09	4.1	2009-10	4.5	2010-11	4.1	2011-12	4.2	2012-13	4.15	2013-14	4.15	2014-15	4.4	<p><i>Measure 1:</i> Since Fall 2008 when collection of this data began, students have maintained an average score of 4.2 on the written communication assessment.</p>	<p><i>Measure 1:</i> To evaluate annually the individual element scores on the writing rubric to improve the sub scores</p>
Year	Score																				
2008-09	4.1																				
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Program Learning Goal	Measurable Learning Outcome	Method of Measurement  Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results																
	<p><i>Learning Outcome 2:</i></p> <p>Students will maintain a score of 3.5 or above on the oral communication assessment.</p>	<p><i>Measure 2:</i></p> <p>Oral Communication Assessment Rubric</p>	<p style="text-align: center;"><b>Oral Communication</b></p> <table border="1"> <caption>Oral Communication Scores (Measure 2)</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>4.45</td> </tr> <tr> <td>2009-10</td> <td>4.52</td> </tr> <tr> <td>2010-11</td> <td>4.44</td> </tr> <tr> <td>2011-12</td> <td>4.16</td> </tr> <tr> <td>2012-13</td> <td>4.40</td> </tr> <tr> <td>2013-14</td> <td>4.30</td> </tr> <tr> <td>2014-15</td> <td>4.52</td> </tr> </tbody> </table> <p style="text-align: center;">Measure 2:</p>	Year	Score	2008-09	4.45	2009-10	4.52	2010-11	4.44	2011-12	4.16	2012-13	4.40	2013-14	4.30	2014-15	4.52	<p><i>Measure 2:</i></p> <p>Since Fall 2008, when collection of this data began, students have maintained an average score of 4.4 on the oral communication assessment</p>	<p><i>Measure 2:</i></p> <p>To evaluate annually the individual element scores on the oral com rubric to improve the sub scores</p>
Year	Score																				
2008-09	4.45																				
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<p><i>Goal 2:</i> This goal is not assessed for this major.</p>																					

<p><i>Goal 3:</i></p> <p>Students will possess effective knowledge and skills</p>	<p><i>Learning Outcome 3:</i></p> <p>At least 75% of students will work on level comparable to or beyond the level of educational background.</p>	<p><i>Measure 1:</i></p> <p>Internship Employer and Student Forms</p>	<p><i>Measure 1:</i></p> <p style="text-align: center;"><b>Knowledge and Skills</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="text-align: center;">Academic Year</th> <th style="text-align: center;">Works beyond level of educational background</th> <th style="text-align: center;">Works on level comparable to educational background</th> <th style="text-align: center;">Works on level below educational background</th> </tr> <tr> <th style="text-align: center;">Employer</th> <th style="text-align: center;">Employer</th> <th style="text-align: center;">Employer</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2009/2010</td> <td style="text-align: center;">11</td> <td style="text-align: center;">4</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">2010/2011</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">2011/2012</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">2012/2013</td> <td style="text-align: center;">3</td> <td style="text-align: center;">5</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">2013/2014</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">2014/2015</td> <td style="text-align: center;">11</td> <td style="text-align: center;">6</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Academic Year	Works beyond level of educational background	Works on level comparable to educational background	Works on level below educational background	Employer	Employer	Employer	2009/2010	11	4	0	2010/2011	4	2	0	2011/2012	4	3	0	2012/2013	3	5	0	2013/2014	2	2	0	2014/2015	11	6	0	<p><i>Measure 1:</i></p> <p>Since Fall 2009, when collection of this data began, 100% of employers rated students' work on a level comparable to or beyond the level of educational background.</p>	<p><i>Measure 1:</i></p> <p>Evaluate higher level software tasks and skills.</p>
Academic Year	Works beyond level of educational background	Works on level comparable to educational background	Works on level below educational background																																	
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<p><i>Goal 4:</i></p> <p>Students will possess effective decision-making and problem-solving skills</p>	<p><i>Learning Outcome 4a:</i></p> <p>At least 75% of students will make appropriate decisions most of the time.</p>	<p><i>Measure 1:</i></p> <p>Internship Employer and Student Forms</p>	<p><i>Measure 1:</i></p> <p style="text-align: center;"><b>Decision Making</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="text-align: center;">Academic Year</th> <th style="text-align: center;">Makes appropriate decisions most of the time</th> <th style="text-align: center;">Makes appropriate decisions some of the time</th> <th style="text-align: center;">Unable to make appropriate decisions</th> </tr> <tr> <th style="text-align: center;">Employer</th> <th style="text-align: center;">Employer</th> <th style="text-align: center;">Employer</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2009/2010</td> <td style="text-align: center;">15</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">2010/2011</td> <td style="text-align: center;">6</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">2011/2012</td> <td style="text-align: center;">7</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">2012/2013</td> <td style="text-align: center;">6</td> <td style="text-align: center;">2</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">2013/2014</td> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">2014/2015</td> <td style="text-align: center;">16</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Academic Year	Makes appropriate decisions most of the time	Makes appropriate decisions some of the time	Unable to make appropriate decisions	Employer	Employer	Employer	2009/2010	15	0	0	2010/2011	6	0	0	2011/2012	7	0	0	2012/2013	6	2	0	2013/2014	3	1	0	2014/2015	16	1	0	<p><i>Measure 1:</i></p> <p>Since Fall 2009, when collection of this data began, 53 out of 57 or 93% of employers rated students in the highest level.</p>	<p><i>Measure 1:</i></p> <p>NA</p>
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	<p><i>Learning Outcome 4b:</i></p> <p>At least 75% of students will identify most problems and implement solutions.</p>	<p><i>Measure 2:</i></p> <p>Internship Employer and Student Forms</p>	<p><i>Measure 2:</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;"><b>Problem-Solving Skills</b></th> </tr> <tr> <th></th> <th style="text-align: center;"><b>Identifies most problems and implements solutions</b></th> <th style="text-align: center;"><b>Identifies some problems and implements some solutions</b></th> <th style="text-align: center;"><b>Unable to identify problems and implement solutions</b></th> </tr> <tr> <th style="text-align: center;"><b>Academic Year</b></th> <th style="text-align: center;"><b>Employer</b></th> <th style="text-align: center;"><b>Employer</b></th> <th style="text-align: center;"><b>Employer</b></th> </tr> </thead> <tbody> <tr> <td>2009/2010</td> <td style="text-align: center;">14</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>2010/2011</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> <td style="text-align: center;">0</td> </tr> <tr> <td>2011/2012</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">0</td> </tr> <tr> <td>2012/2013</td> <td style="text-align: center;">7</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>2013/2014</td> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>2014/2015</td> <td style="text-align: center;">13</td> <td style="text-align: center;">4</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	<b>Problem-Solving Skills</b>					<b>Identifies most problems and implements solutions</b>	<b>Identifies some problems and implements some solutions</b>	<b>Unable to identify problems and implement solutions</b>	<b>Academic Year</b>	<b>Employer</b>	<b>Employer</b>	<b>Employer</b>	2009/2010	14	1	0	2010/2011	4	2	0	2011/2012	4	3	0	2012/2013	7	1	0	2013/2014	3	1	0	2014/2015	13	4	0	<p><i>Measure 2:</i></p> <p>Since Fall 2009, when collection of data began, 45 out of 57 or 79% of employers rated students as identifying and implementing solutions for most of the problems.</p>	<p><i>Measure 2:</i></p> <p>Follow-up with internship employers to determine types of problems not being identified and solved.</p>
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<p>Goal 6:</p> <p>Students will possess knowledge of ethics and professionalism</p>	<p><i>Learning Outcome 6:</i></p> <p>At least 75% of students will demonstrate good or excellent work ethics.</p>	<p><i>Measure 1:</i></p> <p>Internship Employer and Student Forms</p>	<p><i>Measure 1:</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;"><b>Ethics</b></th> </tr> <tr> <th></th> <th style="text-align: center;"><b>Demonstrates excellent work ethics</b></th> <th style="text-align: center;"><b>Demonstrates good work ethics</b></th> <th style="text-align: center;"><b>Demonstrates poor work ethics</b></th> </tr> <tr> <th style="text-align: center;"><b>Academic Year</b></th> <th style="text-align: center;"><b>Employer</b></th> <th style="text-align: center;"><b>Employer</b></th> <th style="text-align: center;"><b>Employer</b></th> </tr> </thead> <tbody> <tr> <td>2009/2010</td> <td style="text-align: center;">13</td> <td style="text-align: center;">2</td> <td style="text-align: center;">0</td> </tr> <tr> <td>2010/2011</td> <td style="text-align: center;">5</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>2011/2012</td> <td style="text-align: center;">7</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>2012/2013</td> <td style="text-align: center;">7</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>2013/2014</td> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>2014/2015</td> <td style="text-align: center;">15</td> <td style="text-align: center;">2</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	<b>Ethics</b>					<b>Demonstrates excellent work ethics</b>	<b>Demonstrates good work ethics</b>	<b>Demonstrates poor work ethics</b>	<b>Academic Year</b>	<b>Employer</b>	<b>Employer</b>	<b>Employer</b>	2009/2010	13	2	0	2010/2011	5	1	0	2011/2012	7	0	0	2012/2013	7	1	0	2013/2014	3	1	0	2014/2015	15	2	0	<p><i>Measure 1:</i></p> <p>Since Fall 2009, when collection of this data began, 100% of employers rated students work ethics as good or excellent</p>	<p><i>Measure 1:</i></p> <p>NA</p>
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2010/2011	5	1	0																																						
2011/2012	7	0	0																																						
2012/2013	7	1	0																																						
2013/2014	3	1	0																																						
2014/2015	15	2	0																																						

\*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

c. Evidence of Learning: General Education Courses (see CIL General Education Report)

**G. Summary of Artifact Collection Procedure**

<b>Artifact</b>	<b>Learning Outcome Measured</b>	<b>When/How Collected?</b>	<b>Where Stored?</b>
2335 Intro to User Experience	3 – Possess knowledge and skills of technology	End of semester – once a year	Canvas assignment
2532 Website Project	3 – Possess knowledge and skills of technology	end of semester – once a year	Canvas assignment
2533 Book Cover Project	3 – Possess knowledge and skills of technology	end of semester – once a year	Canvas assignment
3100 Marketing Card Project	3 – Possess knowledge and skills of technology	beginning of semester – once a year	Canvas assignment

## Appendix A

Report of progress on 'non-learning-outcome recommendations' from previous 5 year program review (optional):

Date of Program Review: March 2, 2012	Recommendation	Progress Description
<p>Recommendation 1: Curriculum</p>	<p>Need for additional course availability for some of the courses in the major. Creative delivery techniques should be considered.</p>	<p><b>2013:</b> Offer courses at different times of day – rotating between early morning, mid-day, and evening. <b>(Ongoing)</b></p>
		<p><b>2014:</b> Consider other courses that might be offered in hybrid format or online. <b>Done:</b> Several courses meet one day a week and then a lab class is scheduled for the second day. Students have the option of completing the lab assignment at school or at home. Additional courses are now offered online (NTM 2532, 3532, 4890, and 3250).</p>
		<p><b>2015:</b> Record lectures to help students unable to attend classes due to full-time employment.</p>
<p>Recommendation 2: Academic Advising</p>	<p>Reach more students for advisement, especially new students to the program. Provide students with a recommended order for course completion. Encourage students to meet with an advisor early in their academic career.</p>	<p><b>2012:</b> Advisors distribute a recommended schedule of courses to each student who comes in for advising. Advising duties are now being shared among three instructors, allowing for increased availability of advisors. Advisors are carefully documenting</p>

		<p>advisement sessions. Instructors are encouraging students in many introductory courses to seek advisement.</p> <p><b>2013:</b> Review and update advising materials relating to coursework and scheduling and then make available to students online. <b>Ongoing</b></p> <p><b>2014:</b> Increase/Improve resources available to students for internships and job openings. <b>Done</b> Internship opportunities and job openings are posted to the department website and Facebook page.</p> <p>Look at ways to make student advising more efficient and effective. <b>Done.</b> A new advising form was created that provides students with the information they need to plan their own class schedules.</p> <p><b>2015:</b> Determine improved methods for making students aware of internship requirements as well as scholarships and application deadlines. Post syllabi for courses to the program website.</p>
Recommendation 3: Faculty	Improve full-time faculty to adjunct ratio.	<p><b>2012:</b> Establish department search committee. <b>Done</b></p> <p><b>2013:</b> Hire new full-time, tenure-track faculty member. <b>Done</b></p>

		<b>2015:</b> Request new tenure-track faculty position for the areas of web design and user experience.
Recommendation 4: Adjunct Orientation	Establish appropriate procedures for the orientation of new contract/adjunct faculty. Provide ongoing support and information regarding teaching assignments, workloads, and instructions.	<b>2013:</b> Include as agenda item for department faculty meetings. Review the current process for adjunct support. <b>Done</b>
		<b>2014:</b> Continue looking for ways to improve adjunct support. <b>Ongoing</b> The university now provides a day of orientation for new adjunct faculty Also, the program chair meets with new faculty to explain department procedures. Instructors share course materials and assignments through Canvas.
Recommendation 5: Tutoring	Provide subject specific tutoring to students of the major.	<b>2013:</b> Include as agenda item for department faculty meetings. <b>Done</b>
		<b>2014:</b> Hire lab assistants who have knowledge of the Adobe Creative Suite so that they can assist students working on multimedia projects.
		<b>2015:</b> Hire a student worker to serve as a tutor for Business/Multimedia students.
Recommendation 6: Lab Hours	Extend lab hours to accommodate students.	<b>2013:</b> Determine what funds are available and how many lab aides could be hired. <b>Ongoing</b>



		<p><b>2014:</b> Determine availability of Adobe software in WSU computer labs. <b>Done.</b> The university computer labs now have the Adobe Creative Cloud. Therefore, business multimedia students have extended availability to the software they need to complete projects.</p>
<p>Recommendation 7: Branding</p>	<p>Improve department program branding.</p>	<p><b>2013:</b> Create new web banner for entire department. Revise content and design of department catalog. Create new signage. <b>Ongoing</b></p> <p><b>2014:</b> Increase opportunities for communication between current students and alumni through the department Facebook page. Post job opportunities on the Facebook page. <b>Ongoing</b> Stronger course offerings are also strengthening the reputation of the department and program.</p> <p><b>2015:</b> Prepare media to be presented on the department Brightboard located at the entrance to the office. Prepare new signage when the program name change becomes official. Update the program website to reflect new direction of program, curriculum changes, and information on scholarships, internship requirements, and employment information.</p>

Recommendation 8: Curriculum	Offer a 3D animation course to strengthen the business multimedia major.	<p>2013: Multimedia Subcommittee will meet regularly to discuss the possibility of adding advanced courses including 3D animation.</p> <p>2014: The Multimedia Subcommittee is currently focusing on the expansion of web offerings since many of the students are attaining jobs in web design and front-end programming. However, the need for a 3D course will be discussed at the Fall 2014 Advisory Board meetings. The 3D software is costly and the availability of funds to pay for the software/technology will need to be determined.</p> <p>2015: Add 3D objectives/outcomes relating to graphics and animation to current and new courses.</p>
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**Please respond to the following questions.**

- 1) Reflecting on this year's assessment(s), how does the evidence of student learning impact your faculty's confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

*Faculty remain confident that students continue to excel in the program learning outcomes as evidenced in the assessment data provided in the charts of this report. Ratings from employers of the majority of student interns have remained in the highest possible category. The remaining students were rated in the 2<sup>nd</sup> highest category. No student interns received a poor rating by their employer.*

- 2) With whom did you share the results of the year's assessment efforts?

*The results of the year's assessment efforts are shared on the web through this assessment report, with the NTM faculty during department meetings, and with Business/Multimedia Advisory Board.*

- 3) Based on your program's assessment findings, what subsequent action will your program take?
  - a. The program would benefit from additional funding for full-time faculty.
  - b. Advanced courses which would add depth to current courses would increase students' knowledge and skills in multimedia technology, web programming, and the ability to identify and solve problems.
  - c. Artifacts are being made more accessible to students so they can be used as learning tools.
  - d. The cycle of multimedia offerings is being changed to balance lower- and upper-division courses between semesters. We will continue to evaluate the schedule to better meet student needs.
  - e. Look at possible means to increase scholarship and internship opportunities for students.
  - f. Look for additional ways to increase enrollment in courses and majors in the program.