Millikin University
Student Learning in the Arts Technology Major
Written By: Jessa Wilcoxen (Chair)

2018-2019

Executive Summary

Arts Technology at Millikin University is committed to challenging students to use creativity, innovation, and technology to design media and original content that solves artistic and business problems. The faculty who teach classes in this major also apply this methodology to their professional practices and scholarship. The Arts Technology Department views being interdisciplinary as a strength and embraces opportunities to cross boundaries in an effort to increase student learning. Thus it will work to broaden our students' world view on the possible careers and paths to achieving a life of personal meaning, value, and professional success.

This past year work focused on eight areas:

1. Hosted the first *Images in Motion* Film Festival.
2. Continual improvement of the Arts Technology Expo (third offering).
3. Added a second media checkout system for Arts Technology equipment that is shared between classes.
4. Hosted the weekend overnight recruiting event, Arts Technology Playhouse.
5. Launched for the first time the following classes; Portfolio & Professional Practice, Millikin Creates, Foundations in Web Design and Development, Capstone, a new Topics in Visual Media (Stop Motion Animation) and a Topics in Video Production (Analysis of Film) course.
6. Worked with the School of Music faculty to create a path for our Audio Production concentration students to include in practicum credit through the Commercial Music major.
7. Collaborated with the School of Theatre and Dance Acting for the Camera class and the School of Music Film Scoring class when creating videos in our Arts Technology classes.
8. Earning approval for 2 hires to begin in the fall of 2019: 1. A shared position between the Art Department and Arts Technology Department focusing primarily on foundation classes and Visual Media classes – particularly in Photography. 2. A shared position between the School of Theatre and Dance and Arts Technology Department focusing on Sound Design and assisting in audio production.

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Arts Technology Department Goals

Students who major in Arts Technology will be able to be competent in three areas:

1. Be conversant in the visual and performing arts, demonstrating and understanding of their aesthetics and discourses.
2. Acquire and apply, through Performance Learning, the skills needed to be proficient in essential arts technologies.

3. Develop a collaborative, entrepreneurial mindset appropriate to opportunities and accountability at the intersection of the arts and technology.

Successful majors in Arts Technology could move into careers in a variety of business and entertainment industries; from working at a theatre or concert to a small creative studio, large agency, marketing firm, and corporation or as an independent consultant. A strong liberal arts background, performance learning experiences, and documentation in their job seeking portfolio of creative and technical digital media work uniquely qualifies arts technology graduates for these positions. It is expected that majors who have mastered the program learning objectives will, at a minimum, find employment in a field connected to arts technology and/or have the skills to be successful in any related M.A. or M.F.A. program.

The Arts Technology departmental learning goals do correspond nicely with the Millikin University learning goals which are:

1. Millikin students will prepare for professional success.
2. Millikin students will actively engage in the responsibilities of citizenship in their communities.
3. Millikin students will discover and develop a personal life of meaning and value.

Learning Goal	Corresponding MU Learning Goal Number(s)
Learning Goal #1 Be conversant in the visual and performing arts, demonstrating and understanding of their aesthetics and discourses.	1, 3
Learning Goal #2 Acquire and apply, through Performance Learning, the skills needed to be proficient in essential arts technologies.	1
Learning Goal #3 Develop a collaborative, entrepreneurial mindset appropriate to opportunities and accountability at the intersection of the arts and technology.	2, 3

Arts Technology Department Snapshot

The Arts Technology Department in 2018-2019 consisted of 1 full-time faculty and 2.5 adjunct faculty that helped deliver approximately thirteen 3 credit courses, one 2 credit course, and five 1 credit courses with the AT prefix. Department Chair, Jessa Wilcoxen, also is the instructor of record over all of the internship courses. Both Instructor Johnny Power and Professor Jessa Wilcoxen have offered numerous courses for other departments that also serve Arts Tech that were not counted. Additionally, at least eight faculty members from other departments/schools teach the remaining courses that comprise the Arts Technology major. Many instructors from across the university lead a venture. Jessa Wilcoxen started an Arts Technology venture, Millikin Creates, this past spring.

In addition to majors, the Arts Technology Department also service students throughout the University who take our courses to satisfy their general education requirements in Creative Arts. The following AT courses meet the Creative Arts Requirement:
AT 157 Storytelling, AT 110 Introduction to Digital Media, AT 234 Preproduction in Video Cinema 1, and AT 334 Production in Video Cinema 1.

It is worth noting that various faculty and programs often encourage students to take Arts Technology courses to build their technology knowledge and practice of digital media software, increase their creative intelligence and/or learn design thinking strategies.

The Arts Technology Department's single full time faculty member, Jessa Wilcoxen currently occupies an office in lower ADM/SCO. Instructor Eric Hector (part time) and Instructor James Cloney (part time) do not have an office and meet students during office hours in an open area in the University Commons. Instructor Johnny Power (part time) has a desk in an Art Department adjunct suite in the Kirkland Fine Arts Building. Faculty who are largely teaching in other departments across campus reside in faculty suites with that associated department. I.E. Ed Weber in ADM/SCO, Matt Albrecht in Shilling's Theatre and Dance faculty suite, and Dave Burdick in the Perkinson Music Center.

The Arts Technology Department has classes across campus. The studio classes are largely in the Media Arts Center in the University Commons, the Imaging Studio and Drawing Studios in the Kirkland Fine Arts Center, the Design Studio in Blackburn, and the CAI Lab and Millitrax Studio A & B in the Perkinson Music Center. Students in many classes have access to the "advanced" shared check out equipment in the Media Center that is largely funded by Arts Technology. The Arts Technology Department also stores some larger technology pieces and camera accessories in the Kirkland Fine Arts Center. The items in Kirkland Fine Arts Center are available to a more limited selection of Arts Technology and Art classes.

Arts Technology Student Numbers

As of spring 2019, there were 33 majors and a few students have declared two concentrations. The breakdown includes; 10 audio engineering and production, 10 visual media, 2 live event technology, 3 interactive media, and 9 video production. 17 are working toward a Bachelor of Arts (B.A.) and 16 are working towards a Bachelor of Sciences (B.S.) degree. Students are required to choose a concentration and are advised to make that selection by the end of their freshman year.

Creative Arts: General Education Requirement

In the 2018-2019 academic year, the Department offered 5 sections of Creative Arts courses; AT 157, AT 110, AT 234, and AT 334.

Term	AT 157 (appx. 12 seats for non-majors per a section)	AT 110 (appx. 10 seats for non-majors per a section)	AT 234 (appx. 12 seats for non-majors per a section)	AT 334 (appx. 12 seats for non-majors per a section)
Fall 2018	0 sections	1 section	1 section	1 section
Spring 2019	2 sections	1 section	1 section	

Part-time Instructor Eric Hector taught most of these sections, with the exception of the two sections of AT 110 taught by Department Chair, Jessa Wilcoxen. If the major grows as anticipated, there will be fewer seats available for other majors in these courses with the current faculty appointments. We hope to be able to meet the demand from majors across

campus for AT 157 and AT 110 and also serve our majors in 2020 by offering 2 sections of AT 157 and possibility also 3 sections of AT 110.

Partnerships
Given that Arts Technology is an interdisciplinary major partnering with other departments on campus to deliver curriculum and experiences is essential.
1. Visual Media Concentration | Partnership with the Art Department
2. Live Event Technology Concentration | Partnership with the School of Theatre and Dance
3. Audio Engineering and Production Concentration | Partnership with the School of Music
4. Interactive Media Concentration | Partnership with the Information System's major in the Tabor School of Business
5. Business Core Classes | Partnership with the Tabor School of Business

Faculty/Staff Changes
Jim Cloney taught as an adjunct for the first time this past spring. Cindy Monkman was hired as an administrative assistant to serve the Art Department and the Arts Technology Department in January.

Arts Technology Department Learning Story

The Arts Technology Department course work is practice and project based, incorporating Performance Learning opportunities throughout. The availability of either a B.A. or a B.S. degree allows the students to pair major material with the general education curriculum of their choice.

The Arts Technology major ending in spring 2019 consists of a minimum of 44 credit hours in the core and 17-18 hours in the concentration (which is required of all Arts Technology majors). All Arts Technology majors begin their education with an introduction to digital media class, two arts technology essential courses, and storytelling. Within the first year of study, students in the major will have been taught the basics of all of the core arts technologies (graphic design, web design, photography, live event drafting, audio production, and videography). This firm foundation gives students the **skills needed to be proficient** using a variety of medias (even outside of their chosen concentration) to solve an artistic or business problem and also the language to be **conversant about the aesthetics and discourses in the visual and performing arts**. The end goal being that each student will have a strong diverse job seeking portfolio. Besides the first year foundation courses there are a few courses in the core that build on each other; cornerstone, capstone, and then portfolio. It is in the cornerstone and capstone experience that students are expected to **collaborate** with each other or a third party.

The internship requirement is an important part of the learning process and helps elaborate on the classroom experience in many cases. Students are encouraged to take one internship on campus in their sophomore year and use that internship experience to help make them more competitive for a second internship, off campus, in their junior or senior year. The internship, cornerstone, and capstone requirements all contribute to the university's mission of performance learning and helping them achieve professional success. Projects in these courses and experiences within student run ventures that help students **develop an entrepreneurial mindset** are woven throughout many classes.

New to the Major in Fall 2018

New Courses in the Curriculum

1. AT 365 Topics in Visual Media: Stop Motion Animation
2. AT 321 Millikin Creates
3. AT 363 Topics in Video Production: Critical Analysis of Film
4. AT 265 Foundations in Web Design/Development
5. AT 320 Motion Graphics Animation (was AT 365 Topics)

Other Improvements
1. Second Technology Equipment Checkout system added.
2. Hired an administrative assistant (shared position with the Department of Art)

Advising and Assessment of Advising Strategy

Currently the only full time appointment, Jessa Wilcoxen, advisees all students in the major and also all students in the Design Thinking for Leadership Minor giving her 40 advisees (33 from the Arts Technology major). With Instructor Johnny Power converting from part time to a full time appointment (between Art and Arts Technology Departments) he will take over ¼ of Arts Technology advisees. If the incoming freshman class is as predicted that would mean that there would be around 46 students to be advised for the arts technology major in 2019-2020. The strategy has been to begin advising appointments 3 weeks prior to Advising Day. The students are sent via email their current 8 semester plan, a list of popular electives, minors, or certificates to consider that work well with the various concentrations, and a reminder about classes that require a unique plan by the student such as cornerstone, capstone, and internship credits. Students are advised to come to their advising appointment with a draft of their planned schedule so that more time in the meeting can be used to discuss their future goals. Approximately half of the students come to their advising appointment with a schedule at least partially drafted.

Program Curriculum Map

Based on our departmental learning goals, a curriculum map has been created to illustrate the contributions of individual courses to student learning.

Core Courses	Learning Goal #1 Be conversant in the visual and performing arts, demonstrating and understanding of their aesthetics and discourses.	Learning Goal #2 Acquire and apply, through Performance Learning, the skills needed to be proficient in essential arts technologies.	Learning Goal #3 Develop a collaborative, entrepreneurial mindset appropriate to opportunities and accountability at the intersection of the arts and technology.
AT 110 Introduction to Digital Media	x	x	
AT 153 Essentials in Audio & Drafting		x	
AT 151 Essentials in Lighting, Photography, & Video		x	

AT 157 Storytelling		x	
AT 265 Foundations in Web Design/Dev		x	
At 396 Cornerstone		x	x
Internship		x	
At 490 Portfolio & Professional Dev	x	x	
AT 496 Capstone		x	x
TH 135 Elements & Principles of Design Or AR 105 2D Design	x	x	
MC 312 Legal Issues in Music	x		
AR 105 Discourses in Media & Design	x		
MC 202 Principles in Marketing		x	
FI 300 Personal Finance		x	
MK 363 Brand Loyalty through Digital Media		x	
ET 340 Foundations of Entrepreneurship Or ET 380 Art of Entrepreneurship		x	x
AD 321 Arts Management		x	x
Student-run Ventures TH390/AR390/MC390/ AR325/IS390/MC160/AT 21			x

Performance Learning in the Arts Technology Major

Performance Learning Curriculum Map and Reflection

While it is difficult to assess classes in the major that are not in this department, some experiences have been documented. Several of the ones without an AT prefix are concentration specific. As noted in the following pages several of the classes have multiple performance learning experiences. Select ones were chosen to highlight in the chart below.

Course	Internship, Practicum, Clinical Experience	Co-Curricular Experience	Hallmark: Partnership Level (1, 2, or 3)	Hallmark: Engagement Level (1, 2, or 3)	Hallmark: Reflection Level (1, 2, or 3)	Comments
AT 157 Storytelling AT 151 Essentials Photo, Lighting & Video		Created original films to be submitted for showcase in the *Images in Motion,* Film Festival (works shown from many majors).	2	3		
AT 110 Intro to Digital Media AR 201 Computer Art and Design Orientation AR 327 Creative Concepts AT 365 Topics in Visual Media AT 363 Topics in Video Production AT 490 Portfolio & Professional Development Ventures: AT 321, TH390, AR390, MC390, AR325, IS390, MC160, MC210		Created original art or client driven media to be submitted for showcase in the Arts Technology Expo (works shown from many majors).	1-2 varies	3		

Course		Description				
AT 157 Storytelling AT 151 Essentials Photo, Lighting & Video At 153 Audio & Drafting AT 110 Intro to Digital Media		Created original art or client driven media to be submitted for showcase in the Spring Send-Off Exhibition (100 level showcase).	2	2		
AT 365 Topics in Visual Media		Created custom animations for the *Leaning Curve* sculpture to be shown in an exhibition at the Scovill Sculpture Park. There was a written self-evaluation due before the work was presented in additional to the standard class critique.		3	2	
AT 396 Cornerstone		Showcase to students and faculty in the Acting of the Camera Class and Film Scoring Class which collaborated to complete the films. A reflection paper is required at the end of the course.	3	2	1	
AR 201 Computer Art and Design Orientation		Presentation to the Client for the Event and Branding Graphics created (in teams) for the Millikin Homestead Sarah Grady fundraising event at the UC Ballroom. There was a written self-evaluation due before the work was presented in additional to the standard class critique.	2	2	2	
AR 201 Computer Art and Design Orientation		Presentation to the Client for the Branding and Journal Cover Design Graphics created Business, Society, and Government Consortium. There was a written self-evaluation due before the work was presented in additional to the standard class critique.		2	2	
AR 327 Creative Concepts		Collaboration with Dr. Julie Bates and English students to create, *Burst,* a new campus magazine.	3	1	2	

		There was a written self-evaluation due before the work was presented in additional to the standard class critique.				
AT 321 Millikin Creates And other student run ventures; TH390, AR390, MC390, AR325, IS390, MC160, MC210		Working with and often presenting to clients completed digital media work for real use. Budgets, payment, contracts etc. are required. There are multiple client projects, pieces sold, events hosted per each class. AT 321 requires hypothesis statements before client work is started and ending reflections after it is completed. Many of the other ventures have reflective elements as well.	2	2	2	
AT 470 / 471 Internship	x	Throughout the internship experience students are required to submit small journal entries, logs of the specifics of work done, and a large reflection paper that ties what they did to their original learning goals for the experience.	3	1	3	
TH 323 Arts Management		Creation of a Business	1			
AT 496 Capstone		Animations for Live Event at the University Commons that celebrated all of the performing arts ventures. A reflection paper is required at the end of the course.	2		1	Only 1 capstone completed since there has been only one senior to date.
MC 220 Studio Pressure Night		Each class period is a recording session where students take on a particular role to produce a song and market a student artist.	1	2		
Technically this is not tied to a specific class but in 2017 through 2019 award winners have come from works in these classes: AR 327 Creative Concepts AR 201 Computer Art and Design Orientation AT 496 Capstone AT 470/471 Internship		Entry submission to the American Advertising Federation award competition. Those selected for an award go to the regional gala with faculty to accept it.		3		

AT 396 Cornerstone AT 365 Topics in Visual Media AT 110 Intro to Digital Media AR 236 Beginning Photography						
AT 490 Portfolio & Professional Development		Students complete their final job seeking portfolio. Throughout the course they complete a series of written self-assessments and submit improvements of various pieces.		1	3	
AT 357 Technical Ensemble		Students work like live sound or audio production employees to various ensembles in the School of Music. The group relies on this person to make sure everything is running correctly during their event. There is a reflection paper due at the end.	2	2	1	One-two students work per an ensemble.

1. Hallmark: Partnership - Partner with faculty, staff, and fellow students to create student-driven experiences which exist within and beyond the academic discipline.
2. Hallmark: Engagement - Engage with third-party stakeholders in a purposeful and professional manner.
3. Hallmark: Reflection - Participate in reflective processes which advance professional growth by critically examining the continuous cycle of doing/ learning/ becoming.
4. Level 1 is Essential. Level 3 is Complex.

Performance learning in the Arts Technology major occurs in various classes. The following classes consistently include a project that is presented or exhibited to external audiences (third-party) or do work for a client (third-party). Rarely one of these classes may not have a third-party component because of a variety of circumstances.
- AR 327 Computer Art & Design: Creative Concepts (Arts Tech Expo and client based project)
- AR 201 Computer Art & Design: Orientation (Arts Tech Expo and client based project)
- AT 110: Intro to Digital Media (Spring Send Off Exhibition, Arts Tech Expo)
- AT 151: Arts Tech Essentials: Lighting, Photo, Video (Film Festival submission and Spring Send Off Exhibition)
- ET 340: Foundations of Entrepreneurship / ET 380: Art of Entrepreneurship (business)
- AT 496: Arts Technology Capstone Project (third party required for it to be approved)
- AT 396: Arts Technology Cornerstone (third party required for it to be approved)
- AT 490: Portfolio and Professional Development (Arts Tech Expo)
- AT 365: Topics in Visual Media (client based project, Arts Tech Expo, and/or Art Exhibit in many offerings)
- AT 363: Topics in Video Production (film festival submission)
- MK 363: Brand Loyalty through Digital Media
- AT 470/471: Internship
- AT 234 & AT 235 Preproduction in Video Cinema 1 and 2 (film festival submission)
- AT 234 & AT 324 Production in Video Cinema 1 and 2 (film festival submission)
- EN 205 Web Publishing (case books and client piece)
- AT 357 Technical Ensemble (actual running live sound at shows)
- Ventures (real businesses with money management and clients)

Featured Annual Events

1. Arts Technology Expo | is an annual fall showcase of student projects in Arts Technology related fields and student-run ventures. Student work shown includes: design, photography, videography, animation, audio production, marketing, interactive media, and more. Viewers are invited to interact with a range of technology such as virtual reality tools, robotics, and live event lighting simulation equipment to vote for their favorite media piece. There are also prizes for judge choice awards. The event has completed is third occurrence. The past two have been in the University Commons Ballrooms A & B.
2. Spring Send-Off Exhibition | is an exhibition of the works from the 100 level Arts Technology classes (AT 110, AT 151, AT 153) at Heroic Age Studios in Mount Zion, Illinois.

New Events
1. Images in Motion Film Festival | is the first film festival hosted by the Arts Technology Department.
2. Scovill Sculpture Park Animation Exhibition | is the second exhibition of Millikin student animation works. To date there have been no other guest artists approved to show work on the LED *Leaning Curve* sculpture besides the two class exhibitions (in 2018 and 2019) from the Arts Technology Motion Graphics Animation class.

Ventures
1. Millikin Creates (AT 321) | is the only venture with the AT prefix. While students from all concentrations of Arts Technology can participate, client work has only been in video, photography, and design to date making the other ventures below a better fit for audio production, interactive media, or live even technology.
2. Other Ventures Approved Include: TH390/AR390/MC390/AR325/IS390/MC160/.

Collaborations
1. AR 327 designed the first issue of a new campus magazine, *Burst*. Collaboration: English Department Student and Faculty who wrote the articles.
2. AT 396, AT 157, AT 363, AT 151 for the creation of student films. Collaboration: School of Theatre and Dance Acting for the Camera Class and School of Music Film Scoring Class

Awards to Note
Students in classes taught by Arts Technology faculty have earned the following American Advertising Awards, ADDY©, since they first entered in January of 2018.

Year	Experience	Gold	Silver	Judge's Choice	Best of Show	Level
2019	AR 236		1			Regional
2019	AR 201	2	1	1		Regional
2018	AT 396		1			Regional
2018	AR 201	1			1	Regional
2018	AT 470/471		1			Regional
						Total = 9

Assessment Methods & Analysis of Assessment Results

At this point the department is only two and half years old and the major just finished it third year. All classes have finally been offered at least once. While there will not be graduating class until our fourth year there was a single transfer student who graduated in December.

Assessment Methods and Analysis

Learning Goals and Corresponding Assessment Items

All newly collected data points are noted with an *.

Department Learning Goal A. *Be conversant in the visual and performing arts, demonstrating an understanding of their aesthetics and discourses.*

1. Sophomore Portfolio - Student Written Descriptions of Work. Scored by Jessa Wilcoxen
2. *Senior Portfolio - Verbal Pitch of their portfolio. Scored by Jessa Wilcoxen

Department Learning Goal B. *Acquire and apply, through Performance Learning, the skills needed to be proficient in essential arts technologies.*

1. Sophomore Portfolio - Pieces Score
2. * Senior Portfolio - Pieces Score
3. * AT 151 Quizzes at the Beginning and End of the Semester About Technical Content
4. *AT 153 Quizzes at the Beginning and End of the Semester About Technical Content

Department Learning Goal C. *Develop a collaborative, entrepreneurial mindset appropriate to opportunities and accountability at the intersection of the arts and technology.*

1. *Mock Interview Assessment – Scored in AT 490 by Jessa Wilcoxen

Sophomore Portfolio Assessment *Learning Goal A & B*
The Department of Arts Technology required a sophomore portfolio review for the first time in Spring 2018. The second review was in the Spring of 2019. Students are asked to submit a body of work on the online portfolio social media site for creatives, Behance.net. The work submitted should be from the Arts Technology classes they have taken to date but it could also include media work from other relevant classes, internships, or personal exploration. Students present their work individually in a closed session to at least 3 of the Arts Technology faculty (Jessa Wilcoxen, David Burdick, Ed Weber, Eric Hector, Johnny Power, and Matthew Albrecht). Of these faculty members at least 3 submitted a review of each student's work and presentation. These scores were averaged and the comments were combined and returned to the students by the end of the spring semester so they could use that feedback to improve their job seeking portfolio.

The work presented did improve in both technical implementation and visual/audio form. This may in part because as the major ages there is a larger percentage of students who came to Millikin University for this major. The 2018 sophomore review (current junior class) only has one student in it who didn't first start in another major or the exploratory studies program before switching to Arts Technology. The 2019 sophomore review is comprised of three of nine who came for the Arts Technology major rather than switching after first starting in another major or the exploratory studies program. That number increases to five of nine when readmits from

other majors are included. Additionally, many improvements were made to courses to better meet learning goals the second and third time there were offered.

Portfolio Review Rubric
100 - 90 = element meets or exceeds what the department would expect from our graduates
90 - 80 = element exceeds what the department would expect from our sophomores
80 – 70 = element meets what the department would expect from our sophomores
70 – 60 = element is below sophomore level

2018 Sophomore Portfolio Review *Learning Goal A & B*

Name	Began in the Arts Tech. major in their first semester	Transfer Student	Readmitted to MU. Originally another major	Track	Written Descriptions	Technical Implementation	Creative Concepts	Visual/Audio Form	Integration of Arts + Business Demonstrated	Complete – needs at least 3 areas	Score
S.1	No	No	No	Audio	Yes	75.5	80	77.25	74.25	Yes	76.75
S.2	No	No	No	Interactive	Yes	69	69	66.5	66.25	Yes	67.69
S.3	No	No	No	Audio	Yes	80	80.33	79.33	77.67	Yes	79.33%
S.4	Yes	No	Yes	Audio	Yes	81.5	81.5	81.5	74.5	Yes	79.75%
S.5	Yes	No	No	Live Event Tech	Yes	72	76	73	81	Yes	73.67%
S.6	Yes	No	Yes	Audio	Yes	85.5	84.75	85	83.75	Yes	84.5%
S.7	Yes	No	Yes	Visual	Yes	91.67	92.33	93	78	Yes	88.75%
S.8	No	No	No	Visual	Yes	77	78.75	77.25	75.25	Yes	77.06
S.9	Yes	No	No	Video	No Submit	No Submit	No Submit	No Submit	No Submit	No Submit	No Submit
Mean	x	x	x	x	x	85	80.33	79.10	76.33	x	78.43

2018 Sophomore Portfolio Review For Comparison *Learning Goal A & B*

Mean	X	x	x	X	80.2	81.4	81.8	80.4	78	80	80.2%

Senior Portfolio Assessment *Learning Goal A & B*
Since the major is only three years old, to date there has been just one student complete the program – a transfer student. The Senior Portfolio assignment is designed for students to showcase improved versions of the works shown in the sophomore portfolio review as well as newly created works. The senior portfolio container cannot simply be a digital "drag and drop" style website on Behance.net but instead must be a website in which they have completed the design and development. Similar to the sophomore portfolio assignment, the work submitted should be from the Arts Technology classes but it could also include media work from other relevant classes, internships, or personal exploration. Unlike the sophomore portfolio assignment, the senior portfolio is part of a class (AT 490). Instead of presenting in a closed session to just faculty this experience is designed for them to present to the entire class. Also, the only required reviewer is the faculty of the course, Jessa Wilcoxen, though other Arts Technology faculty are invited to attend the presentations and will be provided a rubric to submit if they attend.

Portfolio Review Rubric
100 - 90 = element meets or exceeds what the department would expect from our graduates

90 - 80 = element exceeds what the department would expect from our sophomores
80 – 70 = element meets what the department would expect from our sophomores
70 – 60 = element is below sophomore level

Name	Began in the Arts Tech. major in their first semester	Transfer Student	Readmitted to MU. Originally another major	Track	Written Descriptions	Technical Implementation	Creative Concepts	Visual/Audio Form	Integration of Arts + Business Demonstrated	Complete – needs at least 3 areas	Score
S.1	Yes	Yes	No	Visual	Yes	93	92	92	85	Yes	90.5

Senior Verbal Pitch Assessment *Learning Goal A*

Students are required to verbally present their final job seeking portfolio. This portfolio is typically a website that houses their best arts technology works from at least three areas including: design, interactive media, animation, video, photography, live event tech, and audio. Students are expected to be able to "Be conversant in the visual and performing arts, demonstrating an understanding of their aesthetics and discourses" (learning goal A), as they tell their story and describe the technique, concept, etc. of their work.

Verbal Pitch Rubric

1-15 Presentation skills; volume, enthusiasm, professionalism, good storytelling
1-15 Presentation content; what was said: about your interest, your plans, your work; how it was made or its concept etc.
1 = low and 15 = high

Name	Presentation Skills	Presentation content	Mean
S.1	12.5	13.5	13

Technical Quizzes Assessment *Learning Goal B*

Beginning and Ending Technical Audio Quizzes (AT 153 Essentials in Audio and Drafting)

Students were given the same quiz regarding audio techniques at the beginning and end of the semester.

Reflection: Students entered the course with virtually no technical vocabulary to describe the fundamental characteristics of sound, the means by which sound amplitude and frequency is measured (decibels, hertz), and the terms and processes associated with the recording, mixing, and editing of sound recordings. In addition to lack of vocabulary, they demonstrated no understanding of how sound becomes voltage (transduction), how voltage is digitized (conversion), and how digitized sound is converted back to analog for listening purposes. They possessed little to no knowledge of the components and signal flow associated with computer-based recording. As the data shows, they now have a much better understanding of those technical essentials.

Pre-Test: Median = 25%   Mean = 35.8%

Post-Test: Median = 100%   Mean = 95.37%

Students	Pre Test	Post Test .
Out of 100		

S.1	12	88
S.2	20	100
S.3	68	100
S.4	32	96
S.5	52	96
S.6	25	72
S.7	64	100
S.8	4	88
S.9	20	100
S.10	24	80
S.11	16	100
S.12	-	100
S.13	-	96
S.14	40	100
S.15	-	100
S.16	-	100
S.17	52	100
S.18	92	100
S.19	16	96

Beginning and Ending Technical Photo Quizzes (AT 151 Essentials in Photo, Lighting, and Video)

Students were given the same quiz regarding camera settings as well as techniques in Camera RAW, Bridge and Photoshop at the beginning and end of the semester.

Reflection: Students entered the course with virtually no technical vocabulary or understanding of camera operation or how to navigate, operate or creatively apply tools and techniques within the Adobe programs of Camera RAW, Bridge and Photoshop. In addition, students had little to no understanding of the methods and processes in which an image is created by the camera through the combination of aperture, shutter speed and ISO, and the ways in which to combine these settings for creative and practical applications. At the end of the semester many had a much better understanding of the technical and creative essentials and applications.

Pre-Test: Median = 30%   Mean = 29%

Post-Test: Median = 42.5%   Mean = 46.25%

Students	Pre Test	Post Test
	Out of 10	
S.1	0	3.5
S.2	2	2
S.3	4	6
S.4	6	9
S.5	4	9
S.6	3	7.5
S.7	1	2.5

S.8	3	6.5
S.9	2	5
S.10	6	7
S.11	2	3
S.12	3	2.5
S.13	1	2.5
S.14	3	2
S.15	2	1.5
S.16	4.5	7

Mock Interview Assessment *Learning Goal C*
During the final week of AT 490 Portfolio and Professional Development each student is given a mock interview. This gives students a formal opportunity to practice talking about the creative and technical work in their job seeking portfolio and also answer questions that will help determine if they will be someone who has a collaborative, entrepreneurial mindset. For example, will they be likely to experiment, collaborate, and think about the future, for the company.
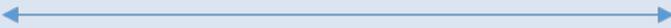
Mock Interview Rubric

10 points: (5, 3, 2)

Speaking	**Eye Contact and Body Language** Keeps eye contact with interviewer, has confident posture.	←————————————→
	Tone of Voice and Volume Speaks appropriately for the situation, clearly and with little hesitation	←————————————→
	Grammar Uses a variety of structures with only occasional grammatical errors.	←————————————→

15 points: (5, 2, 3, 5)

Entrepreneurial Mindset	**Create Opportunity** Obvious in the interview that this person looks for opportunities, uses creative problem solving skills, is innovative, and thinks outside of the box for marketing solutions of their skills/product/or service.	←————————————→
	Leverage & Lead Obvious in the interview that this person is able to leverage resources, convey a vision, and is optimistic through the	←————————————→

creation and launch process of a project/company/etc.	
Risk & Reward Obvious in the interview that this person can mitigate risks and is adaptive and resilient in order to be successful.	⟵————————————⟶
Ownership Obvious in the interview that this person is passionate, persistent, confident, action-oriented and see failure as an opportunity to learn and grow.	⟵————————————⟶
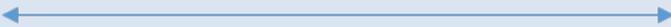
Additional Assessment Items

Barrier Exam *Learning Goal B*

Studio Barrier Exam: the Millitrax technical barrier exam is administered to Commercial Music and Arts Technology majors at the end of MC 202 Recording Studio Techniques II. It is a timed, hands on performance exam conducted one-on-one with the instructor. In order to become a certified Millitrax recording engineer a grade of 85% must be attained on the barrier exam. A student can still pass the course with a lesser grade on the barrier exam, but will not be allowed to engineer in the recording studio. Additionally, Commercial Music majors must pass the barrier exam in order to continue with upper division coursework in the major. Failure to pass the barrier exam results in having to drop the Commercial major.

In the spring of 2018, 24 students made barrier attempts, 1 did not pass.
2 students did not take the barrier.
The median score of the 24 students who did take the barrier was 90.96%
A passing score is 80 or higher.

Improvement Plan/Resource Needs for the Department of Arts Technology

The Department of Arts Technology has identified potential new challenges and opportunities in the 2019-2020 academic year. A summary of those include:

• Advising: Instructor Johnny Power is being promoted to a full time instructor position, teaching in both the Art and Arts Technology Departments with service obligations to both, though primarily in Arts Technology. While this will undoubtedly be an improvement and Instructor Power will take ¼ of the advisees with a growing major Professor Wilcoxen will still have approximately 37 advises across 5 different concentrations, plus the Design Thinking minor advises. This large load limits the amount of individual attention that can be dedicated to a single student.

• Graduate: Reviewing the experience of the first student to graduate with a degree in Arts Technology (graduated December of 2018).

• Video Production Concentration: A discussion topic will be whether or not the current concentration model fits the skills of our faculty, the rate needed to offer those courses, and the number of students in the program or if a more flexible model with special topics included would be a better fit.

• Video Faculty: We are reaching the point where we need a full time hire teaching primarily video classes. At this point the sequence has been entirely taught by a single

adjunct. If video is going to be a key connecting media of the major that all students regardless of concentration can interact with, then we need a full time video expert available to students.

• Audio Engineering and Production Concentration: These students have expressed that they want more opportunities to take courses "in audio". A discussion is needed of what paths could be created to open those opportunities and increase collaboration with programs in the School of Music. Discussions are already underway for the possibilities of live streaming services being available to be taught in conjunction of WJMU (campus radio housed in the Communication Department) and MARS (Millikin Audio Recording Service's student run venture).

• SOTAD Collaboration: With the new shared hire between the School of Theatre and Dance and Arts Tech in Sound Design and Live Sound there will likely be technology needs that arise from new classes that will need to be addressed. There will hopefully be new opportunities in SOTAD for Arts Tech majors through this collaboration that will be discussed as well.

• Internships: There are limited opportunities for live event technology and audio production internships on campus and in Decatur. Currently 2 credits are required.

• Capstone: There will be a senior class of 8 students needing faculty to lead them for capstone. While the banking system has been put in place to offer eventual payment for faculty leading these it still may better serve our students to offer a standard class with a single faculty leading capstones for students in some concentrations.

• Community and Identity: While improved from the first two years, it is still important to consider how to build and support of a culture around our major despite many required courses being rooted in other departments. This is particularly crucial as the department adds a second interdisciplinary major with 5 concentrations: Arts Administration in the fall of 2019.

Summary

The department has already accomplished a great deal in the past three and a half years since it was established. The students are progressing towards graduation and retention is strong in the department. The campus and community have become much more aware of the strengths of the students in this major, and collaboration across other disciplines has improved.

Performance Learning Artifacts

Films From Film Festival
https://youtu.be/5fKOha_gPyk
https://youtu.be/xPAouygus-k
https://youtu.be/xa51GlZ11Y8
https://www.instagram.com/p/Bw23t3kAgue/

Films From Cornerstone projects with original audio scores
https://youtu.be/UkZ4h9gLUx4
https://youtu.be/fTOFeOGmP7c
https://youtu.be/jwwWIDrn4a8

Event design for client in AR 201
https://www.instagram.com/p/BuMe7xkg0sA/

Animation Exhibition
https://www.instagram.com/p/BxfayJgAzRI/
https://www.instagram.com/p/BxdlSW4g8i7/

American Advertising Awards
https://www.instagram.com/p/BvRwePUgkFQ/
https://www.instagram.com/p/BueRILSAPgp/
https://www.instagram.com/p/Bucpk5CA9vX/

Magazine design for client in AR 327
https://www.instagram.com/p/BxkPraZgukU/
https://issuu.com/millikinenglish/docs/burst_sp19_final

Evidence of Entrepreneurial event
https://www.instagram.com/p/Bvtz95ZglQU/

Arts Technology Expo
https://www.instagram.com/p/Bg_Af2jg6Vg/
https://www.instagram.com/p/Bg_HTRegdbo/
https://www.instagram.com/p/Bqx9REaAyrv/