Oklahoma City Community College

Program Review Self-Study Year: FY 2018

Division of: Arts, English, and Humanities

Digital Media Design
AAS, Digital Media Design – 006   Graphic Design Certificate – 171
-Photography Imaging Option   Photography – Digital Imaging Cert - 170
-Graphic Design Option

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I.   Introduction

This section should reference the general process of the review and any unique features of the review (such as the use of outside consultants or conducting the review in relation to an accreditation visit).

If the program has been reviewed previously, this section should include a brief summary of prior recommendations and how they were addressed.

Prior Recommendations and How They Were Addressed:

1. With the increase in students and credit hours, it was becoming a necessity to add daytime classes. Classrooms were fully scheduled in the early evenings, and late evening classes were difficult to fill. The program wanted to grow by adding daytime classes. Adjunct instructors worked in the field, and most had daytime positions. As a result, they were utilized to teach evening classes. It was difficult to find qualified adjunct instructors for daytime classes, which limited the number of daytime classes offered. The program requested an additional full-time faculty person to schedule daytime classes consistently and utilize classroom space and resources fully.

Recommendation: Requested funding for an additional full-time faculty member.

Action: The Computer Animation and Game Design options/certificates from CAT were merged with the Graphic Design and Photography/Digital Imaging options from the Graphic Communications program, forming the Digital Media Design program.

Results: The full-time faculty member in charge of the Computer Animation and Game Design options/certificates was assigned to the DMD program, as well as the full-time faculty member for the Graphic Communications program. However, the Computer Animation and Game Design options/certificates were deleted from the DMD program due to low enrollment and graduation rates. The

faculty person for these two options/certificates was laid off. The remaining full-time faculty member should be able to manage the DMD program sufficiently.

2. This last program review disclosed that only three classes were shared in all emphases. Half of the major credit hours should be shared in each emphasis. Courses required for each emphasis needed to be adjusted to meet this requirement.

Recommendation: Adjusted Digital Media Design curriculum so that half of the major credit hours were shared in each emphasis. The adjusted core major classes were Image Editing: Photoshop I, Image Editing: Photoshop II, Electronic Publishing: InDesign I, Creativity and Design, Computer Drawing: Illustrator, and Portfolio Preparation and Presentation. Randy Anderson met with the Curriculum Committee to make these program changes.

Action: When developing curriculum for the Digital Media Design program, the core major classes were identified and applied to the options.

Results: Randy Anderson presented the curriculum proposals to the Curriculum Committee. The curriculum proposal was approved.

3. There was a low increase in completion. Not all students were seeking a degree. Students were taking classes for personal improvement, additional training for their job, or elective credit for another program. In addition, some Graphic Communications graduates came back to take classes in the other emphases. Certificates should be offered to reward students who complete the major curriculum for an emphasis.

Recommendation: To determine feasibility of certificates, the program used surveys and discussion groups to determine student need and possible number of certificates to be conferred. If determined that certificates were feasible, the DMD faculty would meet with the Curriculum Committee to add Certificates to the Digital Media Design program.

Action: It was determined that the Certificate of Mastery for Graphic Design and Photography/Digital Imaging were feasible. The program proposal was presented.

Results: The program proposal was approved.

4. The program faculty reported that the carpet in classroom 1C1 was becoming worn and in need of replacement. The carpet had been damaged due to water leaks in the ceiling. The water leaks had been repaired.

Recommendation: Requests were made for new carpet in 1C1 to make it more effective for students and instructors.

Action: Budget request was made for new carpet.

Results: Funding was not approved.

5. The program faculty reported that the carpet in classroom 1C2 was becoming worn and in need of replacement. The carpet had been worn due to the chairs.

Recommendation: Requests were made for new carpet in 1C2 to make it more effective for students and instructors.

Action: Budget request was made for new carpet.

Results: Funding was not approved.

II. Executive Summary

The Executive Summary will include the program's connection to the institution's mission, program objectives, and the strengths and areas for improvement of the program. It will also include the key findings and recommendations of the internal or external reviews with regard to the Program Review Principles and Program Review Criteria.

Digital Media Design is a successful AAS program. The program has always worked to meet the needs of the industry, community, and students. The current program faculty members and Advisory Board are doing an excellent job in keeping the quality high to help students be successful in meeting their goals to graduate and get a job in the field or transfer, to take a class or two to improve their skills, or to take courses as electives in other programs.

Strengths

1. The number of enrolled students and graduates of the Digital Media Design program has remained steady for the Graphic Design and Photography/Digital Imaging options.

2. The program has a positive reputation in the community for Digital Media Design training. Faculty receive frequent requests from community employers for student interns and graduates to fill their employment needs. The number of graduates working in the field has remained steady at 50% to 60%. Institutional Effectiveness has provided support data obtained via surveys of OCCC Graphic Communications graduates from years 2010–2014.

FY 2013: 20 GCOM graduates were surveyed with 11 graduates responding. 57.1% of the responding graduates transferred to another college, and 50% were working in a job related to their education.

FY 2014: 18 GCOM graduates were surveyed with 11 graduates responding. 27.3% of the responding graduates transferred to another college, and 60% were working in a job related to their education.

3. The Digital Media Design labs and studio feature up-to-date technology. The DMD program offers three fully equipped Macintosh classrooms/labs and utilizes two classrooms/labs in the OCCC Library. Each contains 20 state-of-the-art student computers, scanners, software, and networked printers. Students have access to high-quality color printing for portfolio assignments and high-quality black and white copies of other assignments. The classrooms have projectors so all students can work hands on while instructors demonstrate software operations. Computers are replaced on a three-year rotation, and software is replaced as it is upgraded in the industry. In addition to the classrooms/labs, the DMD program has a photography studio. All necessary lighting equipment, photographic equipment, and backdrops are available for students to use.

4. The Digital Media Design Advisory Committee is comprised of dedicated, interested professionals who understand the mission of the College and the Digital Media Design Program and are vital in keeping the Digital Media Design program abreast of technological advancements, training needs, and success of students in the field.

5. Faculty members are well qualified, and all are working or have worked for many years in the digital media design industry. They are committed to high standards of excellence and provide appropriate, current, and real-world training for students. They are concerned with students' ability to compete in the marketplace and assist them in job counseling and placement. The overall quality of instruction is high due to the close interaction between faculty and students.

6. Curriculum is updated based on input from the Advisory Board, the results from the Student Outcomes Assessment, and General Education Assessment to ensure that the program remains current with industry needs. Upon completion of the program, students have the skills and knowledge necessary to perform competently in an entry-level position in digital media design.

7. Program faculty are actively involved in and dedicated to strengthening communication and commitment with the Career Technology Centers. Faculty currently serves on the Advisory Board for Francis-Tuttle Technology Center and Moore-Norman Technology Center. There is good communication between faculty of the Technology Centers and the DMD program at OCCC.

Concerns

1. There were low graduation rates for the Computer Animation and Game Design options. The Computer Animation option had a five-year average graduation rate of 2, and the Game Design option had a five-year average graduation rate of 4.4. With the deletion of the Computer Animation and Game Design options, there may be a reduction in the number of students and graduates in the DMD program. Program faculty will have to construct plans to increase student enrollment and graduation rates.

2. The carpet in classroom 1C1 is becoming worn and is in need of replacement. The carpet has been damaged due to water leaks in the ceiling. The water leaks have been repaired.

3. The carpet in classroom 1C2 is becoming worn and is in need of replacement. The carpet has been worn due to the chairs.

Recommendations

1. The curriculum proposal to delete Computer Animation and Game Design was approved by the Curriculum Committee. The State Regents approved these deletions on February 1, 2018.

2. To determine the feasibility of adding a Web Design option, program faculty will discuss the matter with Academic Affairs, the BIT Division, DMD Advisory Board, business leaders, and students. If it is determined that this option is feasible, faculty will meet with the Curriculum Committee to add a Web Design option to the Digital Media Design program.

3. Meet with Francis Tuttle and Moore Norman Technology Centers' graphic communications faculty to discuss the development of direct transfer of credits from the graphic communications programs at the technology centers to the DMD program at OCCC. If it is determined that it is possible, faculty will work together to develop matching curriculum for classes that can be used for direct transfer to the DMD program at OCCC.

4. Develop recruiting materials for the DMD program. The Program Coordinator will request funding from the Dean of Arts, English, and Humanities. If approved, faculty will meet with marketing to begin the development of the materials.

5. Recruit advisory board members for practice interviews or portfolio reviews with portfolio.

6. Provide artifacts for general education assessment. Faculty will identify and submit student work for general education assessment.

7. Request budgeting for new carpet in 1C1. It is always difficult to get funding for classroom renovations and new furniture, but the Division of Arts, English, and Humanities will make the requests in good faith.

8. Request budgeting for new carpet in 1C2. It is always difficult to get funding for classroom renovations and new furniture, but the Division of Arts, English, and Humanities will make the requests in good faith.

III. Analysis & Assessment

This section will include a complete review and analysis of the Program Review Criteria based on the internal or external team's review. It will also assess developments since the last program review in the context of the current recommendations of the internal review and any recommendations.

A. Centrality of the Program to the Institution's Mission

An assessment and written analysis as to the centrality of the program to the institution's mission and in the context of the institution's academic plan are required. The purpose of the mission of an institution is to indicate the direction in which the institution is going now and in the future. The mission defines the fundamental reason for the existence of the institution.

Together with the planning principles and goal statements, the mission reveals the philosophical stance of the institution with respect to education and learning while at the same time providing a framework for the maintenance of institutional integrity and development.

Describe how the program is central to the institution's mission:

The Digital Media Design program provides high quality training in course offerings and level of instruction. This training will prepare the student for entry-level employment in the graphic design, photographic, animation, and game design industries. OCCC wants students to be successful and this program helps students to achieve that goal.

B. Vitality of the Program

Vitality of the program refers to the activities and arrangements for insuring its continuing effectiveness and efficiency. To maintain its vitality and relevance, a program must plan for the continuous evaluation of its goals, clientele served, educational experiences offered, educational methods employed, including the effective incorporation of technology, and the use of its resources. This vital principle or force can best be observed by examining the past and present initiatives to insure the vitality of the faculty, students, and program.

1. List Program Objectives and Goals

The Digital Media Design Program has the following goals and objectives:

1. Offer a high quality of training in course offerings and level of instruction. This training will prepare the student for entry-level employment in the digital media design industry. Students are prepared in the following areas: Graphic Design, Digital Image Editing, Photography, and Computer Illustration. They may also elect to be trained in the areas of Animation or Game Design.

2. Provide the facilities, equipment, and software necessary for quality instruction and student lab experience.

3. Provide retraining for community/industry persons on a part or full-time basis.

4. Offer a two-year Associate in Applied Science Degree and Certificate of Mastery.

5. Maintain a committed advisory board for evaluating and advising faculty on training and curriculum. The Digital Media Design Advisory Board meets twice a year to evaluate the DMD Program and to provide

input on changes. The committee consists of individuals who work in the profession in private industry.

6. Maintain a committed faculty consisting of people who have real-world experience, are dedicated to high standards of excellence, and are willing to continually evaluate all aspects of the program and make necessary changes. They will also advise and assist students in employment opportunities.

2. Quality Indicators

Quality indicators may vary by institutional mission; however, institutions should measure the efforts and quality of their programs by: faculty quality, ability of students, achievements of graduates of the program, curriculum, library, access to information technology resources including efficiencies and improved learner outcomes through appropriate use of this technology and appropriate use of instructional technology to achieve educational objectives, special services provided to the students and/or community, and other critical services.

As appropriate, institutions should evaluate the program against industry or professional standards utilizing internal or external review processes. Institutions must provide specific documentation of student achievement. Such documentation should include programs outcomes assessment data consistent with the State Regents' *Assessment Policy*. Program quality may also be reflected by its regional or national reputation, faculty qualifications, and the documented achievements of the graduates of the programs. This includes a program self-review that provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission and how it relates to Higher Learning Commission Criteria and Components listed below:

a. The program's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible. List of the student learning outcomes.

Student Learning Outcomes
Upon completion of the Digital Media Design program, students will be able to:

1. Demonstrate the understanding of the technical skills in digital media design including:
    a. Software knowledge specific to option or certificate (page-layout, drawing, photo-editing, web-design, animation, and game design software)
    b. Equipment knowledge specific to options (Computers, Scanners, Printers, and Photographic equipment)

2. Demonstrate the understanding of the principles of composition in digital media design including:
    a. Graphic design, image, animation, and game design appropriate to project and purpose
    b. Effective use of compositional elements to create an original graphic design, image, animation, or game design

3. Demonstrate the understanding of the production skills in digital media design including:
    a. Proper production for commercial output
    b. Production with attention to detail

Program Output
Students enrolled in the Portfolio Preparation and Presentation class will be administered a Digital Media Design survey. Seventy-five percent will rate the training received at Oklahoma City Community College as good or better.

On an annual basis, the Digital Media Design advisory committee will evaluate by means of an anonymous questionnaire whether the DMD program is meeting the needs of employers in the Oklahoma City metropolitan area and recommend any program changes.

Student Learning Outcomes Output Schedule (FY 18– FY 21)

FY 18 (2a) Graphic design, image, animation, and game design appropriate to project and purpose
       (2b) Effective use of compositional elements to create an original graphic design, image,
            animation, or game design

FY 19 (1b) Equipment knowledge specific to options (Computers, Scanners, Printers, and Photographic
            equipment)
       (3b) Production with attention to detail

FY 20 (1a) Software knowledge specific to option or certificate (page-layout, drawing, photo-
            editing, web-design, animation, and game design software)
       (3a) Proper production for commercial output

FY 21 (2a) Graphic design, image, animation, and game design appropriate to project and purpose
       (2b) Effective use of compositional elements to create an original graphic design, image,
            animation, or game design

FY 22 (1b) Equipment knowledge specific to options (Computers, Scanners, Printers, and Photographic
            equipment)
       (3b) Production with attention to detail

Well-defined criteria for measurement and how the criteria were used in the program.

Student Learning Outcome (1a)

Graphic Design Option
Eighty percent of students will demonstrate technical expertise in page layout, drawing, and photo-editing software used in the graphic communications industry by scoring "2" on the program rubric.

Photography/Digital Imaging Option
Eighty percent of students will demonstrate technical expertise in page layout and photo-editing software used in the graphic communications industry by scoring "2" on the program rubric.

Computer Animation Option
Eighty percent of students will demonstrate technical expertise in the software used in the animation industry by scoring "2" on the program rubric.

Game Design Option
Eighty percent of students will demonstrate technical expertise in the software used in the game design industry by scoring "2" on the program rubric.

Student Learning Outcome (2a)

Graphic Design Option
Eighty percent of students will demonstrate an understanding of design appropriate to project and purpose by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Photography/Digital Imaging Option
Eighty percent of students will demonstrate an understanding of photography appropriate to project and purpose by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Computer Animation Option
Eighty percent of students will demonstrate an understanding of design appropriate to project and purpose by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Game Design Option
Eighty percent of students will demonstrate an understanding of design appropriate to project and purpose by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Student Learning Outcome (2b)

Graphic Design Option
Eighty percent of students will demonstrate an understanding in the effective use of design elements and typography to create an original design by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Photography/Digital Imaging Option
Eighty percent of students will demonstrate an understanding in the effective use of framing, composition, and lighting to create an original image by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Computer Animation Option
Eighty percent of students will demonstrate an understanding in the effective use of design elements and composition to create an animation by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Game Design Option
Eighty percent of students will demonstrate an understanding in the effective use of design elements and composition to create a game level by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Student Learning Outcome (3a)

Graphic Design Option
Eighty percent of students will demonstrate expertise in the proper production for commercial output by scoring "2" on the program rubric.

Photography/Digital Imaging option
Eighty percent of students will demonstrate expertise in the proper production for image output by scoring "2" on the program rubric.

Computer Animation Option
Eighty percent of students will demonstrate expertise in the proper production for commercial output by scoring "2" on the program rubric.

Game Design Option
Eighty percent of students will demonstrate expertise in the proper production for commercial output by scoring "2" on the program rubric.

Student Learning Outcome (3b)

Graphic Design Emphases

Eighty percent of students will demonstrate production expertise with attention to detail in producing projects without typographical errors by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Photography/Digital Imaging Option
Eighty percent of students will demonstrate production expertise with attention to detail in producing images that have been properly retouched and finished by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the program rubric.

Computer Animation Option
Eighty percent of students will demonstrate production expertise with attention to detail in producing projects without errors by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the
program rubric.

Game Design Option
Eighty percent of students will demonstrate production expertise with attention to detail in producing projects without errors by scoring a minimum of "2" or Satisfactorily meets the student learning outcome on the
program rubric.

The evaluation, results, and recommendations based upon the criteria used.

Program Outputs
Students enrolled in the Portfolio Preparation and Presentation class will be administered a Digital Media Design survey to evaluate the instruction they received.

On an annual basis, the Digital Media Design Advisory Board will evaluate by means of an anonymous questionnaire whether the Digital Media Design program is meeting the needs of employers in the Oklahoma City metropolitan area and recommend any program changes

The FY17 Assessment measured:

Student Learning Outcome (1a)
Upon completion of the Digital Media Design program, students will be able to:
Demonstrate technical expertise in software used in the digital media design industry.

Student Learning Outcome (3a)
Upon completion of the Digital Media Design program, students will be able to:
Demonstrate expertise in the proper production for commercial output.

Measurement used for Student Learning Outcome Assessment
All Digital Media Design students taking the program's final Portfolio Preparation and Presentation course in the fall, spring, and summer semesters of FY17 will create a portfolio and present this portfolio to the instructor. Portfolio pieces will be examined by program faculty according to an established rubric.

Student Learning Outcome (1a)

Graphic Design Option

Eighty percent of students will demonstrate technical expertise in page layout, drawing, and photo-editing software used in the digital media design industry by scoring "2" on the program rubric.

Photography/Digital Imaging Option
Eighty percent of students will demonstrate technical expertise in page layout and photo-editing software used in the graphic communications industry by scoring "2" on the program rubric.

Computer Animation Option
Eighty percent of students will demonstrate technical expertise in the software used in the animation industry by scoring "2" on the program rubric.

Game Design Option
Eighty percent of students will demonstrate technical expertise in the software used in the game design industry by scoring "2" on the program rubric.

Student Learning Outcome (3a)

Graphic Design Option
Eighty percent of students will demonstrate expertise in the proper production for commercial output by scoring "2" on the program rubric.

Photography/Digital Imaging option
Eighty percent of students will demonstrate expertise in the proper production for image output by scoring "2" on the program rubric.

Computer Animation Option
Eighty percent of students will demonstrate expertise in the proper production for commercial output by scoring "2" on the program rubric.

Game Design Option
Eighty percent of students will demonstrate expertise in the proper production for commercial output by scoring "2" on the program rubric.

 Summary of Assessment Data Collected
19 Graphic Communication students' portfolios were reviewed. The results show 100% of the students demonstrated technical expertise in the software used in the digital media design industry by scoring "2" or above on the rubric, and 79% of the students demonstrated expertise in the proper production for commercial output by scoring "2" or above on the rubric.

Recommendations
We met the goal for Student Learning Outcome 1a. However, we were just under our goal for Student Learning Objective 2a. In addition, there was not any data available for the Computer Animation and Game Design options. The professor over those options was laid off before the assessment was started.

Program Outputs
Students enrolled in the Portfolio Preparation and Presentation class will be administered a Digital Media Design survey to evaluate the instruction they received.

On an annual basis, the Digital Media Design advisory board will evaluate by means of an anonymous questionnaire whether the Digital Media Design program is meeting the needs of employers in the Oklahoma City metropolitan area and recommend any program changes.

Measurement used for Program Outputs Assessment
Seventy-five percent of the students enrolled in the Portfolio class will rate the training received at Oklahoma City Community College as good or very good.

The DMD Advisory board will evaluate the program by an anonymous questionnaire and make program recommendations.

Summary of the Program Outputs Assessment Results
19 Digital Media Design surveys were reviewed. The results indicate that 95% of the portfolio students rate the training received in the Digital Media Design program as good or very good. The survey also shows that 95% of portfolio students rated the quality of course content as good or very good.

There was not any data available for the Computer Animation and Game Design student surveys. The professor over those options was laid off before the assessment was started.

5 Digital Media Design Advisory Board Questionnaires were reviewed. The results indicate that 100% agree that the Digital Media Design program is meeting the needs of employers in the Oklahoma City metropolitan area, and 100% rated the overall effectiveness of the Digital Media Design program as satisfactory or better.

Recommendations
The program has met and exceeded goals for FY17. There was a low number of advisory board members attend the spring meeting. The program will actively recruit more members this year.

The General Education Core

General Education at Oklahoma City Community College is an integral component of each student's experience. Every student receiving an Associate Degree (AAS, AA, or AS) must complete at least one course from each of the following areas, indicating a general understanding of that area.

Human Heritage, Culture, and Institutions
Public Speaking
Writing
Mathematical Methods
Critical Thinking

Strategy:

The General Education Committee will create five interdisciplinary teams with members from multiple divisions. Each team will consist of five members with two members specifically teaching in one of the General Education Core Areas. Also, at least one team member will be a representative of the General Education Committee.

Twice a year these teams will evaluate one hundred artifacts from students having attained at least 35 hours of General Education Courses from OCCC. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website.

General Education Assessment Plan

Objective:
To assess and recommend actions for the general education component of Oklahoma City Community College's curriculum.

Method:

Developed rubrics will provide common criteria for assessing "artifacts" gathered from various courses. Artifacts may include, but are not limited to, recorded performances, PowerPoint Presentations, essays, lab reports, research projects, service-learning projects, or any assignment pre-existing in a faculty's course.

Nevertheless, the underlying principle of this method is (1) to reduce the intrusive nature of assessment within faculty courses, (2) to create a real environment of student performances within a classroom setting instead of a contrived environment of a forced examination (*i.e.* CAAP exams not counting for a classroom grade), and (3) to collect artifacts already designed and administered by our professional faculty at OCCC.

Data Collection:
The Office of Institutional Effectiveness will identify each semester students completing at least 35 credit hours in General Education Courses.

Program Response to General Education Assessment Data
General Education requirements represent just over sixty percent of each Associate of Science or Associate of Arts degree, making the careful assessment of these broad competencies OCCC considers essential for all graduates very important. All programs (terminal or transfer) to be evaluated contain at least 18 general education hours within the curriculum. OCCC has five general education learning outcomes that we expect all of our students to be proficient in upon graduation, they are: human heritage, culture, and institutions; writing; public speaking; mathematical methods; and critical thinking. Provide evidence that shows your participation in submission of artifacts, what types of artifacts are being submitted, and how you have used the general education assessment data to inform curricular refinement and to achieve these general education outcomes in your students in your program.

The Digital Media Design program does support and include the general education components. Digital Media Design software courses include writing, mathematical methods, and critical thinking in the general education components. DMD 2803 Portfolio Preparation and Presentation includes writing and critical thinking components. DMD 1223 Advertising Layout, DMD 2323 Publication Design, and DMD 2353 Applied Graphic Art include writing, public speaking, mathematical methods, and critical thinking components. Project presentations were added to the DMD 1013 Creativity and Design class curriculum in response to the general education assessment data for public speaking. The DMD faculty will continue to work with the General Education Committee for submitting artifacts, looking at rubrics to see how more artifacts can be scored, and submitting a greater variety of artifacts from DMD classes. The DMD faculty will utilize General Education data to inform curricular changes. General Education data informed the decision to add project presentations to DMD 1013 Creativity and Design, and program faculty will continue to consult General Education data for other changes to help students achieve the learning outcomes.

    b.   The program values and supports effective teaching.

Faculty Performance Review and Evaluation

Faculty will be evaluated on the basis of the established standards of performance and objectives established in the person's contract and any subsequent memorandums of agreement established for the position/person. Faculty are defined as employees who primarily perform teaching and instruction-related duties and who are employed on the basis of a written contract setting forth the duties to be performed and the compensation to be paid. The performance appraisal for each faculty member will be conducted by the Division Dean or Director as appropriate.

Course and Faculty Evaluation

The Student Input on Instruction process is a means of gathering student perceptions of instruction at the college. The results are intended to be used by you and your dean in identifying ways to improve instruction.

Students will receive an email during the 6th and 7th week for the first 8- week classes, and during the 14th and 15th week for the second 8-week/16-week courses and 16-week c. The email will include the information to evaluate each course. The window for replying to these surveys will be closed at the end of the designated weeks. Faculty will not have access to their SII results until after grades have been turned in.

c. The program creates effective learning environment.

The DMD program offers three fully equipped classrooms/labs and utilizes two classrooms in the OCCC Library. Each contains 20 state-of-the-art student computers, scanners, software, and networked printers. Students have access to high-quality color printing for portfolio assignments and high-quality black and white copies of other assignments. The classrooms have projectors so all students can work hands on while instructors demonstrate software operations. Computers are replaced on a three-year rotation, and software is replaced as it is upgraded in the industry.

In addition to the computer labs, the DMD program has a photography studio. All necessary lighting equipment, photography equipment, and backdrops are available for students to use in the studio.

The carpets in classrooms 1C1 and 1C2 are becoming worn and are in need of replacement. The carpet in classroom 1C1 has been damaged due to water leaks in the ceiling. The water leaks have been repaired. The carpet in classroom 1C2 has been worn due to the chairs.

d. The program's learning resources support student learning and effective teaching.

Instruction and Reference
Reference librarians (3.5 FTE) provide instruction and reference assistance to students. Many students receive hands on introduction to the Library's resources, as well as instruction on selecting and evaluating sources, as part of the required Success in College and Life course. Additional instruction is provided to a variety of other classes, usually with a focus on the appropriate resources for that discipline.

Librarians are available at the Library Assistance Desk 42 hours per week. Students may also request additional research help outside those hours. Video tutorials and online LibGuides on the Library's website also supplement instruction by providing "just-in-time" research tips.

Online and Print Resources
The librarians select and purchase digital media design related materials, as well as building the broader collection of resources that supports the overall OCCC curriculum. Students use library-provided resources in many of their Gen Ed courses, as well as occasional research related to specific DMD course projects. A good collection of books on using InDesign, Illustrator and Photoshop is kept up-to-date. The photography area is especially comprehensive. Items are evaluated for content and to ensure they are appropriate for college freshman and sophomores. Recommendations by faculty are also encouraged. The collection is weeded periodically to maintain currency. Ebooks are also purchased but have not yet been fully embraced by students.

Course textbooks are available at the Library Circulation Desk for in-library use. Texts for the DMD courses are well utilized.

Print periodicals have been eliminated in favor of electronic access. Students can use searchable databases such as *EBSCOhost* to find design and digital media related articles, as well as finding resources supporting their general education courses.

Films on Demand, a collection of academic and scholarly videos, is utilized by faculty teaching online courses as well as in the on-campus classrooms. *Swank Digital Campus* provides a range of feature films

for use by faculty and students. Another tool is *ImageQuest Images Database,* a searchable source of several million graphic images and photos, copyright-cleared, used for student and faculty projects.

The Library also strives to support the professional development of faculty. The circulating book collection is updated with books on teaching, learning, technology in the classroom and curriculum development, plus the *Education Source* database (available via *EBSCOhost*) was added to provide faculty access to periodical literature on teaching. In summary, the Library supports this program and the faculty comprehensively and well.

e. The institution's curricular evaluation involves alumni, employers, and other external constituents who understand the relationship among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. Describe program coordination efforts, partnerships and relationships with transfer institutions.

Digital Media Design is an A.A.S. and Certificate of Mastery program. Even though it is not a transfer program, students have transferred to other universities to seek a baccalaureate degree. The general education classes taken at OCCC transfer, but most of the major classes do not transfer. However, the training the students received from OCCC gives them an advantage in the studies taken at the university.

f. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

An important aspect of keeping the curriculum relevant and ensuring students are adequately prepared for employment is the Digital Media Design Advisory Board. The Digital Media Design Advisory Board meets in the fall and spring semesters to evaluate the Digital Media Design Program and to provide input on changes. The committee consists of individuals who work in the digital media design profession in private industry and instructors from the Career Technology Centers.

Advisory board members are chosen to represent a variety of design and production (for print, photography, animation, and game design) areas within the industry. Members are rotated on a regular basis to ensure different viewpoints and areas of expertise. Members are chosen as a result of recommendations from committee members and faculty.

Advisory board members are also requested to fill out written questionnaires pertaining to standards in software, hardware, training needs, agenda items, and general comments so that all members have an opportunity to express opinions on all issues.

Information obtained from meetings and questionnaires is summarized and analyzed by program faculty, and recommendations are forwarded through appropriate academic channels. These recommendations and the action taken are subsequently reviewed at the next advisory committee meeting.

To facilitate job placement, committee members are involved in arranging field trips, internship placements, and guest speakers, as well as in evaluating student portfolios.

Minutes of meetings are maintained and distributed to committee members, to the Dean of Arts, English, and Humanities, and to the Vice President of Academic Affairs and are kept on file in the Division Office for inspection by interested parties.

3. Minimum Productivity Indicators

The following are considered to be the minimum standards for degree program productivity (averaged over five years). Programs not meeting these standards may be identified for early review as low producing programs. Institutions will be notified of programs not meeting either one of the two standards listed below and other quantifiable measures in this section.

a. Number of degrees conferred (averaged over five years, minimum standard: AA/AS/AAS 5)

Game Design and Computer Animation in Computer-Aided Technology were merged in the Graphic Communication program in FY2016. The Digital Media Design and Multimedia options were deleted from the CAT program. The Multimedia option in GCOM was also deleted, and GCOM was renamed to Digital Media Design. The data below are from taught-out programs and current programs while showing the composite data from the CAT, GCOM, and DMD programs and reflecting the context of the DMD program over the last five years:

Total AAS and Certificate:
FY 2013: 34
FY 2014: 34
FY 2015: 26
FY 2016: 23
FY 2017: 40
Five-year average = 31.4

Total AAS:
FY 2013: 30
FY 2014: 28
FY 2015: 20
FY 2016: 21
FY 2017: 26
Five-year average = 25

Total Certificate:
FY 2013: 4
FY 2014: 6
FY 2015: 6
FY 2016: 2
FY 2017: 14
Five-year average = 6.4

	FY13	FY14	FY15	FY16	FY17
CAT/Multimedia Cert	0	1	0	0	0
AAS Computer Aided Technology/Animation	0	4	0	2	1
Certificate Computer Aided Technology/Game Design	4	2	4	1	1
AAS Computer-Aided Design/Game Design	9	5	4	2	2
Certificate Computer Aided Technology/Animation	0	3	1	1	1
AAS Computer Aided Technology/Digital Media Design	0	1	0	0	1
Certificate Computer Aided Technology/Digital Media Design	0	0	1	0	0

AAS Computer-Aided Technology/Multimedia Emphasis	1	0	0	0	0
AAS Graphic Communications/Multimedia Emphasis	4	5	2	2	1
AAS Graphic Communications/Photography Emphasis	9	5	5	1	2
AAS Graphic Communications/Print Media Emphasis	7	8	9	9	1
AAS Digital Media Design/Animation	0	0	0	0	1
AAS Digital Media Design/Game Design	0	0	0	0	2
AAS Digital Media Design/Graphic Design Option	0	0	0	5	13
AAS Digital Media Design: Photography/Digital Imaging	0	0	0	0	2
Certificate Digital Media Design/Animation	0	0	0	0	1
Certificate Digital Media Design/Game Design	0	0	0	0	2
Certificate Digital Media Design: Graphic Design Option	0	0	0	0	8
Certificate Digital Media Design: Photo/Digital Imaging	0	0	0	0	1

b. Number of majors enrolled (averaged over five years, minimum standard: AA/AS-25 AAS-17)

Game Design and Computer Animation in Computer-Aided Technology were merged in the Graphic Communication program in FY2016. The Digital Media Design and Multimedia options were deleted from the CAT program. The Multimedia option in GCOM was also deleted, and GCOM was renamed to Digital Media Design. The data below are from taught-out programs and current programs while showing the composite data from the CAT, GCOM, and DMD programs and reflecting the context of the DMD program over the last five years:

Total:
FY 2013: 74
FY 2014: 87
FY 2015: 72
FY 2016: 77
FY 2017: 48
Five-year average = 71.6

Total AAS:
FY 2013: 72
FY 2014: 83
FY 2015: 67
FY 2016: 70
FY 2017: 44
Five-year average = 67.2

Total Certificate:
FY 2013: 2
FY 2014: 4

FY 2015: 5
FY 2016: 7
FY 2017: 4
Five-year average = 4.4

	FY13	FY14	FY15	FY16	FY17
CAT/Multimedia Cert	0	0	0	0	0
AAS Computer Aided Technology/Animation	5	7	3	0	0
Certificate Computer Aided Technology/Game Design	0	3	1	0	0
AAS Computer-Aided Design/Game Design	29	25	8	0	0
Certificate Computer Aided Technology/Animation	0	1	0	0	0
AAS Computer Aided Technology/Digital Media Design	8	3	0	0	0
Certificate Computer Aided Technology/Digital Media Design	2	0	0	0	0
AAS Computer-Aided Technology/Multimedia Emphasis	0	0	0	0	0
AAS Graphic Communications/Multimedia Emphasis	5	18	2	0	0
AAS Graphic Communications/Photography Emphasis	18	25	4	0	0
AAS Graphic Communications/Print Media Emphasis	7	5	0	0	0
AAS Digital Media Design/Animation	0	0	9	7	4
AAS Digital Media Design/Game Design	0	0	16	21	7
AAS Digital Media Design/Graphic Design Option	0	0	16	29	24
AAS Digital Media Design: Photography/Digital Imaging	0	0	9	13	9
Certificate Digital Media Design/Animation	0	0	0	1	1
Certificate Digital Media Design/Game Design	0	0	4	6	2
Certificate Digital Media Design: Graphic Design Option	0	0	0	0	1

4. Successful Course Completion

    a. Report the successful completion rates of all major courses in the program.

Course	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
CAT-1003	NA	NA	100.0%	94.4%	94.4%
CAT-1013	75.0%	74.3%	55.3%	NA	NA
CAT-1023	62.2%	85.2%	77.8%	NA	NA
CAT-1033	76.9%	63.6%	73.0%	NA	NA
CAT-1043	75.0%	80.0%	87.7%	60.0%	80.8%
CAT-1053	91.7%	91.7%	100.0%	100.0%	90.0%
CAT-1223	73.7%	66.7%	72.2%	NA	NA

CAT-1233	100.0%	100.0%	83.3%	NA	NA
CAT-1253	79.2%	89.3%	100.0%	93.3%	85.7%
CAT-1513	80.0%	84.4%	89.7%	86.1%	NA
CAT-2143	100.0%	88.9%	94.1%	NA	NA
CAT-2163	85.7%	46.2%	100.0%	60.0%	77.8%
CAT-2223	88.2%	100.0%	100.0%	NA	NA
CAT-2533	75.7%	78.4%	90.0%	NA	NA
CAT-2633	92.9%	57.1%	88.9%	NA	NA
CAT-2924	90.0%	72.2%	50.0%	73.3%	83.3%
DMD-1003	NA	NA	NA	95.0%	NA
DMD-1013	NA	NA	NA	61.2%	72.7%
DMD-1023	NA	NA	NA	81.8%	94.1%
DMD-1033	NA	NA	NA	65.8%	78.4%
DMD-1053	NA	NA	NA	71.1%	73.4%
DMD-1063	NA	NA	NA	74.4%	88.2%
DMD-1133	NA	NA	NA	100.0%	NA
DMD-1153	NA	NA	NA	80.3%	84.3%
DMD-1183	NA	NA	NA	81.3%	81.3%
DMD-1223	NA	NA	NA	58.8%	66.7%
DMD-1233	NA	NA	NA	72.2%	85.7%
DMD-1513	NA	NA	NA	100.0%	71.4%
DMD-2003	NA	NA	NA	100.0%	75.0%
DMD-2053	NA	NA	NA	100.0%	77.8%
DMD-2103	NA	NA	NA	86.7%	100.0%
DMD-2143	NA	NA	NA	89.5%	100.0%
DMD-2153	NA	NA	NA	80.0%	84.2%
DMD-2163	NA	NA	NA	83.3%	84.6%
DMD-2223	NA	NA	NA	77.8%	88.9%
DMD-2253	NA	NA	NA	62.5%	NA
DMD-2323	NA	NA	NA	80.0%	100.0%
DMD-2353	NA	NA	NA	NA	100.0%
DMD-2363	NA	NA	NA	90.9%	92.9%
DMD-2533	NA	NA	NA	82.4%	91.7%
DMD-2633	NA	NA	NA	92.9%	92.9%
DMD-2733	NA	NA	NA	82.4%	90.0%
DMD-2773	NA	NA	NA	72.3%	79.1%
DMD-2783	NA	NA	NA	84.6%	91.4%
DMD-2803	NA	NA	NA	94.1%	93.3%
GCOM-1023	84.8%	74.36%	91.1%	100.0%	NA
GCOM-1053	67.6%	80.41%	85.7%	100.0%	NA
GCOM-1133	90.1%	80.65%	88.9%	NA	NA
GCOM-1153	70.9%	70.59%	88.9%	100.0%	NA

GCOM-1183	78.9%	77.08%	86.7%	100.0%	NA
GCOM-1223	100.0%	NA	75.0%	NA	NA
GCOM-2003	90.0%	100.00%	100.0%	100.0%	NA
GCOM-2053	100.0%	100.00%	100.0%	NA	NA
GCOM-2103	100.0%	64.29%	90.5%	100.0%	NA
GCOM-2153	90.5%	84.21%	86.7%	NA	NA
GCOM-2163	100.0%	100.00%	81.8%	NA	NA
GCOM-2253	76.9%	91.67%	72.7%	NA	NA
GCOM-2323	81.3%	90.00%	94.1%	NA	NA
GCOM-2353	100.0%	100.00%	100.0%	NA	NA
GCOM-2363	72.7%	92.31%	75.0%	NA	NA
GCOM-2773	69.2%	73.39%	84.7%	100.0%	NA
GCOM-2783	74.5%	72.41%	75.0%	NA	NA
GCOM-2793	88.0%	93.33%	88.9%	100.0%	NA
GCOM-2803	94.1%	100.00%	100.0%	NA	NA
GCOM-2813	70.0%	NA	NA	100.0%	NA
GCOM-2853	100.0%	75.00%	75.0%	NA	NA
JB-1103	85.7%	78.38%	75.7%	87.2%	NA
JB-2643	84.4%	86.84%	90.0%	85.3%	NA

      b.   Report the successful completion rates of all general education courses in the program.

The Digital Media Design program does support and include the general education components in its classes, particularly through writing, public speaking, math, and critical thinking. Digital Media Design software courses include writing, mathematical methods, and critical thinking in the general education components. DMD 2803 Portfolio Preparation and Presentation includes writing and critical thinking components. DMD 1223 Advertising Layout, DMD 2323 Publication Design, and DMD 2353 Applied Graphic Art include writing, public speaking, mathematical methods, and critical thinking components. Project presentations were added to the DMD 1013 Creativity and Design class curriculum in response to the general education assessment data for public speaking.

Since the DMD courses are not general education courses, below are the general education results from the General Education Committee for successful completion rates of general education outcomes across campus:

Summary of Results Since 2013
The goal for each outcome is that 70% of students pass. Passing means scoring equivalent to "acceptable" or better on the rubric for that outcome.

category	2017	2016	2015	2014	2013	
Human Heritage, Culture, and Institutions	71.5% (138/193)	73% (96/131)	76% (59/78)	74% (100/136)	74% (69/93)	**Human Heritage, Culture, Values, and Beliefs**
					73% (30/41)	**Social Institutions**

Writing	92.8% (373/402)	94% (220/235)	99% (187/189)	87% (192/220)	93% (88/95)	
Public Speaking	87.8% (72/82)	76% (69/91)	75% (69/92)	88% (71/81)	77% (62/81)	
Math	62.1% (231/372)	61% (156/257)	63% (60/95)	75% (59/79)	72% (70.3†/98)	
Critical Thinking	76.9% (290/377)	77% (235/306)	75% (183/244)	77% (175/227)	76% (157/206)	
			75% (120/160)	82% (105/128)	73% (96/132)	**Science Methodology (later called Critical Thinking in science)**
			75% (63/84)	71% (70/99)	82%†† (61/74)	**Critical Thinking in nonscience**

†The overall score is the average of the "acceptable" or better results in three categories.
†† 51% were at the bare minimum level of competence.

c. Describe program student success initiatives.

1. Improve the completion rates in the DMD 1013 Creativity and Design classes. The completion rates range from a high of 75% to a low of 55% in the last five years. Faculty have redesigned the curriculum, and the classes have been assigned to a different adjunct instructor for the Fall 2017 semester.

2. Continue Open Labs with experienced lab assistant and student lab assistant. Many students find open lab invaluable in completing projects and assignments. Lab assistants provide tutoring when students need assistance with projects or help students catch up when they have missed a class.

3. Improve student Faculty Advisor awareness to increase retention and completion. Students who visit with the faculty advisor tend to have better retention and completion than students who do not. To inform DMD students who their faculty advisor is, program faculty have been asked to announce who the faculty advisor is and how to contact them during the first class meeting.

d. Describe results from success initiatives and future plans to increase student success based on success initiative results.

1. The results from the redesigned DMD 1013 Creativity and Design curriculum will not be available until after the completion of the semester.

2. Students who take advantage of Open Lab perform better and have better completion rates than the students who do not.

3. There has been an increase in advising meetings with students. Program faculty discuss their next semester schedule, fill out overrides, substitute classes, and advise them in the DMD program.

5. Other Quantitative Measures
    a. The number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:

The total of 1000-level courses taught and average class size:

CAT
FY2013: Courses taught: 17, Average class size: 11.8
FY2014: Courses taught: 16, Average class size: 10.9
FY2015: Courses taught: 16, Average class size: 12.6
FY2016: Courses taught: 9, Average class size: 10.4
FY2017: Courses taught: 7, Average class size: 9.8

Graphic Communications
FY2013: Courses taught: 49, Average class size: 8.1
FY2014: Courses taught: 36, Average class size: 7.8
FY2015: Courses taught: 36, Average class size: 10.0
FY2016: Courses taught: 6, Average class size: 2.2
FY2017: Courses taught: NA, Average class size: NA

Digital Media Design
FY2013: Courses taught: NA, Average class size: NA
FY2014: Courses taught: NA, Average class size: NA
FY2015: Courses taught: NA, Average class size: NA
FY2016: Courses taught: 26, Average class size: 14.1
FY2017: Courses taught: 32, Average class size: 14.9

The total of 2000-level courses taught and average class size:

CAT
FY2013: Courses taught: 12, Average class size: 10.5
FY2014: Courses taught: 13, Average class size: 8.5
FY2015: Courses taught: 11, Average class size: 10.9
FY2016: Courses taught: 8, Average class size: 5.5
FY2017: Courses taught: 7, Average class size: 5

Graphic Communications
FY2013: Courses taught: 46, Average class size: 7.9
FY2014: Courses taught: 35, Average class size: 7.8
FY2015: Courses taught: 38, Average class size: 8.3
FY2016: Courses taught: 1, Average class size: 4.4
FY2017: Courses taught: NA, Average class size: NA

Digital Media Design
FY2013: Courses taught: NA, Average class size: NA
FY2014: Courses taught: NA, Average class size: NA
FY2015: Courses taught: NA, Average class size: NA
FY2016: Courses taught: 25, Average class size: 11.6
FY2017: Courses taught: 35, Average class size: 9.7

    b. Student credit hours by level generated in all major courses that make up the degree program for five (5) years.

The total of credit hours generated by 1000-level courses:

CAT	Graphic Communications	Digital Media Design
FY2013: 543	FY2013: 1377	FY2013: NA
FY2014: 516	FY2014: 978	FY2014: NA
FY2015: 636	FY2015: 1212	FY2015: NA
FY2016: 291	FY2016: 39	FY2016: 1542
FY2017: 204	FY2017: NA	FY2017: 1662

The total of credit hours generated by 2000-level courses:

CAT	Graphic Communications	Digital Media Design
FY2013: 291	FY2013: 1212	FY2013: NA
FY2014: 240	FY2014: 885	FY2014: NA
FY2015: 288	FY2015: 1023	FY2015: NA
FY2016: 69	FY2016: 132	FY2016: 1032
FY2017: 30	FY2017: NA	FY2017: 1083

    c.   Direct instructional cost for the program for the review period.

Technology use in the classroom continues to expand to meet the needs of our students. 190 of our classrooms are equipped with permanent multimedia equipment with the availability of mobile carts to increase the number of high tech classrooms to 100%. The cost incurred with this multiyear effort was $1.55 Million. A faculty committee submitted a proposal for a classroom design that supports flexibility in classroom functionality including thin clients, a smaller folding presentation station, and moveable furniture. This committee's proposal was adopted and supported by the Academic Affairs' Deans and President's Cabinet. Through a multi-department effort a total of $400,000 were spent to redesign 8 classrooms to support active learning and cooperative learning formats of instruction as well as a more traditional lecture style.

Faculty members are continuing to utilize student response software, interactive whiteboards and projectors, tablets, and network computing devices in classrooms. OCCC continues to support the utilization of technology in the classroom so faculty can continue to engage students. The Center for Learning and Teaching offers multiple learning opportunities for faculty related to strategies for incorporating technology into instruction effectively as well as the use of the College's Learning Management System, Moodlerooms. The CLT team has strategically worked to meet the needs of our 144 full-time faculty as well as the 428 adjunct faculty members. They support them through organized workshops, online training modules, and individual faculty consultations conducted via phone, email, or in person. The consultations focus on instructional strategies, course design/redesign, assessment construction, selection and use of instructional technology, and aspects of using the College's LMS.

    d.   The number of credits and credit hours generated in the degree program that support the general education component and other major programs including certificates.

The AAS degree in Digital Media Design contains 18 hours of general education courses, including English Composition I, English Composition II, U.S. History, American Government, a humanities elective, and a general education elective. These courses support all programs on campus.

The Digital Media Design program does support and include the general education components in its classes, particularly through writing, public speaking, math, and critical thinking. Digital Media Design software courses include writing, mathematical methods, and critical thinking in the general education

components. DMD 2803 Portfolio Preparation and Presentation includes writing and critical thinking components. DMD 1223 Advertising Layout, DMD 2323 Publication Design, and DMD 2353 Applied Graphic Art include writing, public speaking, mathematical methods, and critical thinking components. Project presentations were added to the DMD 1013 Creativity and Design class curriculum in response to the general education assessment data for public speaking.

e. A roster of faculty members including the number of full-time equivalent faculty in the specialized courses within the curriculum.

Faculty members are well qualified, and all are working or have worked for many years in the digital media design industry. They are committed to high standards of excellence and provide appropriate, current, and real-world training for students. They are concerned with students' ability to compete in the marketplace and assist them in job counseling and placement. The overall quality of instruction is high due to the close interaction between faculty and students.

Full-time Faculty:
Randy Anderson
Justin Shaw
Adjunct Faculty:
Matthew Bell   Phillip Grimes
Teresa Bragg   Stephen Pursley
Michael Scalf   Neal Hettinger
Gary Dominguez   Brian Mays
Tracy Ferguson   Charles Rushton

The number of credit hours per section in major courses:
DMD-2003: 9
DMD-2053: 3
DMD-2103: 21
DMD-2143: 3
DMD-2153: 3
DMD-2163: 3
DMD-2223: 3
DMD-2323: 3
DMD-2353: 3
DMD-2363: 3
DMD-2533: 6
DMD-2633: 3
DMD-2733: 3
DMD-2773: 18
DMD-2783: 6
DMD-2803: 15

Program Average:
FY2017 – FTE: 3.5

f. If available, information about employment or advanced studies of graduates of the program over the past five (5) years.

Institutional Effectiveness has provided support data obtained via surveys of OCCC Graphic Communications graduates from years 2013–2015. Data is not available for the Digital Media Design and Computer Aided Technology programs.

FY2013: 20 GCOM graduates were surveyed with 11 graduates responding. 57.1% of the responding graduates transferred to another college and 50% were working in a job related to their education.

FY2014: 18 GCOM graduates were surveyed with 11 graduates responding. 27.3% of the responding graduates transferred to another college and 60% were working in a job related to their education.

       g.   If available, information about the success of students from this program who have transferred to another institution.

This data is not available. Digital Media Design is an A.A.S. and Certificate of Mastery program. Even though it is not a transfer program, students have transferred to other universities to seek a baccalaureate degree. The general education classes taken at OCCC transfer, but most of the major classes do not transfer. However, the training the students received from OCCC gives them an advantage in the studies taken at the university.

    6.   Duplication and Demand

       a.   Demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data.

The number of enrolled students and graduates of the Digital Media design program has increased from the last five-year review. Regional occupational data for 2016 to 2021 from the Bureau of Labor Statistics shows a 7% increase in demand for graphic designers, 6% increase for photographers, and 9% increase for multimedia artists. Graphic designers have a median yearly income of $40,000. Photographers have a median annual income of $30,000, and multimedia artists have a median annual income of $25,605.

       b.   Demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data.

The program has a positive reputation in the community for digital media design training. The program faculty receive frequent requests from community employers for student interns and graduates to fill their employment needs. Data is not available for the Digital Media Design and Computer Aided Technology programs.

The results for graduates working in a job related to their education from the graduate survey are:

FY2013: 20 GCOM graduates were surveyed with 11 graduates responding. 50% were working in a job related to their education.

FY2014: 18 GCOM graduates were surveyed with 11 graduates responding. 60% were working in a job related to their education.

       c.   Demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting.

This demand does not correlate with the program.

       d.   Indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community.

Digital Media Design faculty organized student and faculty photography exhibits. In addition, faculty photographed student art and managed production for the OCCC calendar. The calendars were used as gifts to college supporters from the president of OCCC.

Faculty currently serves on the Francis-Tuttle Technology Center and Moore-Norman Technology Centers Advisory Boards. There is good communication between faculty of the Technology Centers and the DMD program at OCCC.

e. The process of program review should address meeting demands through alternative forms of delivery.

The Digital Media Design program offers one online section each of Electronic Publishing: InDesign I and Creativity and Design. Both classes have been popular, and enrollment has been good since they were first offered.

Classes are online using Moodle. Faculty use the assignment, test, gradebook, and attendance features in Moodle for their classes. In addition, most faculty post online learning materials as well.

7. Effective Use of Resources

The resources used for a program determine, in part, the quality of the educational experiences offered and program outcomes. Resources include financial support (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services; appropriate use of technology in the instructional design and delivery processes; and the human resources of faculty and staff. The efficiency of resources may be measured by cost per student credit hour; faculty/student ratio; and other measures as appropriate. The effective use of resources should be a major concern in evaluating programs. The resources allocated to the program should reflect the program's priority consistent with the institution's mission statement and academic plan.

The DMD program offers three fully equipped Macintosh classrooms/labs and utilizes two computer classrooms/labs in the OCCC Library. Each contains 20 state-of-the-art student computers, scanners, software, and networked printers. Students have access to high-quality color printing for portfolio assignments and high-quality black and white copies of other assignments. The classrooms have projectors so all students can work hands on while instructors demonstrate software operations. Computers are replaced on a three-year rotation, and software is replaced as it is upgraded in the industry.

In addition to the computer labs, the DMD program has a photography studio. All necessary lighting equipment, photographic equipment, and backdrops are available for students to use.

The effective use of these resources leads to the success of the students in the courses. It is easy to see what a difference having state-of-the-art equipment has on the DMD classes and students.

IV. Program Review Recommendations
This section is a description of recommendations that have been made as a result of the review and of actions that are planned to implement these recommendations. Recommendations should be clearly linked and supported by the information and analyses that were articulated in the previous sections and should contain a realistic strategy for implementation of any changes.

A. Describe the strengths of the program identified through this review.

1. The number of enrolled students and graduates of the Digital Media Design program has remained steady for the Graphic Design and Photography/Digital Imaging options.

2. The program has a positive reputation in the community for Digital Media Design training. The program faculty receive frequent requests from community employers for student interns and graduates to fill their employment needs. The number of graduates working in the field has remained steady at 50% to 60%. Institutional Effectiveness has provided support data obtained via surveys of OCCC Graphic Communications graduates from years 2010–2014.

FY2013: 20 GCOM graduates were surveyed with 11 graduates responding. 57.1% of the responding graduates transferred to another college and 50% were working in a job related to their education.

FY2014: 18 GCOM graduates were surveyed with 11 graduates responding. 27.3% of the responding graduates transferred to another college and 60% were working in a job related to their education.

3. The Digital Media Design labs and studio feature up-to-date technology. The DMD program offers three fully equipped Macintosh classrooms/labs and utilizes two classrooms/labs in the library. Each contains 20 state-of-the-art student computers, scanners, software, and networked printers. Students have access to high-quality color printing for portfolio assignments and high-quality black and white copies of other assignments. The classrooms have projectors so all students can work hands on while instructors demonstrate software operations. Computers are replaced on a three-year rotation, and software is replaced as it is upgraded in the industry. In addition to the classrooms/labs, the DMD program has a photography studio. All necessary lighting equipment, photographic equipment, and backdrops are available for students to use.

4. The Digital Media Design Advisory Committee is comprised of dedicated, interested professionals who understand the mission of the college and the Digital Media Design Program and are vital in keeping the Digital Media Design program abreast of technological advancements, training needs, and success of students in the field.

5. Faculty members are well qualified, and all are working or have worked for many years in the digital media design industry. They are committed to high standards of excellence and provide appropriate, current, and real-world training for students. They are concerned with students' ability to compete in the marketplace and assist them in job counseling and placement. The overall quality of instruction is high due to the close interaction between faculty and students.

6. Curriculum is updated based on input from the Advisory Board, the results from the Student Outcomes Assessment, and General Education Assessment to ensure that the program remains current with industry needs. Upon completion of the program, students have the skills and knowledge necessary to perform competently in an entry-level position in digital media design.

7. Program faculty are actively involved in and dedicated to strengthening communication and commitment with the Career Technology Centers. Faculty currently serves on the Francis-Tuttle Technology Center and Moore-Norman Technology Center Advisory Boards. There is good communication between faculty of the Technology Centers and the DMD program at OCCC.

B. Describe the concerns regarding the program that have been identified through this review.

1. With the deletion of the Computer Animation and Game Design options, there could be a reduction in the number of students and graduates in the DMD program. The options were low producing but still contributed a small number of students and graduates.

2. The carpet in classroom 1C1 is becoming worn and is in need of replacement. The carpet has been damaged due to water leaks in the ceiling. The water leaks have been repaired.

3. The carpet in classroom 1C2 is becoming worn and is in need of replacement. The carpet has been worn due to the chairs.

C. Develop a list of recommendations for action that addresses each of the identified concerns and identify planned actions to implement recommendations.

1. Determine the feasibility of adding a Web Design option to the DMD program. With the loss of the Computer Animation and Game Design options, a new option could be offered that complements the current options, meets industry needs, and has student demand to replace the loss in enrollment.

Meet with Francis Tuttle and Moore Norman Technology Centers' graphic communications faculty to discuss the development of direct transfer of credits from the graphic communications programs at the technology centers to the DMD program at OCCC. If it is determined that it is possible, faculty will work together to develop matching curriculum for classes that can be used for direct transfer to the DMD program at OCCC.

Develop recruiting materials for the DMD program. The Program Coordinator will request funding from the Dean of Arts, English, and Humanities. If approved, faculty will meet with marketing to begin the development of the materials.

Recruit advisory board members to perform practice interviews or portfolio reviews with portfolio students.

2. Request budgeting for new carpet in 1C1.

3. Request budgeting for new carpet in 1C2.

D. Provide institutional recommendations as the result of the program review and planned actions to implement recommendations.

1. To determine the feasibility of adding a Web Design option, faculty will discuss the matter with Academic Affairs, the BIT Division, DMD Advisory Board, business leaders, and students. If it is determined that this option is feasible, program faculty will meet with the Curriculum Committee to propose a Web Design option to the Digital Media Design program.

2. Meet with Francis Tuttle and Moore Norman Technology Centers' graphic communications faculty to discuss the development of direct transfer of credits from the graphic communications programs at the technology centers to the DMD program at OCCC. If it is determined that it is possible, faculty will work together to develop matching curriculum for classes that can be used for direct transfer to the DMD program at OCCC.

3. Develop recruiting materials for the DMD program. The Program Coordinator will request funding from the Dean of Arts, English, and Humanities. If approved, faculty will meet with marketing to begin the development of the materials.

5. Recruit advisory board members for practice interviews or portfolio reviews with portfolio.

6. Provide artifacts for general education assessment. Faculty will identify and submit student work for general education assessment.

7. Request budgeting for new carpet in 1C1. It is always difficult to get funding for classroom renovations and new furniture, but the Division of Arts, English, and Humanities will make the requests in good faith.

8. Request budgeting for new carpet in 1C2. It is always difficult to get funding for classroom renovations and new furniture, but the Division of Arts, English, and Humanities will make the requests in good faith.

APPENDIX

Program Curriculum

Program Requirements

Minimum Required Hours: | 61 |

Major Courses		
Prefix & Number	Course Title	Credit Hours
DMD 1013	Creativity and Design (CA, GameD, GD, & P/DI)	3
DMD 1023	Introduction to Graphic Design (GD)	3
DMD 1033	Principles of Animation (CA)	3
DMD 1043	3D I (GameD)	3
DMD 1053	Electronic Publishing: InDesign I (CA, GameD, GD, & P/DI)	3
DMD 1063	Evolution of Video Game Design Technology (GameD)	3
DMD 1153	Digital Photography (P/DI)	3
DMD 1183	Computer Drawing: Illustrator (CA, GameD, GD, & P/DI)	3
DMD 1223	3D II (GameD)	3
DMD 1233	2D Computer Animation (CA)	3
DMD 1513	Graphic Design (GD)	3
DMD 2053	Electronic Publishing: InDesign II (GD)	3
DMD 2143	Digital Video Editing (CA)	3
DMD 2153	Digital Photography II (P/DI)	3
DMD 2163	Photojournalism (P/DI)	3
DMD 2223	3D III (GameD)	3
DMD 2253	Advertising Photography (P/DI)	3
DMD 2323	Publication Design (GD)	3

DMD 2353	Applied Graphic Design (GD)	3
DMD 2363	Portrait Photography (P/DI)	3
CS 2433	Digital Media Scripting (GameD)	3
DMD 2533	3D Rendering and Design Visualization (CA)	3
DMD 2633	3D Animation and Special Effects (CA)	3
DMD 2733	3D Character Design and Animation (CA, GameD))	3
DMD 2773	Image Editing: Photoshop I (CA, GameD, GD, & P/DI)	3
DMD 2783	Image Editing: Photoshop II (CA, GameD, GD, & P/DI)	3
DMD 2803	Portfolio Preparation and Presentation (CA, GameD, GD, & P/DI)	3
	Computer Animation option (CA)	36 hours
	Game Design option (GameD)	36 hours
	Graphic Design option (GD)	33 hours
	Photography/Digital Imaging (P/DI)	33 hours

General Education Courses		
Prefix & Number	Course Title	Credit Hours
ENGL 1113	English Composition I (CA, GameD, GD, & P/DI)	3
ENGL 1213	English Composition II (CA, GameD, GD, & P/DI)	3
HIST 1483	U.S. History to the Civil War --OR	
HIST 1493	U.S. History Since the Civil War (CA, GameD, GD, & P/DI)	3
POLSC 1113	American Federal Government (CA, GameD, GD, & P/DI)	3
Gen Ed	General Education Elective (CA, GameD, GD, & P/DI)	3
HUM	Humanities Electives (CA, GameD, GD, & P/DI)	3
		18 total

Support Courses		
Prefix & Number	Course Title	Credit Hours
APPM 1223	Mathematics for Technical Careers I --OR	
BUS 1323	Mathematics for Business Careers --OR	
MATH	Any 1000 Mathematics Course (GD, & P/DI)	3
	Elective Courses Selected from any DMD, ART, CAT,	
	JB, DCP, or MU prefix. (GD, & P/DI)	6
		9 credit hours
APPM 1223	Mathematics for Technical Careers I --OR	
BUS 1323	Mathematics for Business Careers --OR	
MATH	Any 1000 Mathematics Course (CA, GameD)	3
	Elective Courses Selected from any DMD, ART, CAT,	
	JB, DCP, or MU prefix. (CA, GameD)	3
		6 credit hours

Life Skills Courses		
Prefix & Number	Course Title	Credit Hours
SCL 1001	Success in College and Life	1