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| **2023 Self-Study Report** | | | |
| **Instructions**: The following pages will guide your submission of your Academic Program Review Self-Study. Please type your responses directly into the document. The completed self-study instrument and all attachments must be submitted to the Academic Program Review Coordinator and your Academic Dean by **September 22, 2023.**    **March 3, 2023 September 21, 2023 October 25, 2023**  **Nov-Dec 2023 Every Fall from 2024-2027** | | | |
| **Program Under Review** | | | |
| **Degree:** Digital Media Arts, Digital Photo and Video  Production Emphasis  Digital Media Arts, Graphic Design Emphasis  AAS  **Certificates:** | **If the program has gone through accreditation in the past year, the information from the accreditation packet can be inserted into the corresponding areas on the self-study.** | **Contact Information for lead on**  **Self-Study**  **Name: Sue Tatterson**  **Campus: Signal Peak**  **Phone:**  **Email:**  **Date of APR Completion:** | **Peer Reviewers Name and Role** |
| Areas in **grey** are used by the peer review team to give feedback on your self-study and do not require your contribution.   1. **Mary Kieser** – Professor of English and Reading 2. **Tim Hohman** – Professor of English 3. **Tom Gamble** – Professor of Math |

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| **I. Program Description, Mission, Vision, & Equity Statement** | | | | |
| **1. What is the description of the program as stated in the current CAC catalog:** (Should contain: description, program certifications, accreditations, awards, and skills attained.)  The Digital Media Arts AAS provides the creative, technical, and visual communication skills required for employment in a variety of entry-level positions, as well as an in-depth understanding of the principles and foundations of digital media technologies and interactive communications. Topics include: graphic design, Web design, digital photography, and digital video production. The program also prepares students for entry into a 4-year college or degree program. | **Does the program description provide the following information? a) A synopsis of the program and curricular outcomes.** | | | **Peer Review Comments:**  Is the desired degree for those entering the field?  Maybe Instead of “topics” say **“S**kills that are taught are required for employment in a variety of entry-level positions in the field(s) of graphic design....”  Also consider listing specific 4-year college degree programs that the program prepares students for in general. You could add: (the specific degree programs are listed below). |
| Exemplary  3 | Adequate 2 | Opportunity for Improvement 1 |
| **Program certifications, accreditations, and awards.** | | |
| Exemplary  3 | Adequate2 | Opportunity for Improvement 1 |
| **The skills that graduate from the program will attain.** | | |
| Exemplary  3 | Adequate2 | Opportunity for Improvement 1 |
| **2. Does your program have a mission and/or a vision statement? If it does, please write them below and indicate where they appear.**  This is the program description which also serves as our mission statement, it is the same as the college catalog. It appears on the website page for the DMA program as well as in our marketing collateral.  The Digital Media Arts AAS provides the creative, technical, and visual communication skills required for employment in a variety of entry-level positions, as well as an in-depth understanding of the principles and foundations of digital media technologies and interactive communications. Topics include: graphic design, Web design, digital photography, and digital video production. The program also prepares students for entry into a 4-year college or degree program.  \*\***I think this needs to be edited to be shorter than the catalog description.** | **Does the program have a mission and/or a vision statement? If so, are the program’s mission or vision statements clear and reflective of the program?** | | | Should there be a different (shorter) statement for the catalog?  You might just provide a brief statement of the type of entry-level positions it would provide students for. |
| Exemplary 3 | Adequate2 | Opportunity for Improvement 1 |
| **3. Describe how the program’s description, mission and/or vision aligns with the College’s Mission and Vision:**  **CAC Vision and Mission Statements:**  **Vision:**  Central Arizona’s premier choice in education and career excellence.  **Mission:**  Central Arizona College serves as a TRUE Learning community by empowering our students and staff to succeed.  **Teaching. Reaching. Understanding. Empowering. Learning.**  **The DMA Program Description and Mission Statements align with the college’s mission and vision in the following ways:**  **Vision alignment: …..**provides the creative, technical, and visual communication skills required for employment in a variety of entry-level positions, as well as an in-depth understanding of the principles and foundations of digital media technologies and interactive communications.  **Mission alignment:** provides the creative, technical, and visual communication skills required for employment in a variety of entry-level positions, as well as an in-depth understanding of the principles and foundations of digital media technologies and interactive communications. Topics include: graphic design, Web design, digital photography, and digital video production. The program also prepares students for entry into a 4-year college or degree program.  **\*\*This needs to be revised to include a statement concerning our use of state-of-the-art equipment/labs as this will align more successfully with the college’s vision and mission.** | **Is the program aligned with the college’s mission, vision, and strategic goals?** | | | Again: we suggest mentioning the field(s): “required for employment in a variety of entry-level positions in \_\_\_\_\_\_\_” |
| Exemplary 3 | Adequate 2 | Opportunity for Improvement 1 |
| **4. Equity Statement and Evidence:** What efforts have been made to make the program more equitable? **(Resources here)**  The DMA program welcomes all students and strives to provide an equitable learning environment in all modalities. Students are encouraged to explore work by designers/photographers from different cultural backgrounds in their research assignments. | **Appropriate efforts have been made to make the program more equitable?** | | | How would this be measured?  One possible way to implement this would be to require instructors in this program to use the statement provided for #4 in their course descriptions and assignment directions/rubrics.  This could be added to this equity statement “Instructors encourage students to explore work by designers and photographers from different cultural backgrounds . . .”  Is this equity statement noted on the syllabus or on the field of interest page? Are instructors accountable to uphold it? |
| Exemplary 3 | Adequate2 | Opportunity for Improvement 1 |

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| **II. Program Curriculum:** | | | | | | | | | | | | | |
| **1. When reviewing the curriculum for the certificate and/or degree, are there any courses that need to be added, deleted, or modified?**  Discussion with the past two graduating classes, 22/23, and reviewing comparable degrees at community colleges led to the following adjustments to the curriculum being deemed necessary: The graphic design track requires ART102 Three Dimensional Design be replaced with an introductory motion graphics course in the DMA program (the hiring of a new DMA faculty member with experience in this field is needed and has been approved, we are awaiting a new search). The photography track requires the deletion of ART107 Drawing 1 and DMA122 Into to Web Design these should be replaced with the proposed DMA motion graphics course mentioned above, as motion graphics/Adobe After Effects is also needed for the video classes. Another course for the photography/video emphasis will be either a history of Photography or a Portrait Photography class, and will be added to replace the second course removal. | | | | | **Was any information given as to possible revisions to the course description, articulation, additions, revisions, or deletions anticipated?** | | | | | | | **Peer Review Feedback:**  I | |
| Exemplary  3 | | | Adequate  2 | | Opportunity for Improvement 1 | |
| **III. Program Outcomes and Assessment** | | | | | | | | | | | | | |
| **1. What are the Program Learning Outcomes (PLOs) for the program degree or certificate as currently indicated in ACRES? If this program contains multiple degrees and/or certificates, the learning outcomes should be provided for each one.**  Digital Media Arts AAS and Graphic Design Certificate PLOs  1. (Evaluation Level) Compare and contrast the fundamentals of design history and theory and identify the influence, cultural and technical, on contemporary practices. (CSLO 1 & 2) 2. (Evaluation Level) Compare and contrast the fundamentals of the history of photography and theory and identify the influence, cultural and technical, on contemporary practices. (CSLO 1 & 2) 3. (Application Level) Apply the fundamental rules of design and typography to solve visual communication problems using industry standard software effectively. (CSLO 3 & 4) 4. (Evaluation Level) Compare and contrast the historic and contemporary perceived language of photographs in a cultural context and articulate the aesthetics used to communicate their visual message. (CSLO 1 & 2) 5. (Synthesis Level) Create and integrate photographic imagery into design projects based upon an awareness of the relationship of photography to the visual disciplines and its influence on culture. (CSLO 1, 2, & 4) 6. (Evaluation Level) Apply the principles of color and 2D and 3D design, including; repetition, contrast, variety, rhythm, balance, emphasis, and economy to original designs and assess psychological factors that influence human response to the concept being communicated. (CSLO 2 & 4) 7. (Synthesis Level) Identify and define the technology and design components required to develop and implement a website using industry standard software and applications, and structure the website using current global usability and accessibility standards and recommendations according to the World Wide Web Consortium (W3C). (CSLO 1, 2 & 4) 8. (Evaluation Level) Demonstrate the ability to form and defend value judgements about design choices and communicate ideas and concepts clearly using specialized terminology and knowledge relevant to graphic design, photography, and visual communication as a whole. (CSLO 4) 9. (Evaluation Level) Demonstrate the ability to critique and evaluate design solutions, taking into consideration cultural relevance, effectiveness, impact, ethics, and ecological sustainability. (CSLO 1 & 4) 10. (Synthesis Level) Plan, develop, and produce a professional design and/or photographic portfolio, electronic and printed, demonstrating an understanding of visual communication, including; organization/composition, typography, photography, design aesthetics, and the ability to construct meaningful design solutions for contemporary design projects. (CSLO 3) 11.(Synthesis Level) Create, edit, and compress video for use in various delivery modes of digital media using standard digital video editing software. | | | | | **Are the Program Learning Outcomes (PLOs) for the program provided and are they relevant to the program’s goals?** | | | | | | | **Peer Review Feedback:**  Will students be taught how to identify and avoid misleading interpretations that can result from images? | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | |
| **2. Are the outcomes from your program determined or influenced by any external organization, agency, or accreditor? If so, please explain. Are there any available accreditations which the program does not have, but may benefit from seeking?**  **N/A** | | | | | **Are any of the program outcomes determined or influenced by any external organization, agency or accreditor identified and explained? If not, mark not applicable. (NA)** | | | | | | | Can a local advisory team be assembled with employers in the field that can identify necessary skills for graduates? | |
| Exemplary  3 | | | Adequate  2 | | Opportunity for Improvement 1 | |
| **3. Assessment Results: Use this Assessment Reporting Form to share your assessment results. Attach assessment data or rubrics as an appendix. (Click on the link to attach to view a sample of Digital Media Arts Assessment as documented on this Assessment Reporting Form)**  [DMA Assessment Reporting Form](https://centralaz.sharepoint.com/:w:/s/ProgramAssessment/EbvzeS21lOlDpGkYsFan0dwBwvOxXjCBqnv-3e0AbtL5KA?e=8x738x) | | | | | **The information in the Assessment Reporting Form should answer the following questions** | | | | | | |  | |
| **A. What PLOs and/or MSLOs and CSLOs did you assess this year?**  1. (Synthesis Level) Identify and specify different graphics file formats for print and web. (CSLO 2, 3 & 4)  2. (Analysis Level) Distinguish image resolution from resolution of input and output devices. (CSLO 2, 3 & 4)  3. (Application Level) Use photo editing software, to edit, retouch, and color-balance digital images. (CSLO 2, 3 & 4)  4. (Knowledge Level) Select and identify the correct editing and workspace tools to transform images using nondestructive editing techniques. (CSLO 2, 3 & 4)  5. (Synthesis Level) Combine digital images using retouching tools to use in composites. (CSLO 1, 3 & 4)  6. (Synthesis Level) Optimize images for output to print and web. (CSLO 2 & 3) | | | | | **Are the PLO’s or MSLOs that were assessed identified and the department/program strategies for assessing learning outcomes described and information provided on how assessment results are collected, analyzed, and discussed?** | | | | | | | We have a question – How are students made aware of the responsibility and ethics of posting something online in a variety of mediums. | |
| Exemplary  3 | | | Adequate  2 | | Opportunity for Improvement 1 | |
| **B. Describe the assessment method used and criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, research paper, performance exam, EAC, etc.)**  The class assessed was DMA 115 Digital Imaging, and the final project was used to measure student proficiency. Students completed an extensive final project which shows proficiency in MSLOs and CSLOs. The final project is a movie poster it incorporates all the skills students learn throughout the semester. The rubric is as follows:    1. **Concept /Originality - 20** possible points 2. **Execution of Concept / Typography, credits, etc. - 40** possible points 3. **Photoshop Tools - (layers, masks, adjustment layers, selections, type tool, type effects) - 40** possible points 4. **Overall Effectiveness as a Movie Poster - 50** possible points | | | | | **Was the assessment method and criteria identified?** | | | | | | |  | |
| Exemplary  3 | | | Adequate 2 | | Opportunity for Improvement 1 | |
| **c. How many students were proficient in the PLOs OR MSLOs and CSLOs and how many were not? What was determined to be proficient? (i.e., 70% = proficient)**  83% | | | | | **Was data provided on assessment results on how many students were proficient?** | | | | | | |  | |
| Exemplary  3 | | | Adequate 2 | | Opportunity for Improvement 1 | |
| **D. What changes/improvements were made or will be made in response to the outcomes of the assessment process?**  The instructions for the final project will include a secondary video tutorial series focusing on typography effects in Photoshop. At present the video tutorials only cover the steps for an image-based poster. The typographic poster is the area most students struggled with. | | | | | I**s there an explanation provided on how MSLO and CSLO assessment results have facilitated changes/improvements to the outcomes of the assessment process?** | | | | | | | We were wondering if the writing component will complement the technical skills learned.  How do students address visual images from the Internet in order to write about them. (Can the integration of two together – images can be misleading?) | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | |
| **IV. Program Graduates** | | | | | | | | | | | | | |
| **1. Discuss how the program supports current or future needs for the job market in Pinal County, the state of Arizona, and/or the United States.**  The demand for visual communicators with degrees in digital media, in a variety of specialized areas, is expected to grow at a rate of between 4% (below average) to 9% (above average) nationally over the next decade, with Arizona’s rate expected to reflect these numbers. The areas that will see the strongest areas of growth are video editors and animators. The current Digital Media Arts degree offers two specializations, graphic design and digital photo/video.  Both public and private institutions and organizations are developing video production and editing departments in-house, which is leading to increased demand (the 9% growth rate) for graduates with experience in these areas. I have received an increase in emails from Pinal County businesses looking for students with video experience over the past two years.  The need for graphic designers is expected to grow at a slower rate (4%) with the demand for print design declining, there is however a continuing need for graduates with design experience in all areas of digital design, especially online marketing.  Pinal County is expanding, and more businesses are being established. This in turn will create a need for experienced designers, photographers and videographers as new businesses require marketing materials and ongoing visual communications. | | | | | **Was information given on how the program supports current or future needs for the job market in Pinal County, the state and/or the United States?** | | | | | | | **Peer Review Feedback:**  We would imagine that Employers are seeking these graduates.  It looks like a good amount of research to determine the future needs of the job market in Pinal County has been done. | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | |
| **2. For degree programs, identify any specific in-state baccalaureate programs into which this program is particularly suited for transfer.**  The DMA AAS transfers to ASU’s Graphic Information Technology Program at the ASU Polytechnic Campus. The GIT program is where most DMA graduates continue with their studies, however, the degree is also suited to and transferrable to: U of A, NAU and GCU, although they do not accept the same number of credits as ASU does. | | | | | **Are any of the program outcomes determined or influenced by any external organization, agency or accreditor identified and explained? If not, mark not applicable (NA)**  **This does not apply to this question. ST** | | | | | | | It looks like good articulation agreements are in place. | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | |
| **3. Indicate if there are any articulation agreements in place for degree graduates.**  There is an articulation agreement in place with the ASU GIT program. DMA students are currently having 75 credits applied and are completing the BAS in less than two years. | | | | | **Are articulation agreements in place for degree graduates?** | | | | | | |  | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | |
| **4. Discuss how the program gets feedback on its program and curriculum from external sources, such as advisory boards, employers, articulation task forces, accreditors, etc.**  The program does not have a board or an accrediting agency, however, I receive feedback from colleagues within ASU’s GIT program, and it has all been very positive and is why they are accepting as many as 75 credits. The employers I communicate with are all impressed with DMA graduates, and in one particular case, I have supplied 3 graduates over a 9-year period to a local Casa Grande business. Once the student/employee moves on, the owner contacts me for another student recommendation. | | | | | **Was information given on how the program gets feedback on its program and curriculum from external sources such as advisory boards, employers, articulation task forces, accreditors, etc.?** | | | | | | | Can a local advisory team be assembled with employers in the field that give feedback on the program graduates that they have employed? | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | |
| **V. Program Specific Resources:**  *In this section, please focus on program specific resources. You may, but do not have to, discuss resources available to the college at large such as Blackboard, the Learning Centers, Library, etc. However, if these resources are impacting your program in a positive or negative way which you would like to discuss, please do so.* | | | | | | | | | | | | | |
| **1. Discuss the adequacy of the budgetary resources, human resources, technological resources, classrooms, labs and space, academic support for students (i.e.: learning center, library) and student support (i.e.: advising) available to the program over the past 5 years:**  **Budgetary/technology/labs:** The budgetary resources are adequate at present and have been continually over the past 5 years. The support from IT in keeping the labs outfitted with industry standard Apple computers has been especially important and will continue to be. At present the Macs that are currently in the T202 lab are adequate but will need to be replaced within the next two years. The Macs in the P104 the Pence Video lab are no longer adequate, they are struggling to run the recent upgrades of the Adobe programs. A full report has been submitted to IT.  **Advising:** The program has struggled to receive support from advising as students are constantly placed in the wrong classes. This has been an ongoing issue for not just the past 5 years but for the past decade. It has become somewhat less of a problem with the implementation of Guided Pathways, and in the past year the assigning of a Career Success Coach, to each area, has been successful in helping students stay on track within the program. The turnover in advising is an ongoing problem and is the reason I was provided an advising stipend. This has now been removed and program advising is now fully in the hands of student services. I don’t believe this is ideal, however I will work with our Success Coach and meet with the advising staff in the hopes of improving the success rate of correct student placement. **Classrooms/ Lab Space:** The Mac Labs are sufficient and offer students up to date technology and an environment conducive to learning, the art classrooms in the N-building are not. The introductory classes in the DMA program include several ART classes that are held in the N-building, which is in an almost state of disrepair. The art studio classroom where students take drawing, two-dimensional design and color theory classes is dark and dingy and completely outdated and sadly, is an embarrassing place to have students begin what we call a state-of-the-art program. It is my hope that within the next 5-years the N-building will be replaced.  **HR:** The DMA program has been understaffed for the past several years. There is a budgetary line for a new professor of digital media, which will be advertised in the fall of 2023, with a start date of fall 2024 and which will alleviate some of the load problem. As the program continues to grow this may need to be revisited. | | | | | **Was the adequacy of the budgetary resources, human resources, technological resources, classrooms, labs and space, academic support for students over the past 5 years evaluated?** | | | | | | | **Peer Review Feedback:**  It looks like a great amount of thought and consideration has gone into an assessment of the adequacy of the budgetary resources.  How often does the equipment in the Mac Labs need to be updated? | |
| Exemplary 3 | | | Adequate 2 | | | Opportunity for Improvement 1 |
| **2. Does the program have sufficient resources to be effective and relevant? Explain:**  The program does have sufficient resources, much of this isdiscussed above, and the program is effective and relevant. We live in an overwhelmingly visual society and the generation of students who will be entering college over the coming decades are digital natives with a desire to communicate visually through social media and multi-media platforms. They will need technological skills, software and hardware, as well as a solid grounding in basic design principles to have successful careers in these fields. | | | | | Sufficient Resources | | | Insufficient Resources | | | No Response |  | |
| **3. What future goals does the program have? Will extra resources and funding be required to achieve it?**  Program goals for the next five years include:  **1.Hiring a full-time faculty member** (funding was provided in the 23/24 budget) with experience in motion graphics and animation to expand the current DMA degree. To be competitive with Maricopa community colleges and other online programs the DMA program needs to offer an animation emphasis, as this is the area of most predicted growth over the next decade. Within this emphasis there will be motion graphics courses for video, which will improve the digital/photo emphasis. At present we have adequate software for introductory courses, however once we have an instructor, who is qualified in animation, the software, we currently have may need to be expanded to meet industry requirements.  **2. Creating a fully online program**, at present 80% of the degree can be can completed online, however there are art classes and video classes that still require either F2F or online synchronous classes. The program will still offer F2F and synchronous classes but there will be an online option for every class in the degree. This is the most requested change by current students.  **3. Implement a four-year degree program**. This may extend beyond the five-year mark, however, again, this is something that is being requested by former and current DMA students. | | | | | **Were future goals identified along with the extra resources and funding that would be required to achieve them?** | | | | | | |  | |
| Exemplary  3 | | | Adequate  2 | | | Opportunity for Improvement 1 |
| **4. Are there any anticipated budgetary needs within next 5 years that would support action plans for program improvement.**  The T202 and P104 Mac labs will need to be updated with new Macs within the next one to two years**.** I have discussed this with Andrew Clegg and the possibility of using 207 monies. | | | | | Sufficient Resources | | | Insufficient Resources | | | No Response |  | |
| **VI. Program Alignment with Institutional Strategic Goals:** | | | | | | | | | | | | | |
| **1. How is the program directly or indirectly helping the College achieve its current strategic goals? Consider each strategic goal and provide a brief comment or description on how the program works to achieve it.**     |  |  | | --- | --- | | **CAC Strategic Goals:** | **Aligned Program Goals:** | | **Student Success**  *Ensure student success through retention, persistence, completion, and transfer* | The DMA Program continually evaluates the curriculum and offers students instruction in industry standard software and best practices. This contributes to the growing graduation rate in the past five years, as well as the number of students transferring. The program is focused on student success and completion through the quality of classes it offers and the variety of modalities. Faculty work with students to make sure they are offered real-world experience while completing their studies. Students are required to complete projects for other academic areas that are used to promote events at CAC. They also have their work exhibited, both online and in the CAC galleries to prepare them for entry into the workforce. The portfolio class requires students to refine projects from 100 and 200 level classes as well as creating resumes and cover letters in preparation for either transferring a four-year university or seeking employment in the fields. They are also introduced to capstone projects that instill critical thinking and research in visual communication topics. | | **Access**  *Ensure all Pinal County residents and others have access to high quality innovative post-secondary opportunities* | The pandemic created a need for online classes, and this has made the program available to a far greater number of Pinal county residents. Prior to 2020 a very limited number of 100 level classes had been developed for online students, now, however, the DMA program offers classes in a variety of modalities, including online (for lecture-type classes), hybrid (with both online and face-to-face “lab” components), and face-to-face classes in environments that have the hands-on technology to support student learning. The program’s growth over the past several years supports the success of the online modality and the growth in availability to more Pinal county residents. | | **Workforce**  *Ensure students acquire the skills necessary for job placement and that meet employer needs in Pinal County and Region* | The DMA program provides valid and industry standard curriculum that teaches practical and relevant skills, as well as providing students with skills to hone their creativity. By providing the same technology that industry professionals use, students learn hands-on skills which translate to industry best practices, preparing students for the workforce or transfer to four-year colleges. | | **Community**  *Ensure Pinal County residents have access to lifelong learning and cultural enrichment* | The DMA program provides Pinal County residents with the opportunity to audit classes. Photography classes are often taken by community members for personal enrichment/lifelong learning. The program offers art shows each semester as well as an Annual Student Art show that highlights work from all areas of the Visual and Performing Arts, which offers cultural enrichment for community members. | | **Environment**  *Ensure a safe, sustainable environment that promotes learning, communication, diversity and satisfaction among students and employees*. | The DMA program provides well-managed and well-maintained technology-focused classrooms/labs, which house the operations of a teaching and learning environment. We support all students, regardless of their prior knowledge and experience of the subject matter, and welcome all who are willing to learn and work hard. | | **Stewardship**  *Ensure optimization of fiscal resources through a balanced budget to support the needs and expectations of students and the community* | The DMA program manages fiscal resources responsibly so that we can deliver current, relevant instruction with cutting-edge technologies so that we can better mirror the tools used in the industry to adequately prepare students for what they will encounter in their design and photography/video careers. | | **Infrastructure**  *Ensure a physical and technological infrastructure that supports changes in learning and working environment* | The DMA program provides a state-of-the-art Mac Lab as well as a photography/video studio that is equipped with industry standard lighting and photography/video equipment. Both of these classrooms/labs provide students with a learning environment that is comparable to industry standard work environments. | | | | | | **Was a description provided on how the program has directly or indirectly assisted the college in achieving its strategic goals.** | | | | | | | **Peer Review Feedback:**  What types of jobs are available for graduates of this program in Pinal County? | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | |
| **VII. Program Effectiveness for Graduates** | | | | | | | | | | | | | |
| **1. Describe how you measure the success of degree and certificate program graduates. For example, are graduate surveys conducted? Are surveys given to employers to determine satisfaction with program graduate employees?**  There are no official surveys following the success of DMA graduates. The only information available is anecdotal provided by students I keep in touch with. Many are working successfully at Phoenix design firms after graduating from the ASU GIT program. Another has become an art director at one of the Valleys large churches, she did not continue on to ASU. Two DMA/ASU graduates are back teaching in the program this fall, which is a great measure of their success and the success of the program, one as well as teaching also has a successful photography/video business started during his time in the DMA program. In an ideal world there would be a better way to track graduates but without a director of alumni position, which is often found at four-year colleges, it is difficult to track program graduates. | | | | | **Was information provided on how the program measures the success of the degree and certificate program graduates?** | | | | | | | **Peer Review Feedback:**  Tracking the success of a program’s graduates is always challenging. I know that Dustin is trying to facilitate the use of software to do this. | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | |
| **VIII. Program Improvement Efforts** | | | | | | | | | | | | | |
| **1. Describe efforts made to improve the program during the past five years."** (For example, this can include professional development, curriculum revision, the purchase of equipment, using assessment to enhance instruction, etc.)  Over the past 5 years there have been extensive improvements made to the DMA program, particularly in curriculum and facilities. In 2017/18 there was an AAS in Graphic Design degree that also included two photography classes, this wasn’t an ideal situation and since 2015/16 there had been substantial changes made to the curriculum I “inherited” when I came to CAC. The AAS in Graphic Design, which had little community recognition either within CAC or with the broader community, became the AAS in Digital Media Arts with two emphases; Graphic Design and Digital Photography and Video. Making these changes allowed the program to grow in two distinct areas and allowed me to improve the curriculum in both areas by focusing on what students in each area needed to prepare them for careers in both fields. The existing Mac lab in T-202, which supported the graphic design students was added to with a photography and Video Studio in the Pence (P104), which, with the addition of 12 iMacs now also acts as a classroom/lab for the photography and video students, the adjoining office allows us to store the camera, video, sound and lighting equipment we have for students to borrow. | | | | | **Was a description provided of the ways the program has engaged in program improvement?** | | | | | | | A great amount of work has been put into curriculum and program revision to keep this program relevant and beneficial for students. Excellent job! | |
| Exemplary  3 | | | Adequate  2 | | Opportunity for Improvement 1 | |
| **IX. Data and Trends** | | | | | | | | | | | | | |
| **Leave this section Blank for now. It will be inputted by IR. You will be asked to comment on the trends and information indicated by the data.** [**(Click here for Data Package)**](about:blank) | | | | | | | | | | | | | |
| **1. Program enrollment data for the past 5 years**    A. Discuss and explain the factors influencing the enrollment trends:  Enrollment has grown steadily, this can be attributed to better recognition of the program as well as a move to offering the program online, there has been consistent growth in the number of class sections being offered since COVID created the need for online and online/synchronous classes. The 18 and under numbers may have increased due to dual enrollment classes with Maricopa HS.  B. How has the program typically recruited students and marketed the program:  The program recruits students through high school visits and attending events hosted at CAC for high school students. Articles in the CG Dispatch have also been utilized from time to time. | | | | | **Has the program enrollment trends for the program increased, remained consistent or decreased?** | | | | | | | **Peer Review Feedback:**  This sounds perfect for transfers.  The growth in enrollment and graduation trends is impressive.  The growth in “New Students” to the program is impressive.  IR has acknowledged that the accuracy of these salaries was skewed due to COVID which disrupted reporting. I am going to recommend that this bar graph is not used until it becomes more accurate. | |
| Increasing 3 | | Consistent 2 | | Decreasing 1 | | |
| **Were the factors influencing enrollment trends discussed?** | | | | | | |
| Exemplary 3 | | Adequate 2 | | No information was given 1 | | |
| **Was information given on how the program typically recruits students and markets the program?** | | | | | | |
| Exemplary 3 | | Adequate 2 | | No information was given 1 | | |
| **2. Program graduation rate trends for the past 5 years**    **Award Count**  **AAS – Graphic Design**: 2018 = 5, 2019 = 5, 2020 = 2, 2021 = 8, 2022 = 9  **AAS – Media Arts:** 2018 = 5, 2019 = 5, 2020 = 2, 2021 = 0, 2022 = 0  A. Discuss and explain the graduation trends. What efforts has the program made to help students achieve completion?  I am not certain these numbers are accurate. I requested the graduation lists for the past 3 years, in 2022 I have 10 for Digital Media Arts, I believe there may be more, I need to take the time to sort through all the lists carefully. I’m not sure how this is being broken down, but I am wondering at the accuracy of Nexus’ numbers.  I do my best to help students complete the program, it was easier when I knew each one of them personally as when I was in class with them, I was able to help them more. There is always a substantial percentage of students who take the 100 level classes and do not continue through to the capstone class DMA205 Portfolio design. The curriculum for all the classes is rigorous and many students enter the program expecting it be all “fun and games” and while the classes are fun, they are also designed to prepare students for the workforce so they must learn design and photography best practices, and many students are not prepared to put in the effort it takes. The exposure to their peer’s work also makes many of them realize just how hard it is to become successful in these very competitive fields, so they don’t continue. I do not push students through who I know will never be either gainfully employed or admitted to a four-year college. I would prefer lower graduation numbers than students with a degree they won’t use and debt they certainly do not need. | | | | | **Have the graduation rates increased in the past 5 years?** | | | | | | |
| Increasing 3 | | Consistent 2 | | Decreasing 1 | | |
| **3. Students who enroll in a four-year college**  Without the means to track actual numbers, I can only guess, because I know the students personally and they let me know what they’re doing, but over the past few years I would say 40-50% have continued to a 4-year program  **4. Data on students who earn external certification or licensure.**  N/A | | | | | **Has the number of program enrollees or graduates who studied at an in-state baccalaureate-level institution during the past 5 years increased, stayed consistent or decreased?** | | | | | | |
| Increasing 3 | | Consistent 2 | | Decreasing 1 | | |
| **5. Average Salary for Students and Graduates and/or job placement information.** | | | | | **Were graduation trends and efforts to help students to achieve completion addressed?** | | | | | | |
| Exemplary 3 | | Adequate 2 | | No information was given 1 | | |
| **6. Data Summary:** Provide a summary of this section. Indicate trends observed in the data, identify areas of strengths, and areas for improvement.  I don’t agree with these numbers and I don’t know where they are coming from. Most entry level graphic design jobs have a starting salary around the $45-50K range, web design is slightly higher at $60-70K. Entry level photography positions vary widely from $35-50K and video editors can earn as much as $80-90K. I know for a fact two of my DMA graduates who graduated from the ASU GIT program both took entry level positions at large design firms and started at $47K and $52K. | | | | | **Was a summary of the Program Enrollment and Graduation Trends provided and was there a reflection of areas of strengths and improvement for the program**. | | | | | | |
| Exemplary 3 | | Adequate 2 | | No information was given 1 | | |
| **X. Evaluation of Program Strengths, Viability and Areas for Improvement:** | | | | | | | | | | | | | |
| **1. After completing the APR Self Study, identify areas of strength and areas for improvement in the program. Is the program still a viable program? Discuss the next steps for the program and Action Plan Ideas.**  Yes, the program is definitely viable. It has shown steadily increasing enrollment over the past 5 years and there is still room for even more growth. The area that will generate the most growth over the next 5 years is a gaming and animation track. Classes in these areas fill almost instantly at MCCD, and they can’t keep up with the demand, I know this from speaking with colleagues. Once we have hired an instructor in this field and developed the curriculum the DMA program will continue to grow its enrollment. Establishing a fully online program will also help the program with it’s continued growth. | | | | | **Were areas of strength and areas for improvement identified? Is an evaluation provided on whether the program is still viable? Were the next steps for the program and action plans identified?** | | | | | | | **Peer Review Feedback:**  Creating a fully online program would definitely make the program more accessible for remote students. | |
| Exemplary 3 | | | Adequate 2 | | Opportunity for Improvement 1 | |
| **XI. Overall Evaluation of the APR Self Study** | | | | | | | | | | | | | |
| **Are key findings that arose from the analysis and review process clearly presented?** | | | | **Peer Review Feedback:** | | | | | | | | | |
| Exemplary 3 | Adequate 2 | | Opportunity for Improvement 1 |
| **Does the review provide a clear direction and vision for the program moving forward?** | | | |  | | | | | | | | | |
| Exemplary 3 | Adequate 2 | | Opportunity for Improvement 1 |
| **Does the review present specific strategies and recommendations for moving the program forward?** | | | |  | | | | | | | | | |
| Exemplary 3 | Adequate 2 | | Opportunity for Improvement 1 |
| **Scoring Rubric**  **If all sections were applicable:** | | | | | | | | | | | | | |
| **Exemplary 99 - 84 (85% and above)** *If all sections were applicable:*  The program self-study fully addressed the core criteria in the self-study and review process. It discussed how goals and objectives are linked to the college mission and strategic goals. The program's student learning outcomes, curriculum comparison and assessment results have informed changes in curriculum, pedagogy, and instructional resources. Action Plans for improvement were identified based on the results of the self-study process. | | **Good 83 - 69 (70 – 84%)**  *If all sections were applicable:*  The program self-study addressed the core criteria in their self-study and review process, but some information was missing. It discussed how goals and objectives are linked to the college mission and strategic goals, and included action plan strategies, but more data, statistics and specific goals could have been identified. The program's student learning outcomes, curriculum comparison and assessment were given but specific information on how it would affect pedagogy and instructional resources was not provided. | | | | **Opportunity for Improvement 68 and less (69% and below)**  *If all sections were applicable:*  Not all the core criteria were addressed and there was information and statistics missing in many of the self-study areas. A reflection of how the self-study will lead to an Action Plan for improvement was not provided. | | | | | | | **Peer Review**  **Feedback: This self-study is reflective of an exemplary APR Self-Study** |
| **If 2 of the sections were not applicable:** | | | | | | | | | | | | | |
| Exemplary 102 – 87 (85% and above) Same criteria as above | | Good 86 - 71 (70 – 85%) Same criteria as above | | | | Opportunity for Improvement 70 - Below (69% and below) Same criteria as above | | | | | | |  |
| **Identified Strengths and Recommendation for Program Action Plan:** | | | | | | | | | | | | | |
| **The reviewers noted the strengths of the program and would like to recommend the following actions to be considered when working with the dean to develop an action plan as a result of the Academic Program Review process.**  **Strengths:**   * The growth in enrollment and graduation trends is impressive. * Excellent articulation plans are in place with ASU – GIT Programs - * Curriculum and the degree have been extensively revamped to become more relevant * Great future goals and Action Plans are identified * DMA Gaming & Animation track will enhance the program * Offering the programs completely online as an option will make it more accessible to remote students.   **Action Plan and/or Program Recommendations:**   * The creation of an advisory board * Add to the program description to identify the entry level jobs it prepares graduates for skills that will be learned. * Creation of a shorter mission statement * Explore strategies to increase graduation rates. We realize many students take a class for professional development rather than to pursue getting a certificate or degree | | | | | | | | | | | | | |
| **Academic Review Process Insight Statement**  Take moment to reflect how this process has helped guide the direction of your program. | | | | | | | | | | | | | |
| **I was already aware of the direction the program needed to take with adding gaming and animation. However, looking at the numbers was helpful, although again, I already knew the exponential growth the program has experienced over the past 3 years. The program has gone from offering one section of the 100 level classes once per year to offering 2 or sometimes 3 sections twice a year. I did find reflecting on how I can better track graduates and help more students to completion, and these are areas I will continue to give further attention to.** | | | | | | | | | | | | | |

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| **Instructions**: In this form, program directors along with the appropriate Dean should indicate any goals or action plans for program improvement over the next 5 years, which have been identified as a result of the academic program review process. | | |
| **Goal/Action 1: (**Type your goal here.) **Hire a new faculty member (Professor of Digital Media) to start Fall 2024, with experience in animation and gaming.**  Strategic Goals Associated:  **Student Success, Access,** | | |
| Cost/Resource Implications: **Budgeted** | Timeline for Achievement:  **One year**. | Measure of Success:  **Faculty hired** |
| **Goal/Action 2: Develop New Curriculum for a DMA Gaming & Animation track**  Strategic Goals Associated:  **Student Success, Access, Workforce, Stewardship, Infrastructure** | | |
| Cost/Resource Implications:  New Instructor required, budgeted | Timeline for Achievement:  Two years | Measure of Success:  Fall 2025/maybe 2026, new DMA classes in animation and gaming available |
| **Goal/Action 3: Offer the DMA Graphic Design Track Fully Online**  Strategic Goals Associated:  **Student Success, Access, Workforce, Stewardship** | | |
| Cost/Resource Implications:  No cost or resources required other than time, curriculum and class building | Timeline for Achievement:  One-two years | Measure of Success:  Fall 2024/25 all classes in the DMA Graphic Design track are available as online only classes. |
| **Goal/Action 4: Increase DMA Program Enrollment to 200-250 students**  Strategic Goals Associated:  **Student Success, Access, Workforce, Community, Environment, Stewardship** | | |
| Cost/Resource Implications:  **Increase in cost of adjunct wages due to more classes being offered, possibly the need for another full-time faculty member.** | Timeline for Achievement:  Three years | Measure of Success:  Increased enrollment to above 200 students |
| **One Year Action Plan Update**  To be completed each December and submitted to appropriate Dean and Academic Program Review Coordinator | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2023 | | |
| **Two Year Action Plan Update** | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2024 | | |
| **Three Year Action Plan Update** | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2025 | | |
| **Four Year Action Plan Update** | | |
| Discuss progress made toward Action Plan goals after one year:  Submitted by: Update by Fall 2026 | | |