2023-2024 PROGRAM REVIEW
Template [Cohort C]

Program Name:	**Game Design, Animation, and Motion Graphics**
Program Review Leader Names:	**Matthew Stavrowsky and Lily Nguyen**

Please type your answers into the blank spaces beneath each question. The box will expand as you type.

1	MISSION STATEMENT	1. Describe the overall purpose of your program. (Why does your program exist?) 2. What does your program do to fulfill its purpose?

OVERVIEW

ACC's Game Development, Animation, and Motion Graphics Department serves the needs of students and industry in the increasingly sophisticated area of modern digital media. This is expressed through the rapidly evolving arenas in which we offer certificate and degree programs to ACC students. These areas of specialization are as follows……
- 2D Animation
- 3D Animation
- Game Art
- Game Design
- Motion Graphics and Visual Effects

Each area of specialization has a dedicated "Section Leader" who oversees the management and operation of their specific area. Including working with adjunct and full-time faculty and implementing assessment through the TracDat system and student evaluations.

MISSION STATEMENT

The Game Development, Animation, and Motion Graphics Program at Austin Community College is dedicated to offering comprehensive workforce education and training to students in the Austin Community College District. Our goal is to enable students to attain certificates and degrees in the

dynamic fields of game development, animation, and motion graphics. The program ensures that students achieve performance levels that surpass the entry-level requirements for roles such as Game Designers, Game Artists, 3D Animators, 2D Animators, and Motion Designers/Artists. By doing so, we prepare our students for successful integration into the workforce and careers in the domains of game development, animation, and motion graphics, catering to both the local and national job markets.

2	AWARDS AND TRANSFERS	Provide data related to your program's completions and/or awards including badges and microcredentials and/or transfers. Include for each of the last three years: • how many graduates the program has had • the percentage of majors graduated relative to declared majors • changes in awards offered and why they were made, including any new awards added or older awards expired • transfer rates, if applicable and available • major transfer institutions. (You will discuss this data in more detail in Question #17.) RELATED DATA: a. Number of Majors (available in TIPS, ACC Fact Book) b. Number of Graduates (available in TIPS, ACC Fact Book) c. Number of Transfers (available in TIPS? IPEDS?). If not applicable, please state, "Not Applicable."

GDAMG PROGRAM COMPLETIONS AND AWARDS

	2020	2021	2022
Total Number of Graduates	66	63	103
Number of Declared Majors	440	421	441
Percentage of Majors Graduated to Declared Majors (%)	15.00%	14.96%	23.36%

Changes in Awards Offered

Currently, we have AAS degrees and Level II Certificates in:

2D Animation Specialization (AAS)
3D Animation Specialization (AAS)
Game Art Specialization (AAS)
Game Design Specialization (AAS)
Motion Graphics and Visual Effects Specialization (AAS)

2D Animation Certificate Level 2
3D Animation Certificate Level 2
Game Art Certificate Level 2
Game Design Certificate Level 2
Motion Graphics Certificate Level 2

Expired Awards:

Technical Art Advanced Technical Certificate

New Awards:

We are proposing a Technical Animation Enhanced Skills Certificate to be effective for Fall 2025 at September's curriculum committee meeting.

Digital Arts Transfer Rate One Year After Graduation

	2018-19	2019-20	2020-21
Digital Arts Graduates	83	76	79
Transfer Rates	19%	11%	10%

Major Transfer Institutions (College-wide)

- University of Texas at Austin
- Texas State University, San Marcos

3	**WHAT HAS CHANGED?** (Since Last Program Review)	1. Describe the implementation and results of the priority initiatives crafted during the previous program review. 2. Describe other significant changes that have happened to your program since the last program review. If this is the first program review for your program, state that and indicate "Not Applicable."

WHAT HAS CHANGED SINCE THE PREVIOUS PROGRAM REVIEW

Some Factors Impacting GDAMG Programs:

The COVID-19 pandemic necessitated a shift to online learning (DLS – Distance Learning Synchronous

Virtual Class Meetings) for all our courses. During the pandemic instructors and students faced the challenge of adapting to new software tools and online teaching methods. The pandemic has largely passed and we have once again begun holding classes in a traditional classroom setting. However, since the shift to online learning, many students and faculty have found that they often prefer the online setting to the conventional classroom. This phenomenon is occurring at the same time that GDAMG has moved into our new Highland Campus facility. As a result, it has been something of a challenge to induce faculty and students to come back to the traditional classroom setting. As of this writing in the Spring 2024 Semester, we are still offering more online classes than traditional or hybrid classes. As of this Spring 2024 semester we are offering:

- 20 face-to-face traditional classes
- 5 Hybrid classes
- 34 online classes

More faculty hold certifications for online and distance education teaching than did pre-pandemic, and it is expected that this trend toward online, hybrid, and synchronous classes will continue.

The move from Northridge to the new Highland Campus has come with some "to be expected" growing pains associated with such a significant event. Classrooms have had to be organized. Hardware and software installed. Offices and work areas are assigned, and students have had to reassimilate after being online through the pandemic. Additional labs/classrooms have been added to our facilities at Highland as compared with what was available at Northridge.

The number of full-time faculty have increased from 7 to 10 since the last program review. But the overall number of employees has decreased from 35 to 31.

It is noteworthy that enrollments in GDAMG programs have been strong and continue to grow in 2024. This has necessitated adding additional sections to available classes as well as the hiring of additional adjunct faculty.

4	INSTRUCTIONAL LOCATIONS	Where do you provide in-person instruction, and explain how these locations meet or do not meet your program's needs? List as applicable: • campuses • remote sites • high schools • other locations.

Instructional Locations

As of the Spring 2024 semester, GDAMG has moved all in-person classes exclusively to the Highland campus. Highland and online are currently the only instructional locations.

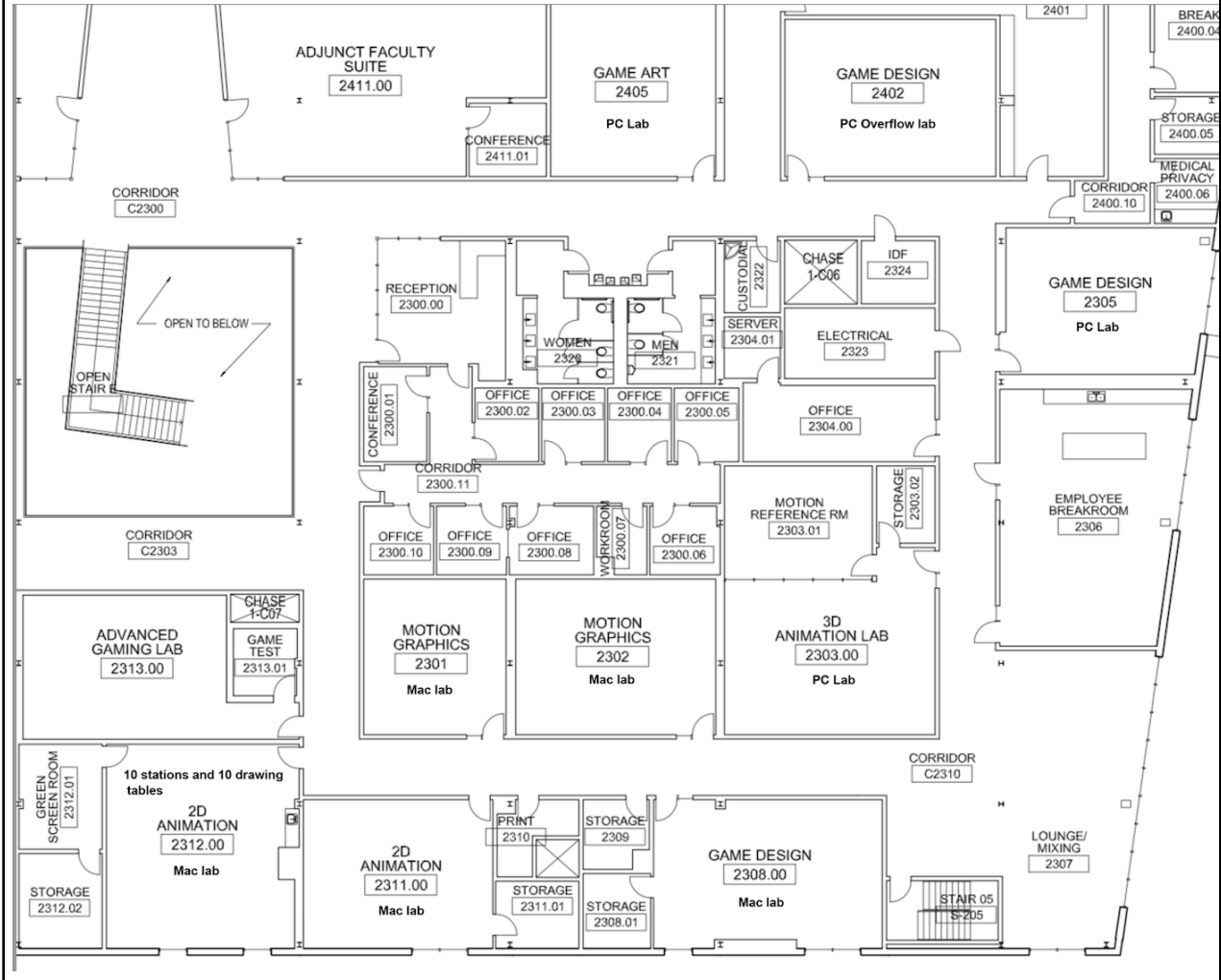| 5	**FACILITIES**	What facilities are used or needed by your program, and explain how your current facilities meet or do not meet the needs of your program. List as applicable: • dedicated classrooms • general classrooms • labs • office space • meeting rooms • outdoor areas • other teaching and workspaces.

Facilities

GDAMG facilities are located in the 2000 building at the new Highland campus and include:
- 9 labs/classrooms
- 1 Open Lab
- 1 Green Screen room
- A motion reference room
- 5 storage rooms
- A server room
- A print room
- A reception room
- 7 offices
- 1 conference room

With the addition of several new full-time faculty members, there is currently a great need for additional office space in our area.

GDAMG area Highland campus

6	EQUIPMENT & TECHNOLOGY	List the type and quantity of equipment and technology resources used by your program. Are these resources adequate to conduct course instruction in your program? If not, what additional equipment and technology resources are needed to carry out instruction and/or improve the quality of course instruction? Consider: • capital equipment • storage equipment/cabinets • other specialized equipment/furniture • computer hardware/software.

GDAMG EQUIPMENT & TECHNOLOGY

- **RM. 2.2301 MOTION GRAPHICS CLASSROOM**
  - MAC PRO 2019 x 11 W/ SINGLE MONITOR:
    - MONTERREY 12.7.2
  - CRESTRON SYSTEM
  - PROJECTOR: PANASONIC RZ660
  - SOFTWARE:
    - ADOBE CC SUITE
    - BOX
    - DRAGON FRAME 5
    - KRITA
    - MAXON & MAXON 4D CINEMA
    - PENCIL 2D
    - PLURAL EYES 4
    - RED GIANT FX PLUG
    - TV PAINT ANIMATION PRO
    - UNITY HUB
    - WACOM TABLET
    - ZOOM
- **RM. 2.2302 MOTION GRAPHICS CLASSROOM**
  - MAC STUDIO 2022 W/ DUAL MONITORS x 13:
    - MONTEREY 12.7.2
  - CRESTRON SYSTEM
  - PROJECTOR: PANASONIC RZ660
  - SOFTWARE:
    - SEE RM. 2301 (SAME SOFTWARE)
- **RM. 2.2303 3D ANIMATION LAB**
  - DELL PRECISION T7920 x 13 W/ DUAL MONITORS:
    - WINDOWS 10 ENTERPRISE
    - VERSION: 22H2
    - OS BUILD 19045.4046
  - CRESTRON SYSTEM
  - PROJECTOR: PANASONIC RZ660
  - SOFTWARE:
    - 7ZIP
    - ADOBE CC SUITE
    - AUTODESK 3DS MAX & MAYA
    - DRAWING.IO
    - EPIC GAMES
    - EPIC PEN
    - K-LITE CODECS
    - KEYFRAME MP2

- KRITA
- MANTIS HUB
- MARMOSET TOOLBAG 4
- MAXON & MAXON 4D CINEMA
- MICROSOFT OFFICE 2019
- OBS STUDIO
- QUICK TIME PLUG IN
- STENCYL
- UNITY HUB
- VISUAL STUDIO (2019 & 2022)
- WACOM TABLET
- ZBRUSH
- ZOOM
- **RM. 2.2304.01 ADM SUPPORT SERVER ROOM**
  - BELKINF1DC116H-TAA 19" WIDESCREEN RACK CONSOLE W/ 16-PORT KVM
  - DELL POWER EDGE R310 (DRACO)
    - WINDOWS SERVER 2019 STANDARD EDITION
    - VERSION: 1809
    - OS BUILD: 17763.5122
  - DELL POWER EDGE R320 (LEO)
    - WINDOWS SERVER 2022 STANDARD EDITION
    - VERSION: 21H2
    - OS BUILD: 20348.1970
  - DELL POWER EDGE R320 (GEMINI)
    - WINDOWS SERVER 2019 STANDARD EDITION
    - VERSION: 1809
    - OS BUILD: 17763.5122
  - DELL POWER EDGE R330 (ANDROMEDA)
    - WINDOWS SERVER 2019 STANDARD EDITION
    - VERSION: 1809
    - OS BUILD: 17763.5122
  - DELL POWER EDGE R330 (SCORPIO)
    - WINDOWS SERVER 2019 STANDARD EDITION
    - VERSION: 1809
    - OS BUILD: 17763.5122
  - DELL POWER EDGE R730 (TAURUS)
    - WINDOWS SERVER 2019 STANDARD EDITION
    - VERSION: 1809
    - OS BUILD: 17763.4851
- **RM. 2.2305 GAME DESIGN CLASSROOM**
  - DELL PRECISION T7920 x 13 W/ DUAL MONITORS:
    - WINDOWS 10 ENTERPRISE
    - VERSION: 22H2
    - OS BUILD 19045.4046
  - CRESTRON SYSTEM

- ■ PROJECTOR: PANASONIC RZ660
- ■ SOFTWARE:
  - ● SEE RM. 2303 (SAME SOFTWARE)
- **RM. 2.2308 GAME DESIGN CLASSROOM**
  - ○ DELL PRECISION T7920 x 13 W/ DUAL MONITORS:
    - ■ WINDOWS 10 ENTERPRISE
      - ● VERSION: 22H2
      - ● OS BUILD 19045.4046
  - ○ CRESTRON SYSTEM
  - ○ PROJECTOR: PANASONIC RZ660
  - ○ SOFTWARE:
    - ■ SEE RM. 2303 (SAME SOFTWARE)
- **RM. 2.2311 2D ANIMATION CLASSROOM**
  - ○ MAC PRO 2019 x 11 W/ SINGLE MONITOR:
    - ■ MONTEREY 12.7.2
  - ○ WACOM CINTIQ 22HD x 11
  - ○ CRESTRON SYSTEM
  - ○ PROJECTOR: PANASONIC RZ660
  - ○ SOFTWARE:
    - ■ SEE RM. 2301 (SAME SOFTWARE)
- **RM. 2.2312 2D ANIMATION CLASSROOM**
  - ○ MAC STUDIO 2022 x 11 W/ SINGLE MONITOR:
    - ■ MONTEREY 12.7.2
  - ○ WACOM CINTIQ 27QHD x 11
  - ○ CRESTRON SYSTEM
  - ○ PROJECTOR: PANASONIC RZ660
  - ○ SOFTWARE:
    - ■ SEE RM. 2301 (SAME SOFTWARE)
- **RM. 2.2313 ADVANCED GAMING LAB (MIXED LAB PC & MAC)**
  - ○ DELL PRECISION T7910 x 6 W/ DUAL MONITORS:
    - ■ WINDOWS 10 ENTERPRISE
    - ■ VERSION: 22H2
    - ■ OS BUILD
  - ○ SOFTWARE:
    - ■ SEE RM. 2303 (SAME SOFTWARE)
  - ○ MAC PRO 2019 x 11 W/ DUAL MONITORS:
    - ■ MONTEREY 12.7.2
  - ○ SOFTWARE:
    - ■ SEE RM. 2301 (SAME SOFTWARE)
  - ○ CRESTRON SYSTEM
  - ○ PROJECTOR: PANASONIC RZ660
- **RM. 2.2402 GAME DESIGN CLASSROOM**
  - ○ DELL PRECISION T7920 x 13 W/ SINGLE MONITOR:
    - ■ WINDOWS 10 ENTERPRISE
    - ■ VERSION: 22H2

- ■ OS BUILD 19045.4046
  - ○ WACOM CINTIQ 22HD x 13
  - ○ CRESTRON SYSTEM
  - ○ PROJECTOR: PANASONIC RZ660
  - ○ SOFTWARE:
    - ■ SEE RM. 2303 (SAME SOFTWARE)
- **RM. 2.2405 GAME ART CLASSROOM**
  - ○ DELL PRECISION T7920 x 13 W/ DUAL MONITORS:
    - ■ WINDOWS 10 ENTERPRISE
    - ■ VERSION: 22H2
    - ■ OS BUILD 19045.4046
  - ○ CRESTRON SYSTEM
  - ○ APPLE T.V.
  - ○ PROJECTOR: PANASONIC RZ660
  - ○ SOFTWARE:
    - ■ SEE RM. 2303 (SAME SOFTWARE)

The current equipment available for the GDAMG department does not meet the needs of students who require equipment for use at home. We need additional laptops, cameras, and iPads for students to check out.

7	**REVENUE**	Identify any major external sources of revenue for the program. Consider: • grants • partnerships • sales/services. If not applicable, please state, "Not Applicable."

Revenue

GDAMG currently receives no external revenue.

8	**BUDGET SHORTFALLS**	Identify any areas where budgetary constraints are restricting your program and discuss the effects. If not applicable, please state, "Not Applicable."

Budget Shortfalls

There is currently a shortfall in funding. Tutors and hourly employees to oversee the open lab within our area. These employees received a raise, but this was not accounted for in the FY25 budget. As of February 2024, the department has used 77% of their hourly budget and predictions indicate there will not be enough hourly salary funds to cover the summer semester.

The department utilizes 2 hourly Workstudy students to help offset shortfall in hourly salaries.

Budget versus Expenditures 2023-2024

Ledger Account	Budget	Commitments and Obligations (YTD)	Actuals (YTD)	Actuals & Encumbrances	Budget Remaining	Budget Used %
Capital Assets (Net)	0	0	0	0	0	0.00%
Operating Revenues	0	0	0	0	0	0.00%
Operating Expenses	1,999,206.00	136	746,943.17	747,079	1,252,127	37.37%
Salaries & Wages	1,774,026.00	0	628,794.12	628,794	1,145,232	35.44%
Employee Benefits	122,948.00	0	99,499.10	99,499	23,449	80.93%
Payroll Suspense - Expenses	0	0	(1,847.02)	-1,847	1,847	0.00%
Consumable Supplies	27,154.00	0	4,672.92	4,673	22,481	17.21%
Subscriptions	3,375.00	0	2,792.77	2,793	582	82.75%
Travel & Registration	1,000.00	0	0	0	1,000	0.00%
Professional Services	14,816.00	66.00	594.00	660	14,156	4.45%
Professional Development/ Training	0	0	1,025.06	1,025	-1,025	0.00%
Licensing Fees	32,000.00	0	6,116.30	6,116	25,884	19.11%
Advertising	6,000.00	0	0	0	6,000	0.00%
Miscellaneous	0	0	47.92	48	-48	0.00%

Expenses						
Printing & Duplication	5,500.00	0	0	0	5,500	0.00%
Postage	550.00	0	0	0	550	0.00%
Equip Repair/Maintenance	5,519.00	0	0	0	5,519	0.00%
Equipment/Computers	6,318.00	70.00	5,248.00	5,318	1,000	84.17%
Total	1,999,206.00	136	746,943.17	747,079	1,252,127	37.37%

9	INTERNAL & EXTERNAL COMMUNICATION & MARKETING	How does your program use different forms of communication to reach and/or market to the following audiences: (1) potential students, including those not traditionally represented in your program, (2) current students, and (3) other faculty, staff, and external stakeholders? In addition, list the forms of communication used and describe their effectiveness. Identify areas for improvement and/or potential strategies to be implemented in the future. Consider: • brochures • posters • other print media • websites • social media • email • ACC TV• recruitment fairs • high school visits • other events or methods.

Internal and External Marketing and Communications

GDAMG staff currently attend high school college fairs, and career fairs and hold on-campus events to inform and attract potential students to our program. We also are members on the PFISD, RRISD and LHISDadvisory boards and use brochures and merchandise to promote awareness about our programs. We currently maintain a Game Development Animation and Motion Graphics Facebook page as well.

10	**EXTERNAL ACCREDITORS**	Other than SACSCOC and the Texas Higher Education Coordinating Board, does your discipline have any outside regulatory/accrediting bodies? If yes, your response should include the following: • List your program's regulatory/accrediting bodies. • Are there any regulatory/accrediting bodies available that your program is not recognized by? If so, are you seeking accreditation, or why not? If not applicable, please state, "Not Applicable."

External Accreditors

No external accreditors besides SACS

11	**COMMUNITY PARTNERSHIPS & NEEDS**	1. Does your program have a Memorandum of Understanding (MOU) or other community partnerships (sharing of facilities, affiliation agreements, volunteer opportunity agreements, co-curricular agreements, etc.)? If so, describe how this benefits students and the program. 2. How does your program gather information regarding community needs (e.g., advisory committees, environmental scans, etc.) and how is such information used? If not applicable, please state, "Not Applicable."

Community Partnerships

We currently have no community partnerships or memorandums of understanding.

12	POSITIONS	List the positions within your program, and note the number of each including any current vacancies for permanent faculty or staff. Include as appropriate: • faculty (full-time and adjunct) • instructional associates • administrative support • technicians • hourly/temporary personnel • others. Include, as appropriate, relevant information that impacts the number and types of positions.

Positions (34 Total)

Administrative Assistant III	1
Program Specialist	1
Full-Time Faculty	10
Adjunct Faculty (dependent on needs)	16
Hourly Staff/Embedded Tutors	6

13	PROFESSIONAL DEVELOPMENT	Regarding faculty/staff professional development in your program: 1. How are program and instructor professional development needs determined, such as portfolio & staff evaluations and student evaluations, changes in equipment, different instructional methods, and cultural awareness? 2. Where do your faculty and staff obtain their professional development (TLED, ACC HR, intra-departmental developed, outside sources, etc.)? 3. When pertinent, how is this new knowledge disseminated across the program/among faculty and staff?

Professional Development

We currently do a faculty portfolio review in years one through three of employment.

All faculty are required by ACC to take regular and recurring faculty development courses such as sexual harassment, cyber security, ADA awareness, harassment and discrimination and other required training. In addition, many faculty participate in the Quality Matters training program. GDAMG offers faculty access to Linkedin Training. Full-time faculty also attend professional workshops relevant to their industry skillset to keep abreast of the latest trends. Pertinent information is disseminated via staff meetings, messages and memorandums. Some faculty members also utilize ACC's Teaching & Learning Excellence Division (TLED) for training and instructional support.

14	DISTANCE LEARNING FACULTY	How do you ensure that all faculty teaching distance education sections have completed any training related to that modality (eg., HyFlex, ONL, DLS, etc.)? Describe any additional program expectations related to improving or maintaining the quality and effectiveness of teaching distance education courses. If not applicable, please state, "Not Applicable."

Distance Learning Faculty

Instructors teaching online classes are required to obtain certification in either QM (Quality Matters) from OCRA (Online Course Redesign Academy) through an ACC-provided online workshop. QM is a faculty-centered, peer review process aimed at enhancing the quality of online courses. It adheres to nationally recognized best practices and leverages the expertise of experienced online instructors and instructional designers.

As part of our future initiatives, we are extending the opportunity for all Faculty/Instructors interested in teaching online courses to achieve QM certification. This involves completing the QM OCRA training workshop and certifying their course through the following steps:

1. **Apply Quality Matters Rubric (APPQMR):** This includes working through the Online Course Redesign Academy (OCRA) and applying the Quality Matters Rubric.
2. **Course Alignment Template:** Collaborate with an Instructional Designer to complete a Course Alignment Template.
3. **Blackboard Course Shell:** Successfully create and complete the course shell in Blackboard, followed by submission for the review and approval process.

| 15 | STUDENT CHARACTERISTICS & DEMOGRAPHICS | 1. What students do you serve, and how do they compare to the overall college and community? Your response should include answers to the following: • What are their demographics/characteristics (race, ethnicity, age, gender, Pell grant status, full/part-time)? • Include any additional relevant data related to student demographics and characteristics.

2. To the degree possible, describe your students' short- and long-term academic/career goals (student intent)? If this information is unavailable or unknown, please explain. RELATED DATA: a. Student Diversity (available in TIPS) b. Enrollment Data (available in TIPS) c. Departmental Snapshot. |

GDAMG Demographics - Race/Ethnicity (%)

Demographics - Race/Ethnicity (%)	2020	2021	2022
White	53.30%	52.15%	46%
Black	5.16%	6.30%	7%
Hispanic	26.07%	28.08%	34%
Asian	6.02%	5.73%	5.57%
Hawaiian/Pacific Islander	0.57%	.	.
Am. Indian/Alaskan Native	0.57%	0.29%	0.70%
Non-Resident Alien	0.86%	1.72%	1.05%
Two or more	6.88%	5.44%	5.57%
Unknown	0.57%	0.29%	.

GDAMG Demographics - Age

Demographics - Age	2020	2021	2022
16 and under	.	1.72%	.
17	0.86%	1.15%	1.39%
18	9.74%	6.30%	8.01%

19-21	35.24%	34.67%	40.77%
22-24	24.36%	22.64%	20.91%
25-30	21.20%	22.06%	16.38%
31-35	3.72%	7.16%	6.97%
36-50	3.72%	3.44%	5.23%
51-64	0.86%	0.86%	0.35%
65 and over	0.29%	.	.
Unknown	.	.	.

GDAMG Demographics - Gender

Demographics - Gender	2020	2021	2022
Male	65.62%	67.34%	61%
Female	34.38%	32.66%	39%

GDAMG Demographics - Full/Part-time Enrollment Status

Demographics - Full/Part Time	2020	2021	2022
Part-Time	75.36%	75.93%	77.00%
Full-Time	24.64%	24.07%	23.00%

ACC Pell Grant Status

Includes full-time, first-time degree/certificate-seeking undergraduate students who were awarded a Pell Grant

Demographics - Pell Grant Status (ACC)	2018-19	2019-20	2020-21
Percentage of Students (%)	35	35	34

The students of the GDAMG department aim to build skills and toolsets to prepare themselves to directly enter the workforce.

16	STUDENT SUCCESS BY MODALITY	Discuss success indicators related to different teaching modalities, such as ONL, DLS, HyFlex, and F2F. Examine: • withdrawal rates • grade distributions • the extent to which students achieve the learning outcomes. What steps have been taken to address any such differences between student success in various modalities? How effective have these steps been? If not applicable, please state, "Not Applicable." RELATED DATA: a. DAC Data (available in TracDat/Nuventive Improve) b. grade distribution data (TIPS) If not applicable, please state, "Not Applicable."

Success Indicators

- Withdrawal rates
- Grade distributions
- Learning outcomes

Steps Taken

- Online support systems: online tutoring, discussion forums, and technical assistance.
- Online engagement: Utilize interactive tools, virtual labs, and multimedia resources to increase student engagement.
- Offer flexibility: Provide flexible deadlines and asynchronous learning options to accommodate diverse student needs.
- Enhance synchronous engagement: Implement interactive tools, breakout sessions, and real-time feedback mechanisms to increase student participation.
- Provide technical support: Offer technical assistance and troubleshooting resources to mitigate technology-related challenges.
- Foster virtual community: Facilitate peer-to-peer interactions and group collaborations through synchronous platforms.
- Provide equitable resources: Ensure that online and in-person students have access to equivalent learning materials and support services.

Efficacy of Steps Taken

We have taken various steps to address the different goals and outcomes for students. By implementing

online support systems, we have enhanced strategies. We have offered flexible learning options in online course options. Withdrawal rates have decreased, and student retention has improved.

Additionally, synchronous distance learning has implemented interactive tools, technical support, and virtual community-building. We have witnessed higher levels of participation and achievement. Flexible course environments have provided students with greater access to learning materials. This has resulted in increased satisfaction and success across all courses.

17	BARRIERS TO STUDENT ACCESS/SUCCESS	Discuss the recognized barriers to student access and success within your discipline. Consider: • academic preparedness • any significant factors (positive or negative) impacting completion rates within your discipline (refer to Question #2 to support this answer with data) • disabilities • access to technology • often under-served populations • locations at which courses are offered • scheduling • child care • financial aid • veterans' issues • transportation.

Barriers to Student Access/Success

Some challenges for students include difficulty getting into full classes. (Additional adjunct faculty could help alleviate this problem) Students also sometimes have difficulty participating in online classes because of a limited number of laptops available to check from the college.

The curriculum within the GDAMG (Graphic Design and Motion Graphics) programs primarily emphasizes auditory and visual experiences. Unfortunately, this focus has posed challenges for students with visual or hearing impairments, hindering their ability to complete certain programs without modifications. When modifications are implemented to assist these students, there is a concern about their applicability in real-world industry settings. Therefore, such modifications are discussed thoroughly with the student before deciding to proceed, considering the industry's potential limitations in providing similar accommodations.

It's important to note that certain programs, like Animation and Motion Graphics, require the use of audio. Dissecting dialogue audio is a fundamental skill in these particular fields.

Additionally, students across the college encounter common barriers, including transportation challenges, the escalating costs of living in-district, and the rigidity of specific financial aid programs.

18	STUDENT SUPPORT SERVICES	What support services does your program offer to students outside of course instruction? Examples might include: • supplemental instruction • advising • outreach • student clubs • referrals • tutoring • library instruction • workshops. Describe the program's view of the effectiveness or ineffectiveness of these support services.

Student Support Services

The GDAMG disciplines offer open labs with access to specialized equipment and software, as well as tutoring. We also loan out equipment such as laptop computers and Wacom drawing tablets to students. Advisors are available during most regular school hours and online as well. Workshops or presentations are sometimes provided where an industry professional may put on a demonstration or lecture for students to learn new tools or techniques or have the opportunity to ask questions first hand.
GDAMG also encourages and supports the formation of student organizations such as a game club, motion graphics club and animation club, to provide a chance to meet with other students who have the same interests, Student Life coordinates many of these activities.

19	CURRENT STUDENT FEEDBACK	How does the program gather information from students to improve classroom instruction, facilities, curriculum, scheduling of courses, equipment, future course offerings, student support services provided, etc. How is this information used to make improvements?

Current Student Feedback

The assessment of student success and satisfaction is a comprehensive process, involving various methods throughout the academic journey. This includes insights gathered from semester-end faculty evaluations, verbal feedback from students, and instructor-lead surveys.

This feedback loop is dynamic, with constant consideration and adjustment of teaching methods. The continuous evolution of teaching tools adds another layer to this process. Success stories and effective instructional methods from specific specializations are shared during faculty meetings. Our department fosters a collaborative environment where successful approaches quickly become adopted by others. This ongoing exchange of feedback and best practices ensures student success and satisfaction.

20	GRADUATE WORKFORCE PREPAREDNESS & OUTCOMES	How do you gather information about graduate workforce preparedness ? What are the results and how are they being used? What percentage of the program's graduates are employed? Of those employed, what percentage are employed in-field? If not applicable, please state, "Not Applicable."

Graduate Workforce Preparedness & Outcomes

Graduate workforce preparedness is assessed from graduate follow-up surveys. We analyze the graduates' transition into the workforce, evaluating their level of readiness, and discerning the alignment between academic training and real-world demands. Through structured inquiries about employment status, job responsibilities, and perceived skill acquisition, these surveys offer insights into graduates' experiences post-graduation. By analyzing the survey data, we can identify emerging trends, pinpoint areas for improvement in curriculum and instruction, and tailor professional development to better equip students for the demands of their chosen fields. The data collected from graduate follow-up surveys serves to improve the department's curriculums and ensure that graduates are prepared to thrive in their respective careers.

21	ALTERNATIVE FORMS of EVALUATING & AWARDING CREDIT	List the type(s) of Credit for Prior Learning (CPL) offered in your program (e.g., these may include receiving credit from 1) transferring courses taken at other institutions; 2) a departmental exam, perhaps including a skills exam; 3) advanced placement (AP) exams; 4) CLEP exams; 5) coursework in the International Baccalaureate program; 6) military training and education; 7) industry recognized certifications; 8) conversion of continuing education coursework; 9) training with a community-based organization articulated through continuing education; 10) ACCTech/Tech Prep; 11) recognized industry apprenticeship programs; 12) admission to accelerated programs based on previous licensure and/or work experience; and/or 13) portfolio assessment.) Describe the processes involved and challenges of offering a greater variety of CPL.

Alternative Forms of Evaluating and Awarding Credit

GDAMG students may receive alternative credit for work experience, transfer of credits from another accredited institution, by challenging a course, or by substituting a course for one of our own with approval.

| 22 | **MASTER SYLLABI** | Make sure the master syllabi posted on the master syllabus repository are up to date (i.e., from the current academic year). Do the master syllabi include all required components? What is your discipline's process by which you review, update and publish master syllabi? Your response should include answers to the following: • Are master syllabi posted in another location besides the college's master syllabi website? • List where the syllabi are posted elsewhere, if applicable, and are they the same?. • If they are posted elsewhere, are they the same? Since the last Program Review, have there been any significant changes to the master syllabi and why (textbook changes; course objective changes; etc)? • List any new courses that have been added or old courses that have been expired. • When were the master syllabi last revised? |

Master Syllabi

Each year, master syllabi undergo a thorough review, aligning them with the latest master syllabi standards of the college. Following this review, the updated master syllabi are consolidated and uploaded to a master Google document. This document serves as a centralized hub, facilitating easy access and sharing among section leaders.

To ensure consistency across classes within their sections, section leaders contribute to the process by providing a template for each class's master syllabus. This template serves as a framework to incorporate unique needs for each specific course. This collaborative approach ensures that each class within a section adheres to the college-wide guidelines while allowing for the necessary flexibility.

23	CURRICULUM DESIGN	How does the program design, review, and implement its curriculum? Provide specific examples. Also consider items such as: • ways in which faculty meet and discuss changes or updates to curriculum • degrees and certificates the program confers • dates new awards, courses, or programs were started since last Program Review • substantial curriculum changes • scheduled review of curriculum • textbooks used • faculty training regarding the curriculum.

Curriculum Design

Our department's AAS degrees and Level II Certificates are developed by industry-led Advisory Committees and faculty members. These committees convene annually to assess student work, evaluate the overall curriculum, and provide valuable insights that guide potential adjustments.

In each GDAMG specialization, a dedicated "Section Leader," serving as a full-time faculty member, oversees various aspects of their designated program with the input of the course instructor. The curriculum design is a collaborative process and informed by the experience of the course designers, who draw on both student outcomes and real-world experience. The curriculum is analyzed for efficacy, and updated as needed.

Our department's AAS degrees and Level II Certificates are developed by industry-led Advisory Committees and faculty members. These committees convene annually to assess student work, evaluate the overall curriculum, and provide valuable insights that guide potential adjustments.

24	**INSTRUCTIONAL METHODS, DETERMINATION, & RATIONALE**	1. What instructional methods are used by your program in its courses? List all that apply, such as: • lectures • laboratory activities • case studies • project-based learning • competency-based instruction • collaborative learning • learning communities • portfolios • internships • clinical/practicum • field activities • simulations. 2. What educational technologies do faculty members generally use? Which ones have been implemented since the last program review? 3. What new instructional approaches, such as belonging, cultural awareness, universal course design, etc., have been implemented since the last program review? 4. What successes and challenges were encountered in trying to implement the methods/approaches listed above?

Instructional Methods, Determination, & Rationale

Instruction within GDAMG is delivered through lectures, laboratory activities, project-based learning, competency-based instruction, collaborative learning, and portfolios. The determination of instructional methods is a dynamic process, shaped by the unique characteristics of the five disciplines within GDAMG. These disciplines cater to students with distinct needs, leading to the utilization of varying approaches to instruction.

The evaluation of student success and satisfaction involves a comprehensive set of methods. Feedback is gathered through semester-end faculty evaluations, verbal feedback from students, DAC (Departmental Advisory Committee) assessment results, and insights from the Advisory Committee reviewing student work. The ultimate measure is the feedback from employers, indicating the employability of graduates. This ongoing feedback loop plays a crucial role in the regular adjustment of teaching methods to meet evolving needs.

GDAMG strives to keep our instructional methods in line with current industry standards. Section Leaders help inform faculty of current best practices in their area. Faculty often share effective tools and methods.

Examples of recent instructional methods include:

1. **Google Drive:** Used in place of physical servers on campus for the distribution of course materials and project assets.
2. **Blackboard:** Utilized for sharing lectures, videos, documentation, course materials, project

assets, and announcements.

3. **Google Drive "Team Drives":** Facilitates the collection of student work, allowing them to submit assignments from any location with internet access.
4. **Camtasia, Zoom, Google Meet, Discord, and Google Drive:** Employed for recording and sharing long, important lectures, catering to students unable to attend in person.
5. **Robotel:** Enables students to watch software lectures on their own computer monitors, reducing distractions and benefiting those with poor vision.
6. **Discord, Zoom, Google Meet:** Used for communication across courses in the Game Design area, essential for faculty and students who may not meet simultaneously but need to communicate.
7. **Collab in Unity:** Enhances student cooperation and collaboration in final classes.
8. **Slack:** Used in Motion Graphics team-oriented classes for communication, collaboration, and file sharing.
9. **Pinterest:** Employed by teachers and students to efficiently gather inspirational design elements.

25	**INSTRUCTIONAL MODALITIES**	List your instructional modalities: On-Campus Options (In-Person/Face-to-Face – F2F, Hybrid Classroom – HYC, Hyflex – FLX) and Distance Education Options (Online – ONL, Synchronous Virtual Class Meetings Required – DLS, Hybrid Distance – HYD). Are certain modalities challenging or ineffective for this program or particular courses? If so, why?

Instructional Modalities:

Our department offers the following instructional modalities:
- In-Person/Face-toFace - F2F
- Hybrid Classroom - HYC
- Online - ONL
- Online Synchronous - DLS

Online classes present a variety of challenges for both students and instructors, including technological issues, lack of real-time interaction, and varying levels of digital literacy.

Technological issues such as poor internet connectivity, software glitches, and hardware malfunctions hinder smooth communication and access to course materials. The lack of real-time interaction can also reduce student engagement. For students who lack digital literacy, navigating digital resources, or troubleshooting technical issues will also impede their ability to access course information and communicate any questions they may have.

26	**USE OF DISCIPLINE ASSESSMENT CYCLE RESULTS**	How does your program use the results of the Discipline Assessment Cycle (as reported in TracDat) to improve things such as curriculum, instruction, assessment, and student performance? How are results shared, discussed, and action strategies developed? What has your program learned from the assessment data? What problems has your program encountered in implementing assessments and/or action strategies? How were these problems resolved?

Discipline Assessment Cycle Results

Our program utilizes the results of the Discipline Assessment Cycle, as reported in TracDat, as a foundational tool for continuous improvement across various facets of our operations. These results are carefully analyzed to identify areas of strength and areas needing improvement in curriculum, instruction, assessment, and student performance.

Through collaborative discussions among faculty members and section leaders, the assessment data is shared and deliberated upon to gain deeper insights into the effectiveness of our practices. We aim for a 80% passing rate in our courses. If that goal is not met, we analyze problem areas and where we can improve. Our program has noted that common problem areas include inconsistent foundation work or the ineffective communication of information. We have encountered challenges in the different approaches necessary to implement assessment data findings in online classes versus in-person classes. These challenges can be addressed with increased individual virtual meetings between online students and faculty.

The action strategies are implemented on an individual course level. Section leaders can meet with the course's instructor to discuss the action strategy and determine what else can be done to improve student performance.

27	**ACADEMIC RIGOR & CONSISTENCY**	How does the program ensure that there is rigor and consistency across course sections? Provide specific examples. Discuss items such as: • ways in which faculty meet to discuss instruction, projects, and other assessments • use of assessment data • master syllabi • faculty training • faculty evaluations • external bodies.

Academic Rigor & Consistency

Dept. chairs and section leaders meet with their faculty to discuss curriculum updates, standards of compliance, Advisory Committee findings, and any other needs specific to their specialization. Dept. chairs are informed if faculty members fail to complete required professional development training. Dept. chairs and section leaders also review the faculty evaluations submitted by students each semester to

28	STRENGTHS, WEAKNESSES, OPPORTUNITIES, & THREATS	Now that your Program Review has been completed and shared with your program, conduct a SWOT Analysis with your program to determine your strengths, weaknesses, opportunities and threats. Explain how you shared the Program Review and promoted and facilitated the SWOT and the process for providing feedback. Include who was involved, e.g., faculty, staff, students, and other stakeholders. Include at least two key findings for each SWOT category in your response and why those are the most significant. Upload SWOT results into the Google folder with your Program Review..

help assess instructors strengths or weaknesses.

2024 SWOT

Our SWOT was conducted in an anonymous Google Form survey to promote flexible participation and confidentiality during the feedback process. Full-time faculty, adjunct faculty, and staff all participated in the survey.

Strengths

- Students feel supported with software and equipment needs
- Training in current industry trends and tools
- Colleagues foster a collaborative and safe environment
- Adjuncts keep experiences relevant
- The department maintains an inclusive environment
- Programs offer a solid foundation in animation principles

Weaknesses

- Lack of interdisciplinary collaboration
- Challenges in accommodating students who desire a broader range of skills within a limited timeframe
- Overloading courses, potentially requiring a reevaluation of curriculum structure, such as introducing specialized tracks.
- Difficulty in meeting all student needs due to course scheduling based on student input rather than faculty requirements.
- Concerns regarding student readiness, particularly in drawing skills, and a desire for better assessment methods to ensure students are adequately prepared.

- Issues with faculty communication, community visibility, marketing strategies, and partnerships with local industries.
- Insufficient full-time faculty leading to course overrides and waitlisted classes.
- Limited tracking of student outcomes post-graduation, highlighting the need for dedicated personnel for data collection.

Opportunities

- Introducing tracks for UI, production, data science, and economy building to meet the demands of rapidly growing sectors in the industry.
- Expanding dual credit enrollment and articulation agreements, and developing more online content-based courses.
- Strengthening connections with institutions like UT and bringing in professional animators worldwide to share current industry standards and insights.
- Enhancing awareness of the program through marketing initiatives like television, radio, and billboards, as well as hosting industry events and mixers.
- Offering industry training budgets, building relationships with studios, and providing internships for real-world experience, thus improving outreach to prospective students.

Threats

- The industry's unpredictable shifts affect student prospects and teaching methods, especially post-COVID.
- Competition from institutions offering similar programs without residency tuition constraints.
- Economic fluctuations leading to layoffs and loss of industry-based faculty.
- UT's reluctance to collaborate.
- Threats of developing a reputation for sub-par quality and becoming outdated due to limited budgets and outdated systems.
- Need to develop protocols for emerging technologies like AI.
- The department's offerings are overshadowed by gaming programs, inadequate marketing, and issues with affordability and quality of instruction.
- Lack of free or affordable software options for students.
- Potential disruptions from AI advancements and further budget constraints.

29	PRIORITY INITIATIVES	Now that your program's SWOT has been completed, list at least three priority initiatives the program intends to implement over the next three years. Explain why these initiatives were chosen.

Priority Initiatives

Annual Community Outreach Event

To address the weaknesses related to community visibility, marketing strategies, and lack of partnerships with local industries, our program will explore an annual community outreach event. The goal of the event is to promote our department and strengthen our relationships with the industry workforce.

Foundational Skills

There are concerns regarding student readiness in several courses across the disciplines offered. To ensure that students are better prepared, we plan to develop additional resources for students to develop their foundational skills.

Recruitment of Adjunct Faculty

Our success in course enrollment comes with long class waitlists and excessive course overloads. To rectify this issue, our department will explore recruiting more adjunct faculty.

30	PLANNING INFORMATION	Ensure the program's planning information (goals, objectives, measurement plans, and results) is complete and current in Nuventive Improve (TracDat). How does this Program Review inform or impact your program's planning information? Briefly describe how your planning objectives are determined and how you communicate this information to your faculty and staff.

Planning Information

The Program Review process has shed light on both our weaknesses and strengths, guiding us in formulating a plan of action for the future. Our program's planning objectives are informed by a variety of sources including student evaluations, TracDat data, faculty input, and feedback from potential employers in the workforce. These objectives are then communicated through department-wide meetings and internal communication channels to ensure alignment and shared understanding across the organization.