



2020-21

Instructional Program
Review

Digital Media & Design

James Stoutamore

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1. PROGRAM/DISCIPLINE MISSION/GOALS AND LINK TO STRATEGIC PLAN

1A. DESCRIBE PROGRESS TOWARD GOALS SET IN PREVIOUS REVIEW, ANNUAL BUDGET PRESENTATIONS, AND/OR STRATEGIC BUDGET PLANNING.

Goal 1 (Prosperity): Improve student success with successful job placement, including self-employment, and transfer students

- Measurable Target: CWD placements, 35% of students employed locally assessment measures layered into course delivery.
 - Curriculum aligned with industry standards to produce marketable skills and employable graduates

Goal 2 (Excellence): Enhance the quality of current course offerings and recruit content experts as instructors

- Measurable Target: 90% of courses are offered by professionals with certain degrees and related fields. 20% increase in students declaring major of digital media and design
 - Clear sequence of course offerings. Align clear pathways with for students. Looking for higher enrollment.

Goal 3 (Access): Clear path from high school and external partners.

- Measurable Target: Larger program of study with high school partners.
 - Increase the program with dual credit and other partners that will pipeline students into the DMD program

Goal 4 (Planning): Curricular redesign insure completion and retention

- Measurable Target: Cohort completion report success. Number of graduates. Healthy, CMA
 - Curriculum alignment with program outcomes, clear sequence of courses, which are fun rigorous opportunities that retain students.

Goal A (Choose one--): Improve employability measures of work in the field of study and income attainment.

- Measurable Target: Expansion of CW replacement. Two or more work-based projects taken on by students in the digital media program.
 - Digital media design needs to expand its opportunities for students to gain real-world experience through project base learning

Goal B (Prosperity): Improve sustainability.

- Measurable Target: Two or more community meetings will be attended by the lead advisor. All digital media design. Students will receive advising and have a clear academic plan on record in student services or with the lead adjunct advisor.

- This program will continuously be championed by adjunct instructors. These instructors need to embrace the full strategic plans and retention efforts of the college.

1B. HAVE YOU MET YOUR PREVIOUSLY SET GOALS? IF NOT, HOW DO YOU PLAN TO MEET THEM?

☒ Yes

☐ No

Entire degree online

2. PROGRAM/DISCIPLINE DESCRIPTION AND OVERVIEW

2A. PROVIDE THE CATALOG DESCRIPTION OF THE PROGRAM.

TWO-YEAR ASSOCIATE OF APPLIED SCIENCE DEGREE

Digital technology jobs are fast becoming a major career pathway with new opportunities being created daily. This program prepares multimedia and web design technicians with broad-based, entry-level media and communications skills for a variety of industries and agencies. The program's leading-edge courses prepare students to be competitive and job ready in a number of settings. Examples include video and media production, graphics, web and mobile app design, mobile game development, and website design and development.

Industry certifications are also available for students to earn professional awards from Adobe in Photoshop, Illustrator, and Dreamweaver programming as well as Certified Internet Web Professional (CIW) website design awards.

Our 15 core media technology courses include in-demand job specialties such as code development for state-of-the-art responsive website design, mobile web apps, e-commerce, social media marketing, mobile gaming development, 3D and augmented reality, video production and editing, design graphics, digital drawing, multimedia project management, and opportunities to work in business and industry sponsored internships. This experience and knowledge provides graduates the skills they need to be competitive for employment.

This program will be attractive to traditional students expecting to transfer to a four-year institution, non-traditional and adult students who are learning new media skills to enhance their employability, and individuals wanting to update their knowledge and learn current best practices for new technology jobs and prepare for advancement with current employers.

PROGRAM LEARNING OUTCOMES

Upon successful completion of the program, students will be able to:

- Produce digital and interactive projects in a variety of media.

- Develop websites with HTML, CSS, and content management systems.
- Design applications that include multiple forms of media such as text, graphics, audio, video, and animation.
- Manipulate variables with computer software applications.
- Apply visual design strategies to interactive multimedia projects.
- Use social media to connect with customers and improve business performance.

TECHNICAL CORE

- [BUS 233 - Social Media Marketing](#) *3.00 credits*
- [CIS 135 - Mobile Web App Development](#) *3.00 credits*
- [CIS 135L - Mobile Web App Development Lab](#) *1.00 credits*
- [CIS 181J - CMS Website Creation](#) *3.00 credits*
- [CIS 181JL - CMS Website Creation Lab](#) *1.00 credits*
- [CIS 195 - Intro to Web Page Design](#) *3.00 credits*
- [CIS 195L - Intro to Web Page Design Lab](#) *1.00 credits*
- [CIS 196 - Interm/Adv Web Development - HTML5](#) *3.00 credits*
- [CIS 196L - Interm/Adv Web Dev - HTML5 Lab](#) *1.00 credits*
- [CIS 297 - Capstone](#) *3.00 credits*
- [MMT 239 - Digital Drawing/Adobe Illustrator](#) *3.00 credits*
- [MMT 239L - Digital Draw/Adobe Illustrator Lab](#) *1.00 credits*
- [MMT 240 - Digital Photography & Photoshop](#) *3.00 credits*
- [MMT 240L - Digital Photography & Photoshop Lab](#) *1.00 credits*
- [MMT 241 - Graphic Design for the Web](#) *3.00 credits*
- [MMT 241L - Graphic Design for the Web Lab](#) *1.00 credits*
- [MMT 260 - Video Production I](#) *3.00 credits*
- [MMT 260L - Video Production I Lab](#) *1.00 credits*
- [MMT 261 - Advanced Video Editing](#) *3.00 credits*
- [MMT 261L - Advanced Video Editing Lab](#) *1.00 credits*

ELECTIVES

Students must complete electives as required to bring the total number of credits to 15.

- [CIS 111 - Digital Game Development I](#) *3.00 credits*
- [CIS 111L - Digital Game Development I Lab](#) *1.00 credits*
- [CIS 211 - Digital Game Development II](#) *3.00 credits*
- [CIS 211L - Digital Game Development II Lab](#) *1.00 credits*
- [CIS 245 - Multimedia Project Management](#) *3.00 credits*
- [CIS 245L - Multimedia Project Management Lab](#) *1.00 credits*
- [MMT 271 - Exploring Device-Based Augmented Reality](#) *3.00 credits*
- [MMT 272 - Advanced Cloud-Based Augmented Reality](#) *3.00 credits*
- [MMT 273 - Building Virtual Reality Applications](#) *3.00 credits*
- [MMT 296 - Community Project-Based Learning](#) *3.00 credits*

2B. DESCRIBE HOW AND TO WHAT DEGREE THE PROGRAM DESCRIPTION REFLECTS THE PROGRAM'S OVERALL GOALS. IF IT DOES NOT, REVISE PROGRAM DESCRIPTION.

Our 15 core media technology courses include in-demand job specialties such as code development for state-of-the-art responsive website design, mobile web apps, e-commerce, social media marketing, mobile gaming development, 3D and augmented reality, virtual reality, video production and editing, design graphics, digital drawing, multimedia project management, and opportunities to work in business and industry sponsored internships. This experience and knowledge provides graduates the skills they need to be competitive for employment.

2C. COMMUNITY LABOR MARKET NEED ANALYSIS AND PROJECTION

The labor market report does not accurately show the regions where companies would hire our graduates. Graduates would find placement in SF Bay, Seattle, Los Angeles and other cities that have major corporations and government agencies. There is also a huge market worldwide for VR Engineers.

Area	Oregon
2019 Employment	4,514
2029 Employment	5,037
Annual Change Openings	52
Annual Replacement Openings	476
Total Annual Openings	528

Wage Range 2020 Graphic Design			
Area	Median Hourly	Avg Annual	Middle Range
Oregon	\$26.12	\$57,542	\$19.81 - \$33.20
East Cascades	\$20.78	\$45,383	\$15.76 – \$26.86
US	\$28.06	\$58,370	\$19.31 - \$34.29

Industries of Employment	
Industry	2019 Employment
Manufacturing	41
Wholesale Trade	28
Information	34
Professional, Scientific, and Technical Services	75
Occupations with Similar Skills	
Multimedia Artists and Animators	
Art Directors	
Advertising and Promotions Managers	
Film and Video Editors	

Interior Designers

Wage Range 2020 AR/VR engineers*		
Area	Avg Annual	Middle Range
California	\$178,797	\$130,000 - \$250,000
New York	\$152,673	\$130,000 - \$250,000
Los Angeles	\$156,400	\$130,000 - \$250,000
Dallas/Fort Worth	\$155,000	\$130,000 - \$250,000

*4 year degree

Statewide Employment Analysis

Employment in this occupation in 2019 was somewhat larger than most occupations across the state. The total number of job openings is projected to be somewhat larger than most occupations in Oregon through 2029. This occupation is expected to grow at a somewhat faster rate than the statewide average growth rate for all occupations through 2029.

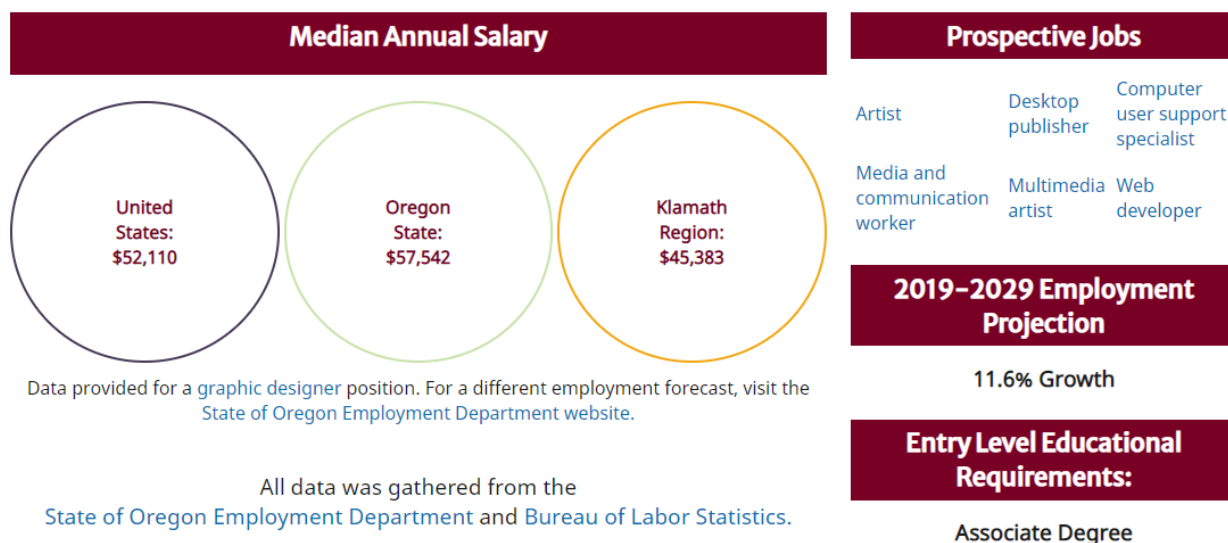
Reasonable employment opportunities exist.

Area Employment Analysis

Employment in this occupation in 2019 was somewhat larger than most occupations in the region. The total number of job openings is projected to be somewhat larger than most occupations in the region through 2029. This occupation is expected to grow at a somewhat slower rate than the regional average growth rate for all occupations through 2029.

Educational Requirements

The typical entry level education for this occupation is a associate's degree. Those with a bachelor's degree have a competitive advantage in the labor market.



Please see information for other career options in Appendix 8B.

2C.I. HAS THE DEMAND FOR GRADUATES CHANGED IN THE PAST FIVE YEARS? IF SO HOW AND TO WHAT DEGREE?

☒ Yes

☐ No

As technology changes, the growth for AR-VR engineering jobs is exploding. The job growth from 2018 to 2019 grew 1400% according to Hired.com with a median salary of \$170,000 annually.

2C.II. WHAT IS THE EXPECTED MARKET DEMAND FOR THE FUTURE? HOW MIGHT THE LABOR MARKET NEED PROJECTION AFFECT THE PROGRAM? HOW MIGHT THE PROGRAM ADJUST TO THESE PROJECTIONS?

For each of the last 5 years, Steam has experienced a doubling of VR connectivity. This rate of growth is expected to accelerate as new technologies come on-line. Web development and Graphic design seems to be stabilized.

2D. DESCRIBE THE SPECIFIC CURRICULAR, INSTRUCTIONAL, OR OTHER CHANGES MADE IN THE PREVIOUS FIVE YEARS.

As technology has changed, curriculum has been adjusted to keep pace with the changes. The biggest change has been with virtual reality headsets, the original HTC Vive headset was \$1700 with another \$2000 required to support it. Currently the Oculus Quest is priced as low as \$299 and does not require a high-end computer to support it. Prices for headset will continue to drop. Changes in software to support VR has accelerated making development easier. Usage of LIDAR cameras has changed how 3d models of the real world can be created, allowing photo-realistic environments to be used in a variety of applications.

3. RESOURCES

3A. DESCRIBE FACULTY COMPOSITION, QUALIFICATIONS, AND PROFESSIONAL DEVELOPMENT.

3A.I. WHAT PERCENT OF FACULTY ARE FULL-TIME? PART-TIME?

Instructor Contact List by CMA

Taught a courses in MMT Between selected dates

FIRST NAME	LAST NAME	EMAIL ADDRESS
Bradley	Baker	bakerb@klamathcc.edu
Megan	Baker	bakerm@klamathcc.edu
Jesse	Bray	jesse.bray@faculty.klamathcc.edu
Dale	Geigle	dale.geigle@faculty.klamathcc.edu
Eric	Jensen	eric.jensen@faculty.klamathcc.edu
Patricia	McMann	patti.mcmann@faculty.klamathcc.edu
James	Stoutamore	james.stoutamore@faculty.klamathcc.edu
Jeffrey	Tracy	jeffrey.tracy@faculty.klamathcc.edu
Daren	Woolsey	daren.woolsey@faculty.klamathcc.edu

1/22/2021 4:00:28 PM

ID	Instructor Name	Taught DC	Taught RG	Sub Group	Original Hire Date	School
574231	Bray, Jesse	N	Y	ADJCR	8/14/2020	
526899	McMann, Patricia	N	Y	ADJCR	6/28/2005	Northwest Christian University
526899	McMann, Patricia	N	Y	ADJCR	6/28/2005	So. Oregon University
526899	McMann, Patricia	N	Y	ADJCR	6/28/2005	Eastern Oregon University
523618	Stoutamore, James	N	Y	ADJCR	5/5/2004	University Redlands
531499	Tracy, Jeffrey	N	Y	ADJCR	8/26/2020	
574432	Woolsey, Daren	N	Y	ADJCR	9/15/2020	

3A.II. DESCRIBE FACULTY DEGREE ATTAINMENT. WHAT ARE THE MINIMUM DEGREE QUALIFICATIONS? WHAT PERCENT OF FACULTY EXCEED MINIMUM DEGREE QUALIFICATIONS?

3A.III. LIST THE SPECIFIC PROFESSIONAL DEVELOPMENT PROGRAM FACULTY ATTENDED INCLUDING BOTH ON-SITE AND OFF-SITE TRAININGS; HOW DID THE PROFESSIONAL DEVELOPMENT IMPACT INSTRUCTION, DESIGN, AND DELIVERY?

NWeLearn, October 2019, Bend, OR

3A.IV. ARE FACULTY COMPOSITION, QUALIFICATIONS, AND PROFESSIONAL DEVELOPMENT MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒Yes

☐No

☐Somewhat

3B. DESCRIBE THE SPECIFIC FACILITIES, EQUIPMENT, AND MATERIALS USED BY THE PROGRAM.

3B.I. ARE FACILITIES MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒Yes

☐No

☐Somewhat

3B.II. IS EQUIPMENT MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☐Yes

☐No

☒Somewhat

The digital photography, and video programs seem to have enough equipment at this time to cover student needs. If the program grows significantly, more video and camera equipment may be needed. The one area of concern that I do have is in the area of virtual reality. Because Oculus discontinued the low-cost Oculus Go, and replaced it with the more expensive Oculus Quest 2, students have been priced out of the affordable vr headset market, I have made my personal equipment available, however I only have a limited amount of vr headsets that are useable in the current iteration of technology changes. A couple of Oculus Quest 2 headsets would make it a lot easier to loan out the headsets to student who do not have access to a vr headset.

3B.III. ARE INSTRUCTIONAL MATERIALS MEETING PROGRAM NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

☒Yes

☐No

☐Somewhat

3C. DESCRIBE THE INSTRUCTIONAL SUPPORT SERVICES THE PROGRAM USES.

3C.I. REVIEW LRC HOLDINGS FOR RELEVANCY AND CURRENCY TO PROGRAM.

KCC Digital Media & Design Program Review – Library Support

1/22/2021

Consortium:

As a member of the Sage Library System, the KCC library provides students and faculty access to the holdings more than 70 libraries in 15 counties of eastern and central Oregon. The library is also a member of the Orbis Cascade Alliance courier system, which provides students access to the holdings of more than 200 libraries in 3 states.

Databases

1. Academic Search Premier – more than 4600 full text journals
2. MasterFile Premier – nearly 1700 full text periodicals & 164,400 primary source documents
3. OneFile Science – updated daily
4. Films on Demand – over 44,000 titles and over 300,000 video segments
5. Credo Reference Center – full text articles from over 1000 titles
6. CQ Researcher – full text articles on a variety of topics in current and international affairs
7. General OneFile – general periodicals
8. Communications and Mass Media – includes articles about communications, public relations, etc.
9. Computer Source – current trends in technology with full text for almost 300 publications
10. OneFile Computer Science – journals, magazines and more about computer, technology and electronics

eBooks

1. Responsive Web Design Patterns – Chelsea Myers
2. Social Networking for Business Success
3. Art of SEO: Mastering Search Engine Optimization – Eric Enge
4. Digital Video Editing Fundamentals – Wallace Jackson
5. Teach Yourself Visually Search Engine Optimization – Rafiq Elmansy
6. Graphic Design Rules: 365 Design Dos and Don'ts – Sean Adams
7. Time and Space in Video Games: A Cognitive-Formalist Approach – Federico Alvarez Igarzabal
8. Player and Avatar: The Affective Potential of Video Games – David Owen
9. Game Design – Greg Austic
10. Artificial Intelligence – Kathryn Hulick
11. 3D Modeling – Theo Zizka
12. Color Design Workbook: A Real-World Guide to Using Color in Graphic Design – Sean Adams

Physical Holdings: Books, Periodicals, and DVDs

1. The Web Designer's Idea Book – Patrick McNeil
2. Getting Real: The Smarter, Faster, Easier Way to Build a Successful Web Application
3. The Social Media Management Handbook: Everything You Need to Know to Get Social Media Working in Your Business – Nick Smith
4. Social Media Marketing: A Strategic Approach – Melissa S. Barker
5. The Thank You Economy – Gary Vaynerchuk

6. Inbound Marketing: Attract, Engage, and Delight Customers Online – Brian Halligan
7. Social Media Metrics: How to Measure and Optimize Your Marketing Investment – Jim Sterne
8. Social Media Marketing: Strategies in Utilizing Consumer-Generated Content – 2nd ed. – Emi Moriuchi
9. Irresistible: The Rise of Addictive Technology and the Business of Keeping Us Hooked – Adam Alter
10. 30 Days to Social Media Success: the 30-Day Results Guide to Making the Most of Twitter, Blogging, LinkedIn, and Facebook
11. Adobe Illustrator CC: Classroom in a Book – Brian Wood
12. Multimedia Foundations: Core Concepts for Digital Design – Vic Costello
13. Responsive Web Design By Example: Beginner's Guide – Thoriq Firdaus
14. CSS in Easy Steps – Mike McGrath
15. Web Design in Easy Steps – Sean McManus
16. WordPress 3 Complete: Create Your Own Complete Website or Blog From Scratch with WordPress – April Hodge Silver
17. The Principles of Beautiful Web Design – Jason Beard
18. National Geographic Complete Photography
19. Photo Basics: The Ultimate Beginner's Guide to Great Photography – Joel Sartore
20. Creative Digital Photography – Michael Busselle
21. Advanced Digital Photography – Tom Ang
22. White Space is Not Your Enemy: A Beginner's Guide to Communicating Visually Through Graphic, Web & Multimedia Design – Rebecca Hagen
23. The Non-Designers Design Book: Design and Typographic Principles for the Visual Novice – Robin Williams
24. Gamify: How Gamification Motivates People to Do Extraordinary Things – Brian Burke
25. Virtual Reality – Samuel Greengard
26. Virtual Reality Blueprints: Create Compelling VR Experiences for Mobile and Desktop – John Williamson and Charles Palmer
27. Sams Teach Yourself Unity Game Development in 24 Hours – Mike Geig
28. Adobe Illustrator – Brian Wood
29. HTML5 – Digital Classroom – Jeremy Osborn & AGI Creative Team
30. App Inventor 2: Create Your Own Android Apps – David Wolber, Hal Abelson, Ellen Spertus and Liz Looney
31. Interactive Project Management: Pixels, People, and Process – Nancy Lyons and Meghan Wilker

3C.II. REVIEW PROGRAM STUDENT USE OF TUTORING AND E-TUTORING.

Not directly for the Digital Media program.

Digital Media Design AAS—2018-2020
CGS 100= 65
MTH 111=967
WRI 121= 228
SPE 111=258
WRI 122= 167

3C.III. REVIEW PROGRAM STUDENT USE OF TESTING SERVICES.

None of the exams are completed in the testing center.

3C.IV. REVIEW OTHER INSTRUCTIONAL SUPPORT SERVICES (STUDENT CLUBS, ADVISING, TRIO, VETERANS SERVICES, ETC.) IF APPLICABLE.

3D. DESCRIBE TO WHAT DEGREE THE PROGRAM USES THE COLLEGE'S LEARNING MANAGEMENT SYSTEM (CANVAS) FOR ALL METHODS OF DELIVERY (FACE-TO-FACE, ONLINE, SYNCHRONOUS, HYBRID).

The department used Canvas to deliver 100% of its courses.

4. EFFECTIVENESS

4A. STUDENT LEARNING OUTCOMES ASSESSMENT

4A.I. COURSE LEARNING OUTCOMES (CLO)

CLOs		
Course Code	Term Year	Instructor
<u>BUS 233 01</u>	FA2018	McMann, Patricia 526899
<u>BUS 233 01 DE</u>	FA2019	McMann, Patricia 526899
<u>MMT 241 01</u>	WI2019	Baker, Megan 556931

4A.I.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN CLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

The current process of assessing CLOs requires that a class have a CLO evaluated on a schedule. I completed a CLO evaluation for CIS195 winter term with 87% of the class getting 80% or better on the assessed CLO.

4A.I.2 DESCRIBE THE SPECIFIC PROCESS FOR ADVISORY COMMITTEES FOR REVIEWING COURSE CONTENT AND OUTCOMES GUIDES (CCOGS). IF THERE IS NO PROCESS, DESCRIBE PLANS TO ADDRESS THIS.

During advisory committee meetings, instructors are quizzed as to the appropriateness of course content and what if any adjustments should be made to course content and course learning outcomes.

4A.I.3 WHICH COURSES HAD LEARNING OUTCOMES REVISED/UPDATED AND WHY?

MMT 271 (device based augmented reality) and MMT272 (cloud based augmented reality) will need to be revised due to changes in technology.

4A.I.4 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF CLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

At this point in time, none of the CLO assessments have indicated that a change in instruction was warranted.

4A.II PROGRAM LEARNING OUTCOMES (PLO)

<https://info.klamathcc.edu/AM/SLO%20Assessment%20Plans%20and%20Reports/Forms/AllItems.aspx>

Assessment reports are in folder

SP2020	CIS 297 01
WI2020	CIS 211 01 DE

PLOs		
Course Code	Term Year	Instructor
CIS 211 01 DE	WI2020	Stoutamore, James 523618
CIS 297 01	SP2020	Stoutamore, James 523618

4A.II.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN PLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

Due to circumstances beyond my control, the PLO assessments were unable to be completed. The recent canvas instructor class has rectified the problem and should resolve any issues going forward. Even though I was unable to complete the report, Student results were satisfactory and met the goals set in the plan.

4A.II.2 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF PLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

No changes were made in instruction as none were indicated in the results.

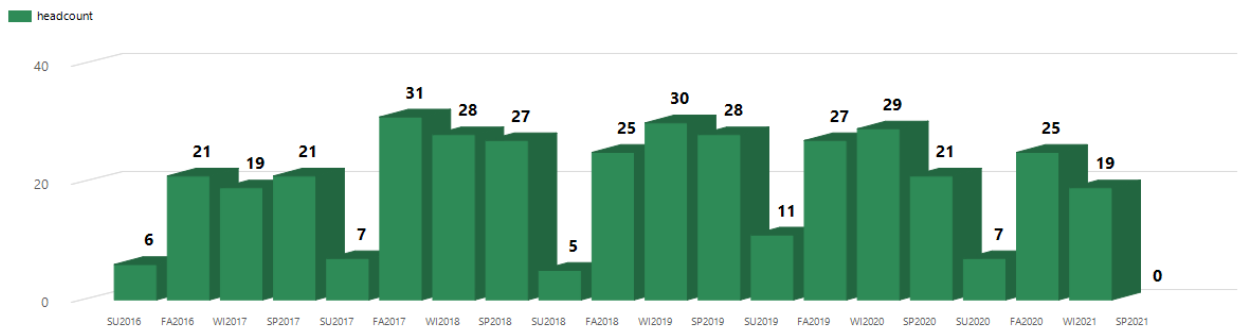
4B. STUDENT SUCCESS

4B.I. DESCRIBE ENROLLMENT TRENDS AND PLANS TO ADDRESS THEM.

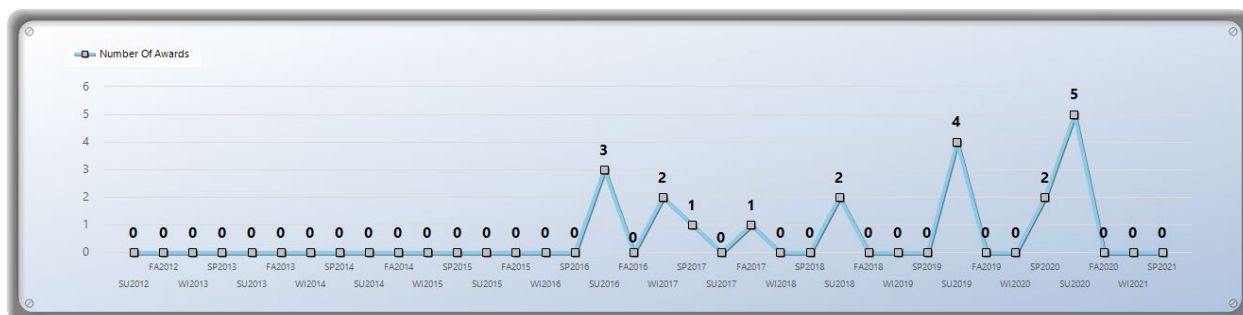
Due to the pandemic, the enrollment trend has been negatively impacted. As restrictions ease, active pursuit of potential DMD student will restart.

5 Year Headcount Comparison

Academic Year	Term Year	Headcount
AY 2016-17	Total	67
AY 2017-18	Total	93
AY 2018-19	Total	88
AY 2019-20	Total	88
AY 2020-21	Total	51
Total		387



4B.II. DESCRIBE DEGREE AWARDED TRENDS AND PLANS TO ADDRESS THEM.



4B.III. REVIEW TRANSFERABILITY OF PROGRAM.

Before the covid restrictions, the DMD department negotiated an articulation agreement with SOU. An existing agreement with Oregon Tech was renewed.

4B.III.1 DESCRIBE TRANSFERABILITY FROM HIGH SCHOOL TO KCC TO OUS.

We have implemented dual credit courses that transfer from high school to KCC's DMD degree. These dual credit courses are also accepted at OSU for transfer.

4B.III.2 HAS THIS CHANGED OVER THE LAST FIVE YEARS? IF SO, WHY? WHAT ARE THE IMPACTS ON STUDENTS AND THE PROGRAM?

The negotiated articulation agreement with OSU has a major impact on students wanting to complete a four year degree at OSU.

4C. STUDENT ENGAGEMENT AND SATISFACTION

4C.I. COURSE EVALUATIONS DATA AND ANALYSIS

See Appendix 8A.

4C.I.1 DESCRIBE CHANGES MADE IN INSTRUCTIONAL METHODS BASED ON STUDENT COURSE EVALUATION DATA. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

The main change I have made in instruction methods has been to add more videos explaining complex concepts more thoroughly.

4C.I.2 DESCRIBE CHANGES MADE TO THE COURSE BASED ON STUDENT COURSE EVALUATION DATA.

An example would be that I had to create a video for the MMT271 class demonstrating how to load Vuforia software and Android software to build augmented reality applications for mobile phones.

4C.II JOB PLACEMENT DATA AND ANALYSIS (IF AVAILABLE)

While I have no placement data available, I am aware of multiple students that are employed in the Digital Media industry.

5. BUDGET

5A. PROVIDE FIVE-YEAR COST MARGIN DATA AND ANALYSIS.

Fees/Tuitions	SU2019	FA2019	WI2020	SP2020	A Y Total
Tuition	10230	33187	28467	25065	96949
Facility Fee	729	2358	1962	1764	6813
Technology Fee	648	2096	1744	1568	6056
Course Fee	0	0	880	725	1605
Distance Fee	528	2420	4334	0	7282
Student Govt Fee	202.5	655	545	490	1892.5
Lakeview Fee	0	0	0	0	0
Other Tuition Fees	0	0	0	0	0
Enrollment	38	132	111	104	385
FTE	2.868595	8.86459	7.829316	7.462656	27.025157
Cost In Progress	10418.47569	20657.65686	16518.9818	25126.92523	72722.03958
Margin In Progress	-188.475692	12529.34314	11948.0182	-61.92523232	24226.96042
Reimbursable FTE	2.739185	8.86459	7.699906	7.333246	26.636927

5B. SUMMARIZE PREVIOUS ANNUAL PROGRAM VIABILITY STUDY RESULTS AND EXPLAIN HOW CHANGES IMPACTED STUDENT LEARNING OUTCOME PROFICIENCY. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

5C. EXPLAIN ANY BUDGETARY CHALLENGES AND ANY PLANS TO ADDRESS THEM.

The main budgetary challenge the department faces is in the area of technology equipment that is very expensive to purchase. The only possible avenue for the purchase of these items (such as LIDAR cameras) is through grant money.

6. CONCLUSION

6A. DESCRIBE PROGRAM STRENGTHS.

The KCC Digital Media and Design program has recruited excellent talent in the areas of Digital photography, Videography, video editing, and graphic design. This pool of talent gives the DMD department a significant boost in recognition of excellence for transferring students. Additionally, work with the National Park Service at LavaBeds National Monument, Blue Marble Space, Nasa, and now JPL has increased KCC's DMD program recognition and should help in recruiting new students.

6B. DESCRIBE PROGRAM WEAKNESSES.

The main are of weakness that I see is that because the degree is so diverse, certain areas do not have room for additional instruction. Two examples would be Web Design, and augmented and virtual reality. Web Design should include server-side PHP programming and data base usage. Augmented and virtual reality course should include C# programming and Photogrammetry and Blender coursework.

6C. DESCRIBE SUPPORT NEEDED.

In addition to specific hardware, training in its usage will be required. Also, courses will need to be added somehow to flesh out areas in the degree that really should be augmented.

6D. CREATE NEW GOALS AND LINK THEM TO THE STRATEGIC PLAN.

The first goal that I have is to consolidate the MMT271 and MMT272 courses into 1 class allowing room for a new class to be added. I believe that it probably should be a photogrammetry/blender class, but there may be another more pressing need that becomes apparent as I move forward.

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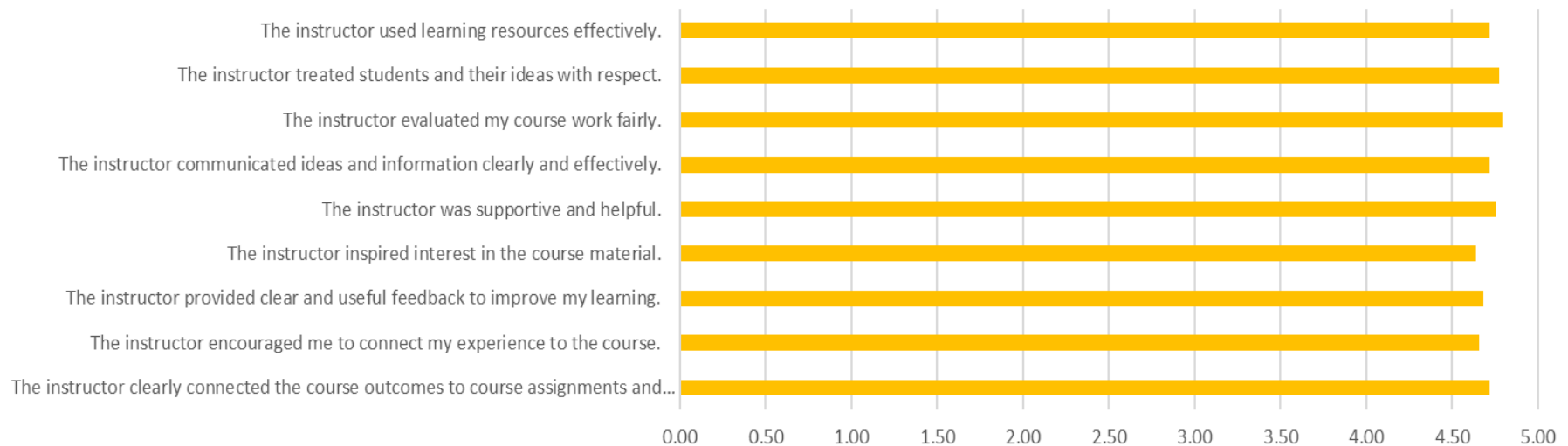
8. APPENDICES

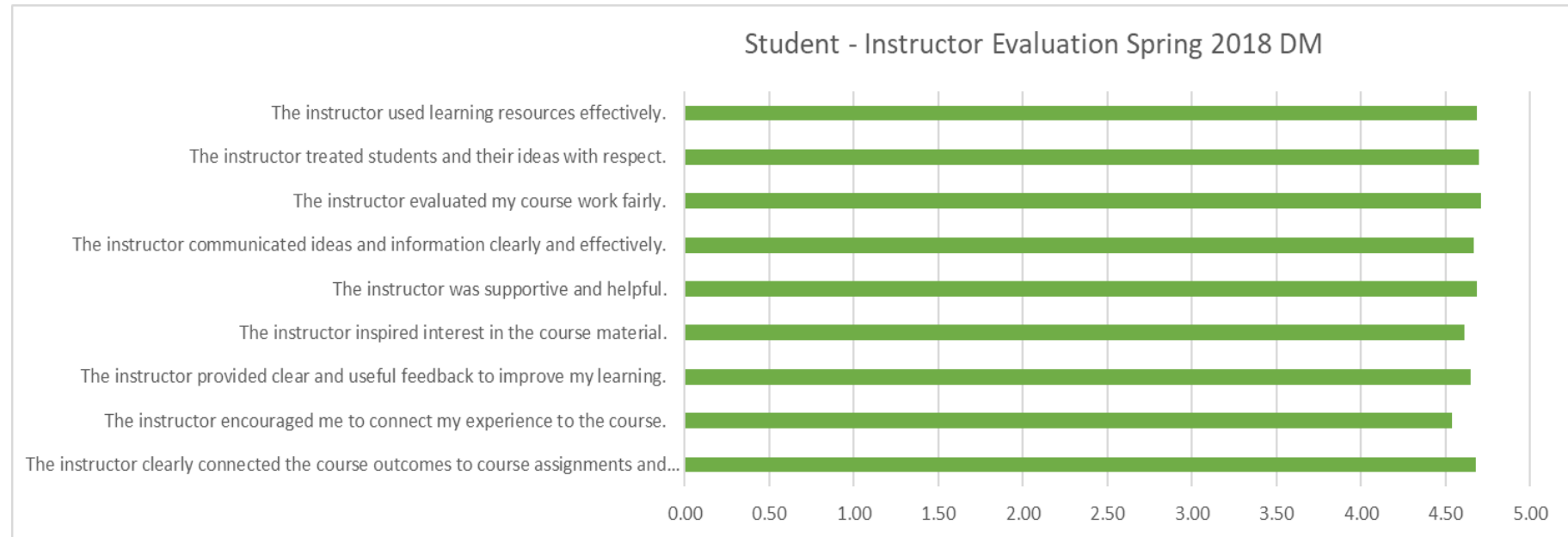
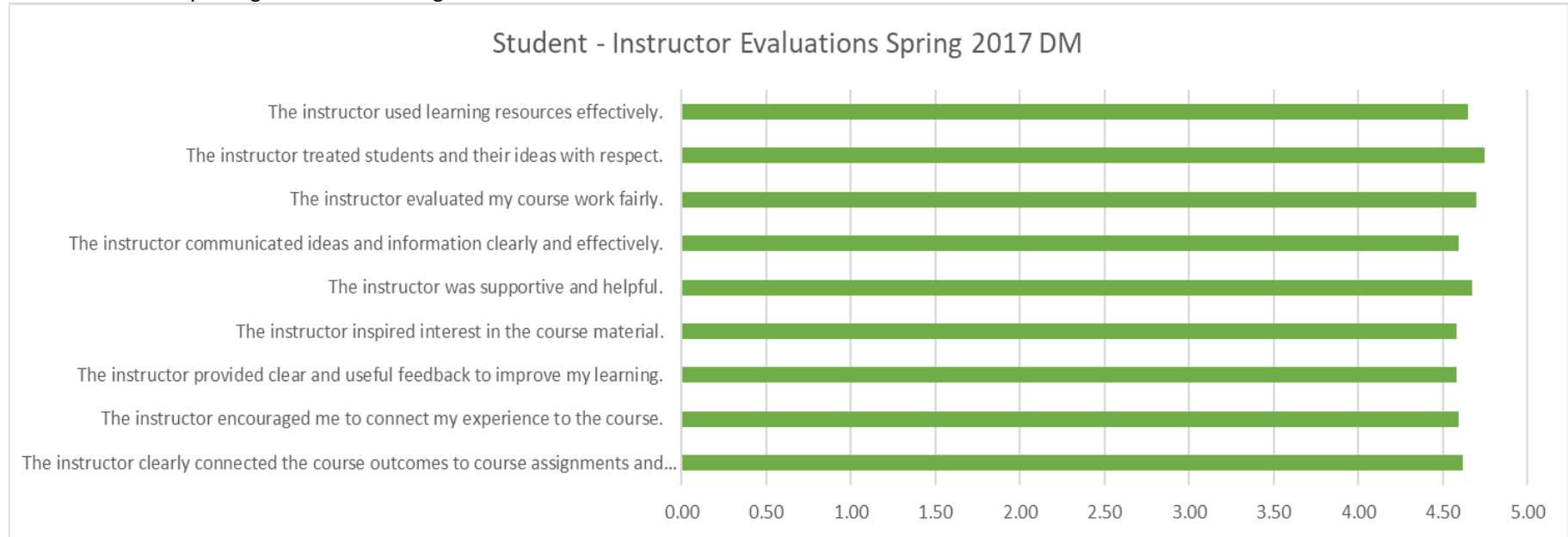
8A. INSTRUCTOR EVALUATIONS

Student - Instructor Evaluation Summer 2018



Student - Instructor Evaluation Summer 2019 DM

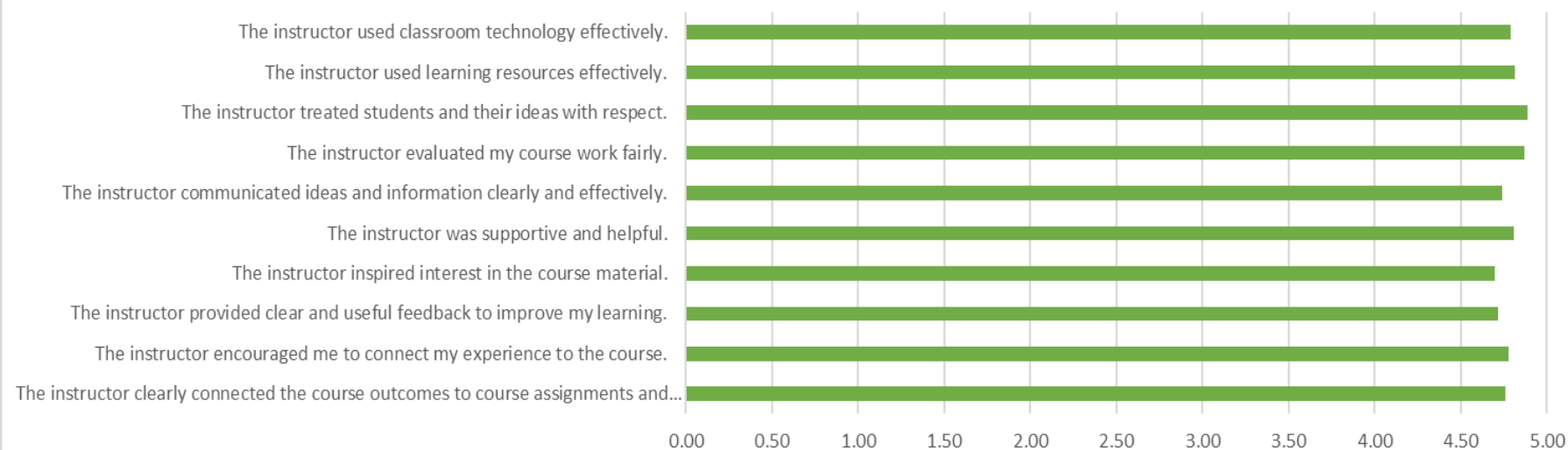


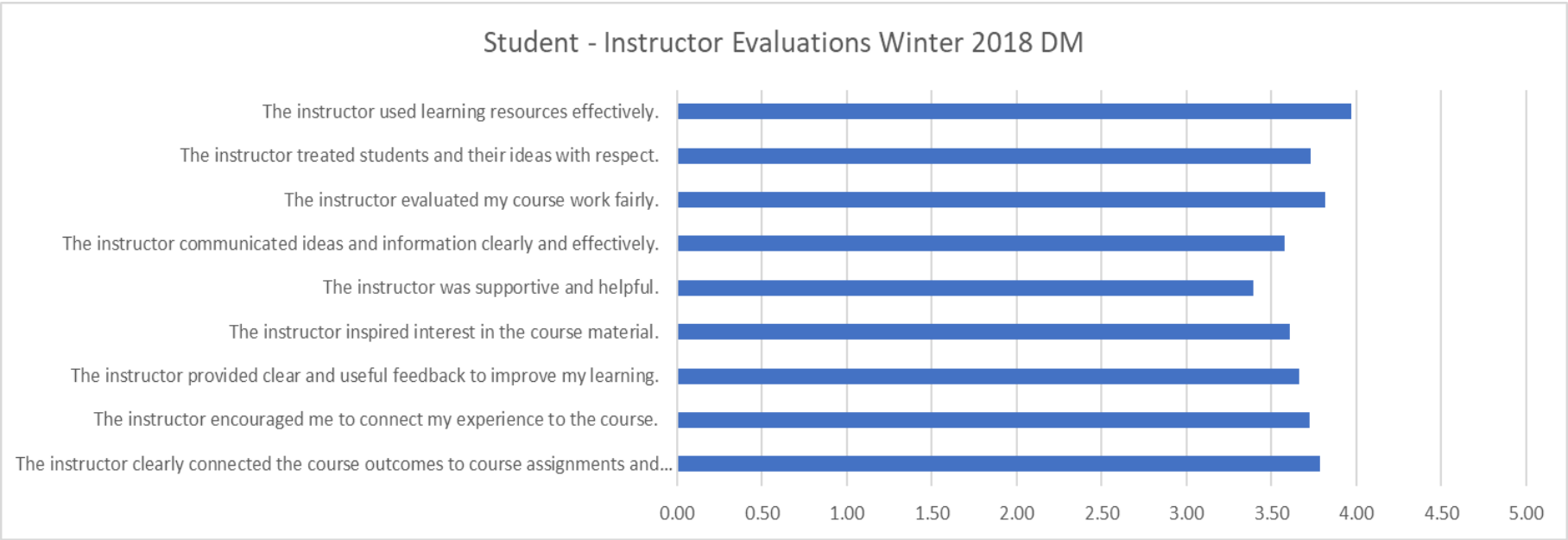
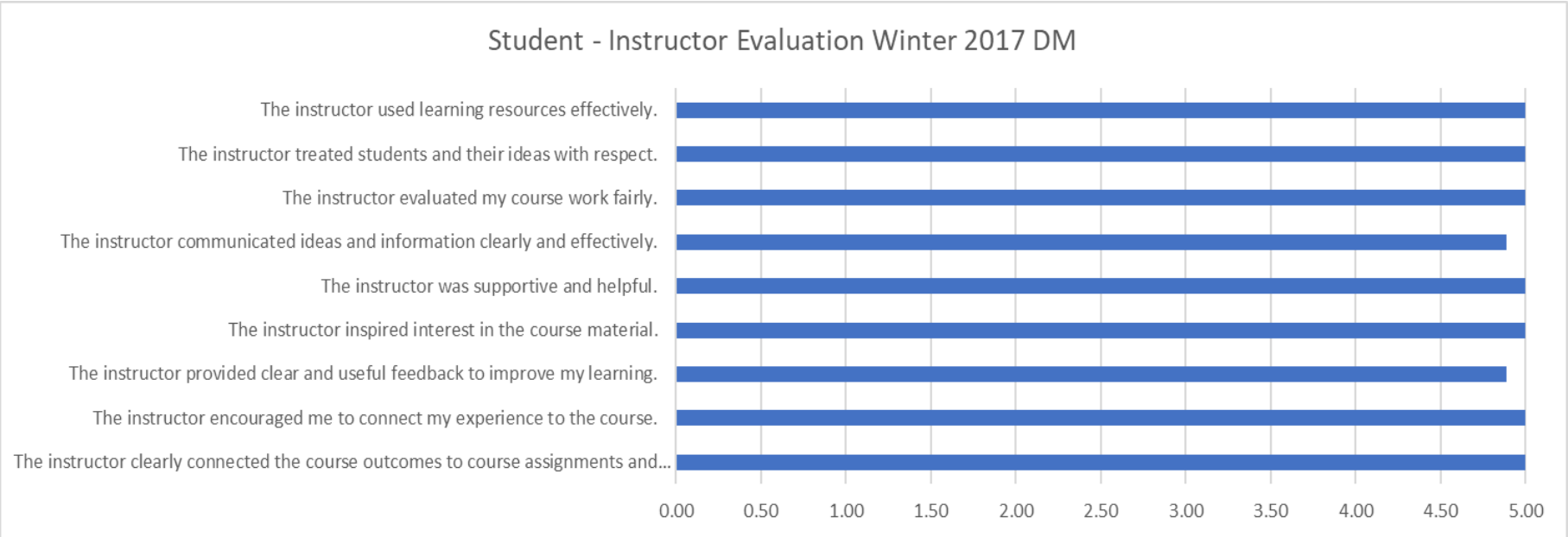


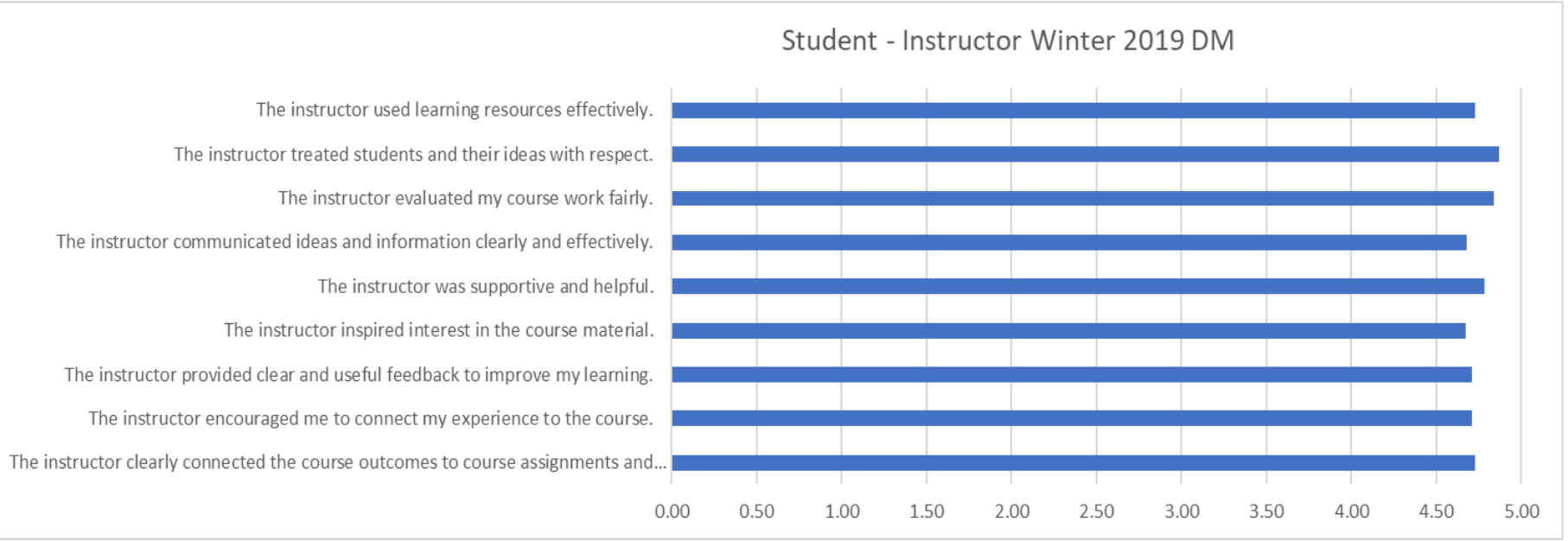
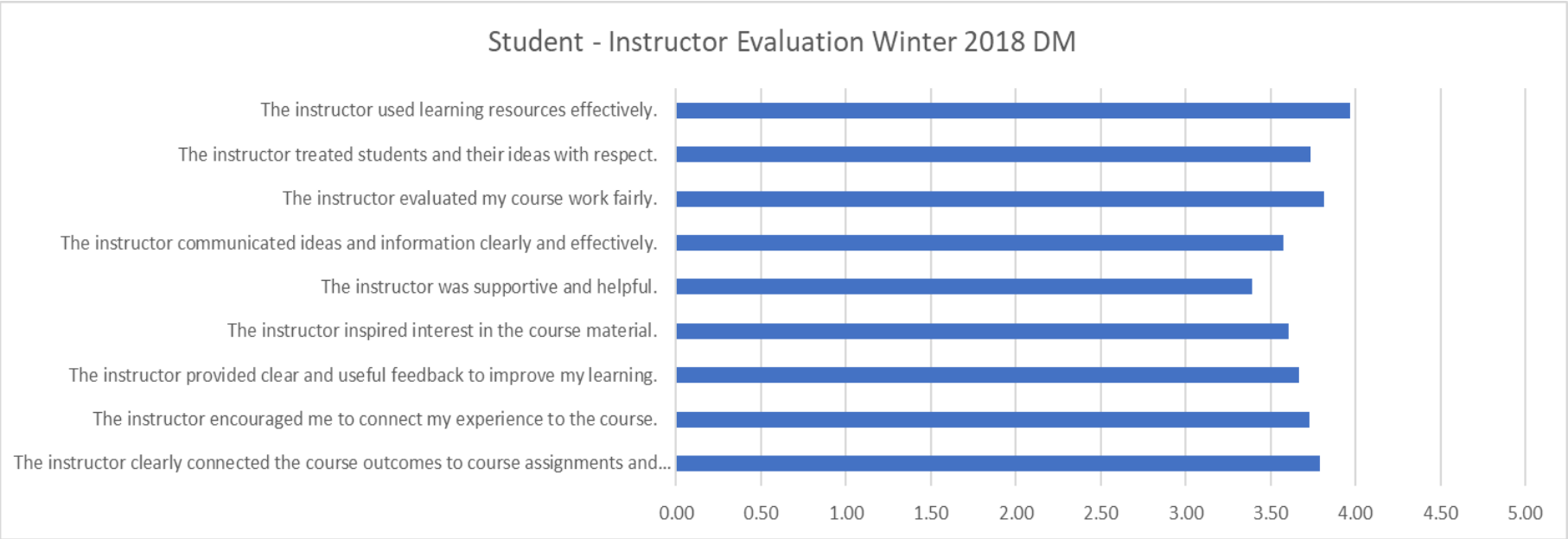
Student - Instructor Spring 2019 DM

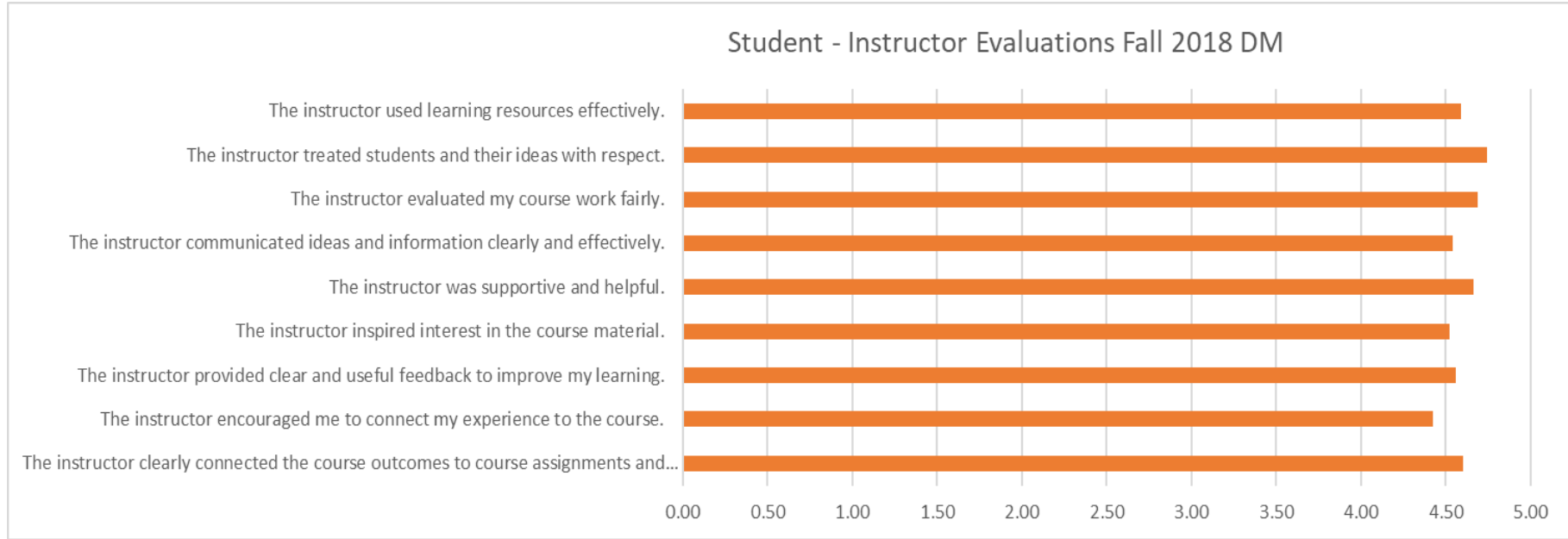
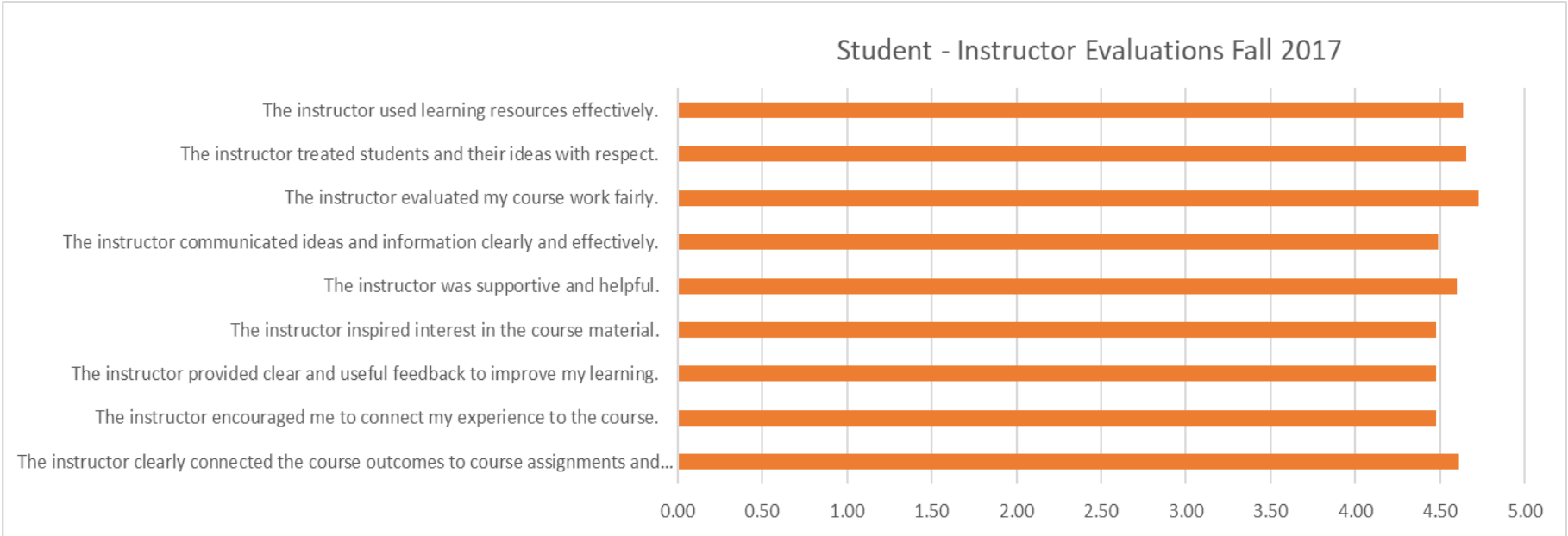


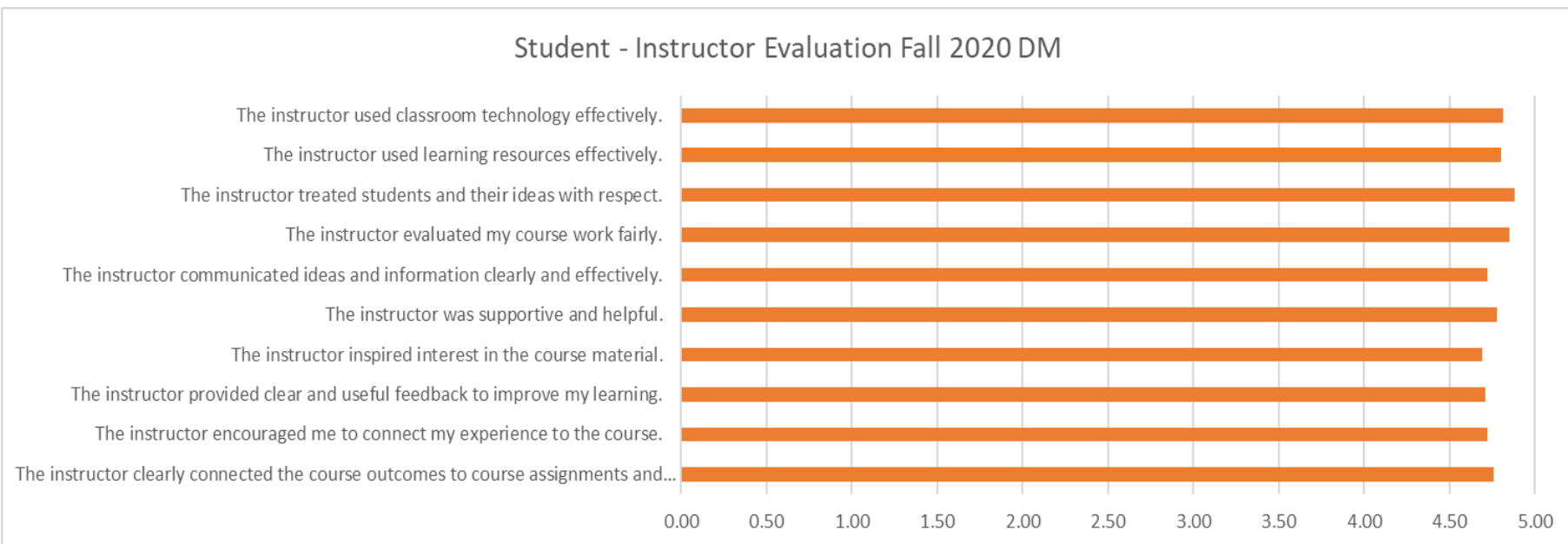
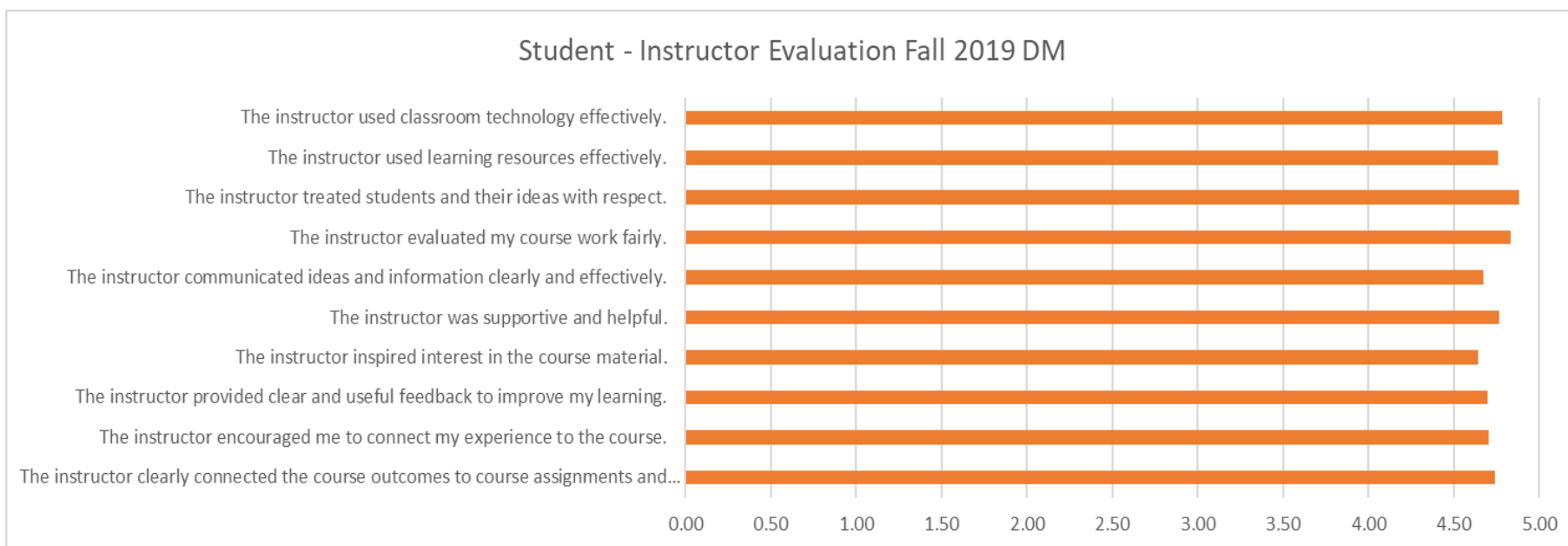
Student - Instructor Spring 2020 DM



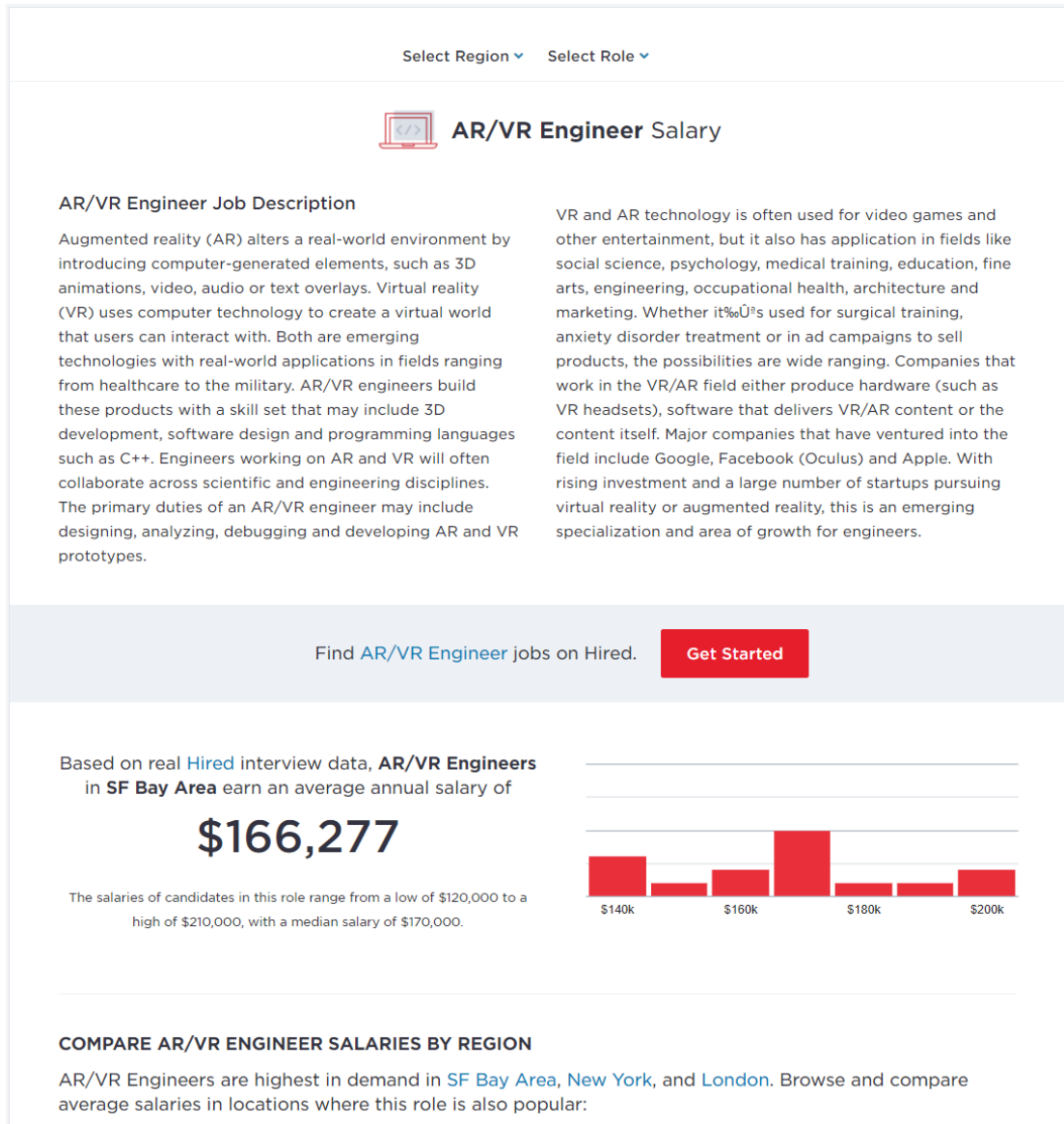








APPENDIX 8B. ADDITIONAL CAREER OPTIONS AND SALARY EXPECTATIONS



BRAND/GRAPHIC DESIGNER JOBS

BRAND/GRAPHIC DESIGNER JOB DESCRIPTION

Brand/Graphic Designers are responsible for creating the visuals and words that become the face of a company, giving it a specific identity that helps it reach customers. This may entail logo design, advertising, slogan creation or copywriting, or a combination of all these things to push a full media campaign, intended to create or redesign the brand of a company. It is a creative field, as well as a technical field, understanding the way creativity and technology can be combined to create the finest result and reach the intended media audience. The best graphic designs have helped members of the public identify the corresponding brand without using the company's name.

As companies develop and adapt, the need for brand awareness continues to be essential for survival. This means that the need for Brand/Graphic Designers should continue to be vital for many modern businesses, in any given field. These design professionals need to have a creative nature, as well as an understanding of the core of the business and what it will take to keep a company competitive in the modern landscape of its niche. Some graphic artists may work freelance as an individual or become part of a Brand or Graphic Design firm. Most have gone to school to specifically study graphic design. Brand/Graphic Design professionals are in the highest demand in cities such as San Francisco, Los Angeles and New York City.

- **Graphic designer:** \$25 – \$120/h

<https://websitesetup.org/hire-a-web-developer/>

Web site Development

- **Front-end developer:** \$15 – \$150+/h
- **Back-end developer:** \$35 – \$150+/h
- **Full-stack developer:** \$75 – \$150+/h
- **Entire website**
 - **WordPress:** \$3,000 – \$15,000
 - **Joomla:** \$1,500 – \$7,000
 - **Website builder:** \$600 – \$2,500
 - **E-commerce:** \$3,000 – \$20,000+
- **Fixing plugin or code issues:** \$40 – \$600
- **Custom plugins and features:** \$100 – \$1,000

INSTRUCTIONAL PROGRAM REVIEW RUBRIC				
	Highly Developed	Developed	Emerging	Initial
1—Accomplishments in Achieving Goals	Exhibits ongoing and systematic evidence of goal achievement.	Exhibits evidence of goal achievement.	Exhibits some evidence that some goals have been achieved.	Minimal evidence that progress has been made toward achieving goals..
2—Labor Market Projection	Thoroughly explains projected market demand and potential effects on program; presents highly developed plan to address projection.	Explains projected market demand and discusses several possible actions to address projection.	Minimally explains projected market demand and lists one or two actions to address projection.	Presents labor market demand without analysis/explanation and fails to list possible actions to address projection.
3—Resources				
Professional Development	Exhibits ongoing and systematic support of professional development opportunities.	Exhibits support of regular professional development opportunities.	Evidence of intermittent professional development opportunities.	Minimal evidence of professional development opportunities.
Faculty Meeting Instructional Needs	Employs a sufficient number of highly qualified faculty to meet instructional needs.	Employs an adequate number of qualified faculty to meet instructional needs.	Has a plan to employ an adequate number of qualified faculty to meet instructional needs.	Faculty numbers and/or qualifications are insufficient to meet instructional needs.
Facilities and Equipment	Facilities and resources meet current and future needs.	Facilities and resources meet current needs.	Evidence of a plan to have facilities and resources meet current and future needs.	Minimal evidence that facilities and resources meet current and future needs.
4—Effectiveness				
Student Learning Outcomes Assessment	Exhibits ongoing and systematic SLO assessment to adjust instruction.	Exhibits student learning outcomes assessment and uses results to change instruction.	Has a plan to engage in ongoing and systematic SLO assessment, including using results to change instruction.	Minimal evidence of SLO assessment.

Klamath Community College Instructional Program Review:

Student Success	Thoroughly analyzes trends in enrollment, degrees awarded, time-to-completion rates, and formulates comprehensive plans to address them.	Describes trends in enrollment, degrees awarded, time-to-completion rates, and formulates plans to address them.	Describes trends in enrollment, degrees awarded, time-to-completion rates, and makes an attempt to plan to address them.	Minimal description of trends and/or fails to formulate plan to address them.
5—Budget	Financial resources meet current needs and are projected to meet future needs.	Financial resources meet current needs.	Evidence of a plan to acquire financial resources to meet current needs.	Minimal evidence that financial resources meet current needs.
6—Strengths and Weaknesses	Strengths and weaknesses are described accurately and thoroughly.	Most strengths and weaknesses are described accurately and thoroughly.	Some strengths and weaknesses are described accurately and thoroughly.	Minimal evidence that strengths and weaknesses are described accurately and thoroughly.
7—New Goals and Plan	Multiyear planning process with evidence of use of assessment data in planning.	Multiyear planning process with some assessment data.	Short-term planning process recently implemented.	Minimal evidence of planning process.
8—Overall Evaluation	Evidence of ongoing systematic use of planning in selection of programs and services.	Exhibits evidence that planning guides program and services selection that supports the college.	There is evidence that planning intermittently informs some selection of services to support the college.	Minimal evidence that plans inform selection the of services to support the college.
	Highly Developed	Developed	Emerging	Initial