DALTON STATE COLLEGE
COMPREHENSIVE PROGRAM REVIEW

Program/Subject Area: Associate of Applied Science in Digital Design (Including Technical Graphics and 3D Design)
Review Period: 2009-2010 through 2013-2014

1. PROGRAM GOAL AND STUDENT LEARNING OUTCOMES

Program goal statement:

1. Provide a foundation of knowledge and skills in the area of digital design, including architectural and mechanical drafting and modeling; 3D modeling, rendering and animation; and graphic design.
2. Provide an effective learning environment for the development of professional ethics necessary for a career in digital design or for continuing education in a related field.

Program outcomes:

1. Students will demonstrate mastery of the essential content of the digital design curriculum.
2. Students will find employment related to their degree or certificate or gain acceptance into a four-year program to work toward a related degree.
3. Students will express satisfaction with the quality of instruction of the digital design program of study, including the knowledge and abilities gained through the program's curriculum.
4. Employers will express satisfaction with digital design program graduates.

Program specific student learning outcomes:

1. Students will demonstrate mastery in architectural drawing and modeling.
2. Students will demonstrate mastery in mechanical drawing and modeling.
3. Students will demonstrate mastery in 3D modeling, rendering, and animation.
4. Students will demonstrate mastery in graphic design.
5. Students will demonstrate knowledge of professional ethics.

2. MEASURES OF EFFECTIVENESS/PROGRAM-LEVEL OUTCOMES

(a) Five-year enrollment summary by headcount, FTE, & full-time/part-time status (unduplicated fall)

Headcount	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	% Change
Digital Design	-	-	-	10	10	n/a
Tech. Graphics & 3D Design/Drafting & Tech. Design	34	42	37	26	25	n/a
Total	34	42	37	36	35	2.9%
FTE	31.75	29	17.75	19	29.25	-7.9
Full-time	23	23	23	21	26	13%
Part-time	11	19	25	15	9	-18.2%

Analysis and comments:

The number of students who choose to major in digital design has increased only minimally over the last five years. Enrollment peaked during the 2010-2011 academic year and then declined, but it appears to have stabilized. Full-time enrollment has increased by 13%, while part-time enrollment has decreased by 18%. Though student FTE has decreased over the last five years, the FTE for 2013-2014 increased 53.9% above the 2012-2013 academic year. If this upward trend continues, digital design may be a viable program.

(b) Five-year enrollment summary by gender & race/ethnicity (unduplicated, fall only)

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	% Change
Gender						
Female	3	6	17	13	12	300%
Male	31	36	30	23	23	-25.8%
Race/Ethnicity						
Am. Indian or Alaskan Native	0	0	0	1	1	-
Asian or Pacific Islander	0	1	1	0	0	-
Black	0	1	1	4	2	-
Hawaiian/Other Pacific	0	0	0	0	0	-
Hispanic	3	5	8	6	14	366.7%
Multiracial	0	0	0	0	0	-
Unknown	5	6	2	1	0	-
White	26	29	35	24	18	-30.8%

Analysis and comments:

There has been a substantial increase in the percentage of female students majoring in digital design over the past five years (300%) and a noticeable decrease in the percentage of males (a 25.8% drop). The increase in female enrollment coincided with the hiring of a female full-time digital design instructor. This instructor left the college prior to the beginning of fall semester 2013, and a male faculty member was hired to replace her. It will be interesting to see whether the gender of the new full-time faculty member teaching in the program has an effect of the composition of the majors or whether the increase in female students during the previous instructor's tenure was a coincidence.

Another significant change in the composition of the digital design majors is the race/ethnicity category. The number of Hispanics choosing this major increased by almost 367%, while the number of white students decreased by almost 31%. The major may be useful to emphasize in recruiting efforts.

(c) Average class size and credit hours

	2009-10	2010-11	2011-2012	2012-13	2013-14	Percent Change
Average class size	10.7	9.5	9.6	9.7	11.7	9.3%
Student credit hours	771	684	405	435	633	-17.9%

Analysis and comments:

The number of student credit hours generated has decreased 17.9% since 2009-2010. This is somewhat surprising since the percentage of full-time students has increased as has the average class size. It is also surprising given that the student credit hours generated also includes certificate students who were enrolled in the same classes as the AAS students. Credit hours generated began dropping during 2010-2011, continued declining in 2011 through 2012-2013, and began rebounding in 2013-2014. It will be important to watch the numbers to see whether the program continues to rebound.

(d) Faculty teaching in program

	2009-10	2010-11	2011-12	2012-13	2013-14
Total Faculty	3	5	4	4	5
Full-time Faculty	1	1	1	1	1
Part-time Faculty	2	4	3	3	4
Gender					
Male	1	2	3	3	5
Female	2	3	1	1	0
Race/Ethnicity					
American Indian/Pacific					
Asian					
African-American					
Hispanic					
White			4	4	5
Multiracial					
Tenure Status (full-time)					
Tenured	0	0	0	0	0
On-tenure track	1	1	1	1	0
Non-tenure track					
Rank (full-time)					
Professor					
Associate Professor					
Assistant Professor				1	

Instructor/Lecturer	1	1	1		1
Highest Degree (full-time)					
Doctorate					
Specialist					
Master's					1
Bachelor's					
Associate's/Other	1	1	1	1	

Analysis and comments:

There is only one full-time faculty member who teaches in the digital design program, and this number has remained the same over the past five years. The majority of the instructors who teach in the program are part-timers, and currently all of the faculty who teach in the program are male. There is no racial or ethnic diversity among the ranks of full-time or part-time faculty members. However, the new hire has a master's degree in 3D animation and has the credentials to take the program in a new direction. As the department grows, it should continue to work for improved diversity in gender and racial make-up.

(e) Percent of classes taught by full-time faculty

2009-10	2010-11	2011-2012	2012-13	2013-14
58%	38%	57%	40%	44%

Analysis and comments:

The majority of digital design classes for the last two years have been taught by part-time faculty members, and throughout the last five years, part-time faculty members have played a primary instructional role. Relying heavily on part-time faculty has created last minute personnel changes when adjuncts have backed out of teaching assignments and has created some program instability.

(f) Number of degrees conferred

2009-10	2010-11	2011-2012	2012-13	2013-14	% Change
12	12	11	9	3	-75%

Analysis and comments:

The number of degrees conferred has been dropping each year since 2010-2011. This is a disturbing trend that needs to be monitored.

(g) Placement rates: Five-year summary of job placement rates or graduate/professional school, if applicable

2009-10	2010-11	2011-2012	2012-13	2013-14
Unknown	Unknown	Unknown	71%	100%

Analysis and comments:

The digital design program was moved to the School of Liberal Arts in the fall of 2012. We have no records for 2009-10 through 2011-2012 as the School of Technology did not assess job placement and continued schooling rates. Given the problems in the local and regional economy, last year's 71% placement/continuing education rate is acceptable. Exit surveys of Spring Semester 2014's three graduates show one employed in field and the other two continuing their education to obtain a bachelor's degree in mechanical engineering.

(h) Cost per Full-time Faculty (Average Faculty Salary)

2013-14
$48,000

Analysis and comments:

There is currently only one full-time faculty member in the digital design program. In addition to the costs for salaries for full-time and part-time faculty are the costs for software, printer supplies, specialized materials, and miscellaneous design programs, generally totaling between $20,000 and $30,000 annually. These costs have been picked up by student technology fees; otherwise, the department's budget would not be able to support the degree.

(i) Summary and evidence of achievement of program outcomes

Describe the extent to which students have achieved current program outcomes.

The table below details the program outcomes, benchmarks and assessment measures, and results for the Associate of Applied Science in digital design degree for the most recent program assessment, which was conducted for the 2012-2013 academic year.

Program Outcome	Measures and Target Target	Evidence/Results of Assessment
Students will demonstrate mastery of the essential content of the digital design curriculum.	Students will be evaluated in their capstone course (DSGN 2274) through their Digital Design Portfolio assessed with a rubric for demonstrating mastery of the essential content of the digital design curriculum. A minimum of 70% of students who complete the Digital Design Portfolio will score 80% or higher	**Target Met:** During Spring Semester 2013, seven students were enrolled in DSGN 2274: Digital Design Capstone. All seven students (100%) earned an 80% or better on their digital design project. The students' portfolios were supposed to be assessed through the use of a rubric that demonstrated mastery of the essential content of the digital design curriculum. However, the instructor's analysis of the findings (located under course assessment in Weave) did not mention any specifics of the rubric, there was no discussion of program skills or program techniques, and there was no discussion of the strengths and weaknesses of the portfolios in relation to the content of the digital design curriculum. Furthermore, the instructor did not upload the rubric on the documents management page. The instructor did say that students needed to create a personalized schedule for project milestones and target completion dates and reviews, and she mentioned that this new area (project management) should be added to the rubric; however, she did not address any aspects related to content. In addition, in her course-level assessment, the instructor used different targets than she established for program assessment (75% of the students will earn a 70% or better on program skills vs 70% will earn 80% or higher). Since this instructor is no longer employed at the college, the missing information is not retrievable. However, we will put an action plan in place to ensure better alignment between the capstone course and program assessment.
Students will demonstrate mastery in architectural drawing and modeling.	Students in DSGN 2274 will complete a Capstone Project assessed with a rubric focusing on architectural drawing and modeling. A minimum of 70% of students who	**Not Reported/Assessed This Cycle:** While the instructor who taught the capstone course (DSGN 2274) reported that 100% of students made an 80% or better on their portfolios, she did not provide any discussion of the grading rubric itself and did not differentiate among the

	complete the Digital Design Portfolio will score 80% or higher.	project categories she identified in program assessment (architectural drawing and modeling; mechanical modeling and drawing; 3D modeling, rendering, and animation; and graphic design). Without this information, we cannot determine whether students achieved the different components of the outcome. Since the instructor is no longer teaching for the college, we cannot retrieve this information. However, the dean, the department chair, and the new full-time digital design faculty member will put an action plan in place to address these shortcomings before the course is taught in Spring 2014.
Students will demonstrate mastery in mechanical drawing and modeling.	Students in DSGN 2274 will complete a Capstone Project assessed with a rubric focusing on mechanical drawing and modeling. A minimum of 70% of students will earn a rating of good or better on the mechanical drawing and modeling portion of a rubric.	**Not Reported/Assessed During This Cycle**: While the instructor who taught the capstone course reported that 100% of students made an 80% or better on their portfolio assignment, she did not provide any discussion of the grading rubric itself and did not differentiate among the project categories she identified in program assessment (architectural drawing and modeling; mechanical modeling and drawing; 3D modeling, rendering, and animation; and graphic design). She also did not include a copy of her rubric with her program assessment in the course-level assessment of the capstone course. Without this information, we cannot determine whether students achieved the different components of the outcome. Since the instructor is no longer teaching for the college, we cannot retrieve this information. However, the dean, the department chair, and the new full-time digital design faculty member will put an action plan in place to address these shortcomings before the course is taught in Spring 2014.
Students will demonstrate mastery in 3D modeling, rendering, and animation.	Students in DSGN 2274 will complete a Capstone Project assessed with a rubric focusing on 3D modeling, rendering, and animation. A minimum of 70% of students will earn a rating of good or better on the 3D modeling, rendering, and animation portion of a rubric.	**Not Reported/Assessed During This Cycle**: While the instructor who taught the capstone course reported that 100% of students made an 80% or better on their portfolio assignment, she did not provide any discussion of the grading rubric itself and did not differentiate among the project categories she identified in program assessment (architectural drawing and modeling; mechanical modeling and drawing; 3D modeling, rendering, and animation; and graphic design). She also did not include a copy of her rubric with her program assessment in the course-level assessment of the capstone course. Without this information, we cannot determine whether students achieved the different components of the outcome. Since the instructor is no longer teaching for the college, we cannot retrieve this information.

		However, the dean, the department chair, and the new full-time digital design faculty member will put an action plan in place to address these shortcomings before the course is taught in Spring 2014.
Students will demonstrate mastery in graphic design.	Students in DSGN 2274 will complete a Capstone Project assessed with a rubric focusing on graphic design. A minimum of 70% of students will earn a rating of good or better on the graphic design portion of a rubric.	**Not Reported/Assessed During This Cycle:** While the instructor who taught the capstone course reported that 100% of students made an 80% or better on their portfolio assignment, she did not provide any discussion of the grading rubric itself and did not differentiate among the project categories she identified in program assessment (architectural drawing and modeling; mechanical modeling and drawing; 3D modeling, rendering, and animation; and graphic design). She also did not include a copy of her rubric with her program assessment in the course-level assessment of the capstone course. Without this information, we cannot determine whether students achieved the different components of the outcome. Since the instructor is no longer teaching for the college, we cannot retrieve this information. However, the dean, the department chair, and the new full-time digital design faculty member will put an action plan in place to address these shortcomings before the course is taught in Spring 2014.
Students will demonstrate knowledge of professional ethics.	In DSGN 1120, students' understanding will be measured by a rubric evaluating the content component of evaluated written responses to copyright case studies that require students to evaluate and interpret copyright laws applicable for each scenario. A minimum of 70% of students will earn a 70% or better on the content component of evaluated written responses to copyright case studies.	**Target Not Met**: DSGN 1120 (Digital Design for Communication) was offered during Fall Semester 2012, and six students completed the class, though one quit attending and earned an F. Of the remaining five students, only two (40%) earned an 80% on the content component of evaluated written responses to copyright case studies, and a review of the instructor's grade book revealed that only 40% earned a 70% (the agreed-upon target) as well. In her course assessment, the instructor reported that the hybrid format of the class hindered student success (45% of the students withdrew) and planned to provide more instruction on copyright laws with in-class exercises to reinforce the materials before assessing student competency.
Students will express satisfaction with the quality of instruction of the digital design program of study, including the knowledge and abilities gained	In a Graduating Student Exit survey completed in the capstone course, a minimum of 70% of the graduates will rate the quality of instruction as good or excellent, a minimum of 70% will rate the quality of instruction in preparing them for success in their first job after	**Target Met:** At the end of Spring Semester 2013, seven of the nine Digital Design graduates completed the Digital Design Program Exit Survey. Of these students, 86% of the students rated the quality of instruction by faculty as good (29%) or excellent (57%). No students rated the quality of instruction as poor. In addition, 100% of the students rated the quality of instruction in

through the program's curriculum.	graduation as good or excellent, and a minimum of 70% will report that the program met or exceeding their expectations.	preparing them for their first job after graduation as good (14%) or excellent (86%), and 100% of the students reported that the program as meeting (29%) or exceeding (71%) their expectations. Overall, students were very satisfied with the quality of instruction they received in the Digital Design program.
	In a Graduating Student Exit survey completed in the capstone course, a minimum of 70% of students will respond that the curriculum in their program moderately or significantly increased their knowledge of architectural drawing and modeling	**Target Met:** At the end of Spring Semester 2013, seven of the nine Digital Design graduates completed the Digital Design Program Exit Survey. Of these students, 100% reported that their program significantly increased their understanding of architectural drawing and modeling. Thus, students strongly believe that the curriculum had a significant impact on their understanding of these skills.
	In a Graduating Student Exit survey completed in the capstone course, a minimum of 70% of students will respond that the curriculum in their program moderately or significantly increased their knowledge of mechanical drawing and modeling.	**Target Met:** At the end of Spring Semester 2013, seven of the nine Digital Design graduates completed the Digital Design Program Exit Survey. Of these students, 86% reported that their program significantly increased their understanding of mechanical drawing and modeling. One student reported that the program only slightly increased his or her understanding in this area. Since there were so few responses, no changes are necessary at this time; however, we will want to watch student responses to this question.
	In a Graduating Student Exit survey completed in the capstone course, a minimum of 70% of students will respond that the curriculum in their program moderately or significantly increased their knowledge of 3D modeling, rendering, and animation.	**Target Met:** At the end of Spring Semester 2013, seven of the nine Digital Design graduates completed the Digital Design Program Exit Survey. Of these students, 86% reported that their program moderately (14%) or significantly (71%) increased their understanding of 3D modeling, rendering, and animation. One student reported that the program did not increase his or her knowledge at all. Without interviewing the student, we cannot determine whether the student already had a significant understanding of this area or whether the program did not meet the student's needs. Since the majority of the graduates reported significant improvement, no changes are needed; however, we will continue to monitor student responses to this question.
	In a Graduating Student Exit survey completed in the capstone course, a minimum of 70% of students will respond that the curriculum in their program moderately or significantly increased their knowledge of graphic design.	**Target Met:** At the end of Spring Semester 2013, seven of the nine Digital Design graduates completed the Digital Design Program Exit Survey. Of these students, 100% reported that their program moderately (14%) or significantly (86%) increased their understanding of graphic design. Students clearly felt that the digital

		design curriculum significantly increased their understanding of graphic design.
	In a Graduating Student Exit survey completed in the capstone course, a minimum of 70% of students will respond that the curriculum in their program moderately or significantly increased their knowledge of professional ethics.	**Target Met:** At the end of Spring Semester 2013, seven of the nine Digital Design graduates completed the Digital Design Program Exit Survey. Of these students, 71% reported that their program moderately (14%) or significantly (57%) increased their understanding of professional ethics. One student (14%) reported that the program did not increase his or her knowledge of professional ethics at all, and one student (14%) reported that the program only slightly increased his or her knowledge of professional ethics. Without interviewing the students, we cannot determine whether the students already had a significant understanding of this area or whether the program did not meet the students' needs. Since this target was only minimally achieved, these findings will be shared with the digital design part-time and full-time faculty so that they can emphasize ethics.
Students will find employment related to their degree or certificate or gain acceptance into a four-year program to work toward a related degree.	Twelve months after their spring graduation, faculty or staff will follow-up with graduates to determine their employment or education status. A minimum of 70% students will find employment or continue their education in a related field as determined by surveys 12 months after spring graduation.	**Target Met:** On the Spring Semester 2013 Digital Design Program Exit Surveys, 71% of the respondents indicated that they had found employment related to their degrees (29%) or were continuing their education (43%). The full-time faculty member who distributed the surveys did not return the Graduate Contact Information sheets for the graduates and has since left Dalton State. Consequently, we cannot determine the place of employment or the names of the colleges where graduates plan to continue their education. However, we have hired a new full-time faculty member in Digital Design and expect to have better data for the next cycle. In addition, we have an action plan in place to address graduate follow-up and employer surveys.
Employer surveys will be conducted one year after students' spring graduation.	A minimum of 70% of employers will express satisfaction with the digital design program graduates.	**Not Reported/Assessed During This Cycle**: Our one full-time digital design faculty member accepted another position and left the college in May. Consequently, we did not do employer surveys this year; however, we have an action plan in place that addresses graduate follow-up and employer surveys, and we will assess this outcome during the next planning cycle.

(j) Summary and evidence of achievement of student learning outcomes

Describe the extent to which students have achieved current student learning outcomes in Area F and/or upper-division courses, if applicable. (current year)

As the following tables show, students successfully achieved 100% of the outcomes for all of the digital design classes that were taught during Spring Semester 2013. Though some of the faculty created action plans for individual outcomes, these faculty left Dalton State, and the new instructors modified the courses to fit their own teaching styles during the 2013-2014 academic year. These new measures will be evaluated as a part of the School's annual report at the end of this cycle.

DSGN 1143 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will construct, label and classify points, lines, and planes using descriptive geometry techniques for spatial problem-solving.	Seventy-five percent of students will make a 70% or better on their quizzes.	89%
2.	Students will develop flat patterns for folding surfaces using descriptive geometry techniques for spatial problem-solving.	Seventy-five percent of students will make a 70% or better on the techniques of descriptive geometry (listed and evaluated separately as individual components) on development drawing projects.	100%
3.	Students will construct 3D models from development patterns using various flexible forms of media.	Seventy-five percent of students will make a 70% or better on the dexterity, the accuracy, and the creativity components of constructed 3D models that require dexterity, accuracy, and creativity using various flexible forms of media.	100%

DSGN 1151 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will define computer-aided design (CAD) and graphics terminology.	Seventy-five percent of students will make a 70% or better on their homework assignments.	84%
2.	Students will create and modify 2D drawings utilizing CAD software.	Seventy-five percent of students will make a 70% or better the creation and the modification components of drawing projects that require the student to create and modify 2D drawings utilizing CAD software.	84%
3.	Students will demonstrate file saving, printing, and exporting fundamentals for print and electronic reproduction of CAD drawings.	Seventy-five percent of students will make a 70% or better on their quiz.	100%

DSGN 1153 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will research, organize, and interpret terminology on current concepts in 3D modeling and rendering techniques.	Seventy-five percent of students will make a 70% or better on the research, the organization, and the interpretation components of a research paper on current 3D modeling concepts.	100%
2.	Students will create three-dimensional (3D) computer generated models with textures and lighting for photo-realistic rendering.	Seventy-five percent of students will make a 70% or better the construction and the rendering components of a pre-determined 3D model construction.	100%
3.	Students will design and create three-dimensional (3D) computer generated models.	Seventy-five percent of students will make a 70% or better on the original design and the construction components of 3D computer generated models.	90%

DSGN 2247 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will create photographic compositions using design principles.	Seventy-five percent of students will make a 70% or better on the composition design principles (listed and evaluated separately as individual components) of photography projects.	100%
2.	Students will utilize image manipulation software for visual communication.	Seventy-five percent of students will make a 70% or better on the use of image manipulation software (techniques to be listed and evaluated separately as individual components) of image projects.	100%
3.	Students will analyze images for various design applications.	Seventy-five percent of students will make a 70% or better on their quiz.	100%

DSGN 2257 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	The student will demonstrate the proper setup procedures for the creation of a singular 3D model using modeling software.	Seventy-five percent of students will make a 70% or better on their quizzes.	100%
2.	The student will apply the necessary techniques to create basic singular 3D parts from a 2D diagram.	Seventy-five percent of students will make a 70% or better on the proper procedures (listed and evaluated separately as individual components) to create 3D models from a 2D diagram.	100%
3.	The student will compile micrometer measurements to construct an actual solid part into a 3D model using modeling software.	Seventy-five percent of students will make a 70% or better on their measurement assignment.	100%

DSGN 2259 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	The student will demonstrate the proper setup procedures for the creation of multiple 3D parts to be used in an assembly using modeling software.	Seventy-five percent of students will make a 70% or better on their quizzes.	100%
2.	The student will apply the appropriate procedures to format, create, and constrain multiple parts in an assembly.	Seventy-five percent of students will make a 70% or better on the appropriate procedures (listed and evaluated separately as individual components) of their assembly models.	100%
3.	The student will apply all dimension standards to document fully a complete set of working drawings.	Seventy-five percent of students will make a 70% or better on all dimension standards (listed and evaluated separately as individual components) applied to document fully a complete set of working drawings.	100%

DSGN 2274 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will compose and design a digital project that utilizes the skills and techniques learned throughout the digital design program.	Seventy-five percent of students will make a 70% or better on the program skills and the program techniques components of their digital project.	100%
2.	Students will design and create a professional and creative portfolio of work done throughout the Digital Design program.	Seventy-five percent of students will make a 70% or better on the professionalism and the creativity components of their portfolio.	100%
3.	Students will plan, organize and promote a portfolio presentation event.	Seventy-five percent of students will make a 70% or better on the planning, the organization, and the promotion components of a portfolio presentation event.	86%

(k) Evidence of program viability

Based on enrollment history, retention rates, degree completion/graduation rates, and other program outcomes, comment on whether continued resources should be devoted to this program. Your comments should consider external factors such as the following: Are your students getting jobs? What is the job outlook for graduates? Are students prepared for the jobs they get? How is the field changing? Are the program faculty members in touch with employers and getting feedback on our students' performance? Do employers see a need for changes in the program?

Based on enrollment history and degree completion rates, the AAS in digital design needs continued monitoring. During the last five years, the number of majors has remained low though fairly stable (approximately 35 majors); however, the number of degrees awarded has continued to decline. In January 2014, we deactivated the certificate program because of low numbers and low completion rates, and based on data for the two most recent years, the majority of graduates continue schooling to work toward a bachelor's degree. Since the School of Liberal Arts has housed this program for less than two years, we do not currently have any employer feedback; however, we are putting a new graduate follow-up plan in place this year in an attempt to obtain better data for this year's program assessment. The program appears to be attractive to Hispanic students; however, we will need to reassess the viability of the program if the number of majors and graduates continues to decline.

3. USE OF ASSESSMENT RESULTS FOR PROGRAM IMPROVEMENT

What improvements have occurred since the last program review or assessment?

This is the first comprehensive program review for the AAS degree in digital design. Since the full-time faculty member is new to the program, it is difficult to determine actual improvements in the program over the last five years. However, during Fall Semester 2013, the dean of the School of Liberal Arts and the former full-time digital design faculty member (Ms. Rebecca Lowery) developed program goals, program outcomes, program-specific student learning outcomes, measures, and targets to assess the program. In addition, Ms. Lowery created measurable student learning outcomes for all design courses, and these were assessed in Weave during Spring Semester 2013. During Ms. Lowery's employment with the program, she shifted the focus of the degree from Drafting and Design Technology (2008-2009), to Technical Graphics and 3D Design (2010-2011), to Digital Design (2012-present), with course prefixes changing from drafting, to graphics, to design over the same time period. With the hiring of Ms. Lowery's replacement, we strengthened the program by hiring a faculty member with an MFA in 3D animation who has the credentials to teach and develop transfer courses that can take the program to a new level as well as support the developing communication concentration in the bachelor's program in interdisciplinary studies.

4. REVIEW OF CURRICULUM

What changes or revisions have been made to the program, its curriculum, or its student learning outcomes since the last program review or assessment?

In addition to the changes above, digital design faculty developed a new capstone course (DSGN 2274: Digital Design Capstone) which is being used to assess program outcomes, experimented with hybrid courses, changed course sequencing, modified prerequisites and co-requisites, and expanded elective options to include Humanities 1201 and 1202 and ARTS 1100 as well as two new electives (ARTS 1020: Two-Dimensional Design and ARTS 2020: Color Theory).

5. PROGRAM STRENGTHS AND WEAKNESSES

Strengths:

Dalton State's associate's degree program in Digital Design has a number of strengths, including students' perceptions of the program, students' post-graduation employment or graduate admission status, and students' success in the capstone course (DSGN 2274). On the 2012-2013 exit surveys, 100% of the graduates reported that the program met or exceeded their expectations. On these same surveys, 86% of the graduates rated the quality of instruction by faculty as good or excellent, 100% rated the quality of instruction in preparing them for success in their first job after graduation as good or excellent, 100% reported that their program increased their knowledge of architectural

drawing and modeling; and 86% reported that their program increased their knowledge of mechanical drawing and modeling; of 3D modeling, rendering, and animation; and of graphic design.

Student success in obtaining a position related to their degrees or in continuing their education was another strength this year, with 71% of the graduates securing employment related to their degrees or continuing their education in bachelor's programs. Digital Design graduates were also successful in the capstone course (DSGN 2274), with all students earning an 80% or better on their final design projects.

Weaknesses and concerns:

Assessment of the program revealed four areas in need of improvement. These include better alignment between the measures and targets in the capstone course and the measures and targets in the Digital Design program assessment, better alignment between the targets of DSGN 1120 and the targets in the program assessment, the need for a better means of contacting graduates and their employers 12 months after graduation, and the need for an increased emphasis on professional ethics. We have put action plans in place to address these issues. In addition, since there were only 10 students enrolled in the certificate program during 2012-2013, the School deactivated this program effective Spring Semester 2014 and will concentrate on the associate's program, exploring new directions with the assistance of our recent hire, Mr. Scott Bertram. With his Master of Fine Arts, he is well qualified to guide the program for increased success.

6. RECOMMENDATIONS FOR FOLLOW-UP AND/OR ACTION PLANS (if needed)

Issue/concern:

The number of students majoring in digital design and the number of students graduating from the program are concerns and have implications for our one full-time faculty who was hired as a temporary instructor.

Specific action(s):

If enrollment in the program remains stable (or increases) in Fall 2014, the department should take steps to change the temporary position to a tenure-track position and clarify the direction the program will take.

Expected outcomes:

Staff stability and continued program growth are the expected outcomes.

Time frame:

Enrollment numbers should be assessed during Fall Semester 2014.

Person(s) responsible:
Dr. Kris Barton (with Dr. Mary Nielsen)
Resources needed:

Prepared by: Mary Nielsen

Date: May 13, 2014

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Reviewed by Chair of Program Review Subcommittee:

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