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Program Review Report
3.7 Academic Program Review

A thorough internal or external program review addressing all criteria in policy should be possible within a comprehensive report of ten or fewer pages. This template is provided to assist institutions in compiling the program review information, **which is to be presented to the institutional governing board prior to submission to the State Regents**. Please provide an executive summary of this review using the Program Review Executive Summary Template.

Institution Name: Oklahoma City Community College

Program Name and State Regents Code: AAS, Digital Media Design -006

List Program Options: Photography Imaging
                              Graphic Design

List Embedded Certificates included in this review: Graphic Design Certificate- 171
                                                        Photography- Digital Imaging Cert.-
170

Previous Review

Date (Year) of Last Review 2018

1. Summarize key findings from previous internal and/or external reviews of this program.

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

    Strengths

    1. The number of enrolled students and graduates of the Digital Media Design program has remained steady for the Graphic Design and Photography/Digital Imaging options.
    2. The program has a positive reputation in the community for Digital Media Design training. Faculty receive frequent requests from community employers for student interns and graduates to fill their employment needs. The number of graduates working in the field has remained steady at 50% to 60%. Institutional Effectiveness has provided support

1

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data obtained via surveys of OCCC Graphic Communications graduates from years 2010–2014.FY 2013: 20 GCOM graduates were surveyed with 11 graduates responding. 57.1% of the responding graduates transferred to another college, and 50% were working in a job related to their education 2014: 18 GCOM graduates were surveyed with 11 graduates responding. 27.3% of the responding graduates transferred to another college, and 60% were working in a job related to their education.

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

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

5. Faculty members are well qualified, and all are working or have worked for many years in the digital media design industry. They are committed to high standards of excellence and provide appropriate, current, and real-world training for students. They are concerned with students' ability to compete in the marketplace and assist them in job counseling and placement. The overall quality of instruction is high due to the close interaction between faculty and students. 3

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

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

Concerns:

1. There were low graduation rates for the Computer Animation and Game Design options. The Computer Animation option had a five-year average graduation rate of 2, and the

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Game Design option had a five-year average graduation rate of 4. With the deletion of the Computer Animation and Game Design options, there may be a reduction in the number of students and graduates in the DMD program. Program faculty will have to construct plans to increase student enrollment and graduation rates.

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

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

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

Recommendations:

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

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

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

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

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

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

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

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

2. What developments and actions have taken place since the last review?

Referring to the 'Concerns' outlined in the 2018 Program Review:

1. We are in the midst of hiring a new Coordinator and F/T professor of Digital Media Design. An offer has been made and their anticipated start date will be in August 2023.
2. The carpet in Laboratory AEH 1C1 has been replaced with new tile. This classroom/ laboratory has also been designated a ZOOM room, which will allow for a more flexible classroom to meet the diversified needs of our students.
3. The carpet in Laboratory AEH 1C2 has been replaced with new tile.
4. Phase out program as indicated from previous review.

Referring to the 'Recommendations' outlined in the previous Program Review:

1. The Computer Animation and Game Design program was deleted and students who were enrolled were taught the necessary skills to obtain their degree's.
2. When the new F/T Faculty member arrives, a plan to meet with the existing Advisory Board to help determine the programs new direction.
3. Continue outreach to Francis Tuttle and Moore Norman technology Centers' graphic communications faculty to continue building relationships.
4. Since the DMD program has been combined with other programs, the Chair for Arts and Media is working with MPR to devise a new campaign to recruit for all of our programs.
5. Once the new coordinator arrives, a new advisory board will be formed to reflect current needs from the industry.
6. The Digital Media Design program does support and include the general education components in its classes, particularly through writing, public speaking, math, and critical thinking. Digital Media Design software courses include writing, mathematical methods, and critical thinking in the general education components. DMD 2803 Portfolio Preparation and Presentation includes writing and critical thinking components. DMD 1223 Advertising Layout, DMD 2323 Publication Design, and DMD 2353 Applied Graphic Art include writing, public speaking, mathematical methods, and critical thinking components. Project presentations were added to the DMD 1013 Creativity and Design class curriculum in response to the general education assessment data for public speaking.

Current Review

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Date (Year) of Current Review 2023

Review Criteria *(Institutions should address each criterion of OSRHE policy 3.7.5 as directed below).*

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

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

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B. Vitality of the Program:

B.1. Program Objectives and Goals:

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

1. Offer a high quality of training in course offerings and level of instruction. This training will prepare the student for entry-level employment in the digital media design industry. Students are prepared in the following areas: Graphic Design, Digital Image Editing, Photography, and Computer Illustration. They may also elect to be trained in the areas of Animation or Game Design.
2. Provide the facilities, equipment, and software necessary for quality instruction and student lab experience.
3. Provide retraining for community/industry persons on a part or full-time basis.
4. Offer a two-year Associate in Applied Science Degree and Certificate of Mastery.
5. Maintain a committed advisory board for evaluating and advising faculty on training and curriculum. The Digital Media Design Advisory Board meets twice a year to evaluate the DMD Program and to provide5input on changes. The committee consists of individuals who work in the profession in private industry.
6. Maintain a committed faculty consisting of people who have real-world experience, are dedicated to high standards of excellence, and are willing to continually evaluate all aspects of the program and make necessary changes. They will also advise and assist students in employment opportunities.

B.2. Quality Indicators (including Higher Learning Commission criteria and requirements):

Student Learning Outcomes:

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

2. Demonstrate the understanding of the principles of composition in digital media design including:
   a. Graphic design, image, animation, and game design appropriate to project and purpose.

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      b. Effective use of compositional elements to create an original graphic design, image, animation, or game design.

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

Program Output:

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

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

B.3. Minimum Productivity Indicators:

Degree	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
AAS.DMD/GD	37	61	52	49	49
AAS.DMD/PHOTO	14	21	21	12	12
CERT. DMD/GD	1	3	12	16	6
CERT. DMD/PHOTO	8	0	7	0	0

2018-22	Enrollment Totals	Graduates Totals
AAS.DMD/GD	248	42
AAS.DMD/PHOTO	87	9
CERT. DMD/GD	38	46
CERT. DMD/PHOTO	11	12

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B.4.   Other Quantitative Measures:

b.4.a. Number and enrollment of courses taught exclusively for the major for each of the last five years:

NUMBER OF COURSES TAUGHT

Courses	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
1000-level	35	26	25	23	25
2000-level	27	27	20	21	21
All Courses	62	53	45	44	46

CLASS SIZE AVERAGE

Courses	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
1000-level	14.0	14.3	14.6	18.6	16.3
2000-level	12	1	11	13	10
All Courses	13	12	13	16	14

TOTAL ENROLLED

Courses	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
1000-level	489	371	366	427	408
2000-level	333	277	211	276	213
All Courses	822	648	577	703	621

b.4.b. Student credit hours by course level (i.e. 1000, 2000) generated in all major courses in the degree program for five years:

Courses	Degree	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
1000-level	AAS, C	1,458	1,113	1,098	1,281	1,224
2000-level	AAS, C	999	831	633	828	639
All Courses	AAS, C	2,457	1,944	1,731	2,109	1,863

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b.4.c. Direct instructional costs for the program during the review period:

In 2021 and 2022, our Information Technology Services department installed Zoom room technology in multiple classrooms across campus with an end goal of 70+ rooms. This hybrid/Hy-Flex technology helps us offer different course modalities and allows us to meet student and employee needs by providing the opportunity for courses and meetings to be held in-person and online simultaneously. This endeavor was achieved at a total cost of $2,393,437.41. In addition, all teaching station computers, monitors and display adapters were replaced at a total cost of $107,167.16.

The Center for Learning and Teaching developed training for this technology that began in Dec. 2021. This training is ongoing and focuses on both how to operate the technology as well as how to engage students with it in the classroom using innovative teaching strategies. We have trained 160+ faculty and staff members to date and anticipate training more in the upcoming fiscal year.

At this point, all course sections now use our Learning Management System (LMS), Moodle, and we have several third-party tools available to faculty and students that foster online engagement, including Turnitin, Ally, Poll Everywhere, and VoiceThread. These recurring costs add up to approximately $338,000 per fiscal year. Faculty are trained in these resources, and the CLT continues to work with faculty to make sure they understand best practices for how to use and implement these resources. Turnitin aids with grading and academic integrity, Ally with ensuring faculty have the tools to make their course materials Section 508 complaint, Poll Everywhere with student engagement, and VoiceThread with creating quality audio presentations and feedback for our students. Additionally, the Center for Learning and Teaching is working toward developing augmented and virtual reality resources for OCCC faculty to potentially integrate into their courses to better engage students through real-world experiences offered in a virtual environment.

b.4.d. The number of credits and credit hours generated in the program that support the general education component and other degree programs including certificates:

There are no General Education courses offered in DMD.

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b.4.e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential (i.e. MFA, PhD)	Institution that granted degree
Anderson, Randall (F/T)	MAED	University of Central Oklahoma
Hettinger, D (Adjunct)	MA	University of Alabama
Pursley, Stephen (Adjunct)	BA of Business Administration	University of Oklahoma
Teresa Bragg (Adjunct)	PHD of Philosophy	University of Oklahoma
Mathew Caldwell (Adjunct)	BFA	Oklahoma Christian University
Tracy Ferguson (Adjunct)	M.ED in Curriculum and Instruction	University of Texas, Arlington
Phillip Grimes (Adjunct)	AAS in Graphic Communications	Oklahoma City Community College

Add more rows if needed

b.4.f. If available, information about employment or advanced studies of graduates of the program over the past five years:

Associate in Applied Science and Certificate
2021
Number Surveyed   801
Number Responding 64
% Responding 8.0%

Continuing Education
% continuing their education 40.6%
# with difficulties transferring credits 0
Prepared graduate for continued education (scale of 1-10) 8.55
Employment
Employed full-time 71.9% (46)
Employed part-time 15.6% (10)
Unemployed but seeking 7.8% (5)
Not seeking 2

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Other 1
% working in job related to education 81.3%
Prepared graduate for performing job (scale of 1-10) 8.33

General Education Skill Set Preparedness (scale of 1-10)
Critical thinking 8.25
Human heritage, culture, and institutions 7.56
Mathematical methods 7.83
Public speaking 7.61
Writing 8.19

Other
% who met their educational goals at OCCC 98.4%
% 1st in family to earn a degree 42.2%
Overall satisfied with OCCC (scale of 1-10) 8.50%
Would recommend OCCC to another person 93.8%

b.4.g. If available, information about the success of students from this program who transferred to other institutions:

Of the 239 respondents, 157 (65.7%) indicated continuing education. The proportion continuing varied
by degree:

AAS degree recipients had 37%; certificate recipients had 80%.

Of the 157 graduates continuing education, 100 reported full-time enrollment, 40 reported part-time enrollment, 10 provided Other information, and 7 left the question blank. Only 4 people, 2.5% of those
continuing education, reported any issues with transfer, a decrease from the 11.5% reported in 2018.

For continuing education institutions, the top three colleges (OU, UCO, OCCC) remained the same as 2018, with Southwestern Oklahoma State University moving up one spot into fourth place.

Name of Institution	2018	2021
University of Oklahoma	68	34
University of Central Oklahoma	64	30
Oklahoma City Community College	28	25
Southwestern Oklahoma State University	14	9
Oklahoma State University	18	6

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B.5.   Duplication and Demand:

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various constituents served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

Address Duplication: Rose State maintains a multimedia Digital Design AAS and a Certificate, which delves into the marketing aspect. Our program more aligns with 4-year institutions such as University of Oklahoma and University of Central Oklahoma, which offer degrees specializing in Graphic Design aspects.

Address Demand: As the work force continues to increase, according to 2019-2025 Critical Occupations list provided in the Program Review Excel File, the total jobs in Graphic Design is predicted to increase by 55 from 2019 to 2025. According to Oklahomaworks.gov, the industry is predicted to expand 9% in the next ten years.

b.5.a.   Describe demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

Students seem to be most interested in the AAS degree in Graphic Design and secondly the AAS in Photography/ Digital Imaging, which maintained throughout the pandemic. The AAS in Graphic Design saw a slight up-tic in 2019 and a minor drop throughout the pandemic till FY22. The AAS Photography showed a minor up-tic, mostly due to the hands-on nature of the medium.

Both Certificates showed an overall decrease, while the Certificate in Graphic Design showed improvements from before pandemic, but averages were less that previous, again perceived to be circumstantial to the pandemic.

The Digital media Design program does not officially track students after graduation, but may students are hired locally.

b.5.b.   Describe demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

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An important aspect of keeping the curriculum relevant and ensuring students are adequately prepared for employment is the Digital Media Design Advisory Board. The Digital Media Design Advisory Board meets in the fall and spring semesters to evaluate the Digital Media Design Program and to provide input on changes. The committee consists of individuals who work in the digital media design profession in private industry and instructors from the Career Technology Centers. Advisory board members are chosen to represent a variety of design and production (for print, photography, animation, and game design) areas within the industry. Members are rotated on a regular basis to ensure different viewpoints and areas of expertise. Members are chosen as a result of recommendations from committee members and faculty. Advisory board members are also requested to fill out written questionnaires pertaining to standards in software, hardware, training needs, agenda items, and general comments so that all members have an opportunity to express opinions on all issues. Information obtained from meetings and questionnaires is summarized and analyzed by program faculty, and recommendations are forwarded through appropriate academic channels. These recommendations and the action taken are subsequently reviewed at the next advisory committee meeting. To facilitate job placement, committee members are involved in arranging field trips, internship placements, and guest speakers, as well as in evaluating student portfolios. Minutes of meetings are maintained and distributed to committee members, to the Dean of Arts, English, and Humanities, and to the Vice President of Academic Affairs and are kept on file in the Division Office for inspection by interested parties.

b.5.c. Describe demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

DMD F/T faculty and Adjunct Faculty create individual experiential courses for our students to engage with. Everything from the course, including but not limited to the syllabus, assignments/ projects, tutorial videos, tutorial handouts and essays are intellectual property that we contribute to the college.

b.5.d. Describe indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

All of our Adjunct professors actively work in the field. The advisory board is composed of working professionals and members from Computer, IT and Visual Arts Program at Moore Norman Technology Center and respectively,

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the Graphic Communications Department at Mid-America Technology Center.

b.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Describe how the program has met these demands:

Digital Media Design has embraced the options of offering 8-week courses and offerings in on-campus, synchronous online, asynchronous online, hybrid and plans to reintroduce more 16-week options to better fit individual student needs on a rotating schedule. Through the pandemic, we learned that offering online courses is an option that works for some of the courses that are Adobe oriented. The hands-on options are better served in-person.

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B.6.   Effective Use of Resources:

(Resources include financial support (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services, appropriate use of technology in the instructional design and delivery processes, and the human resources of faculty and staff).

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

Instruction and Reference

Librarians provide instruction and reference assistance to OCCC students. Librarian staffing is at 4.5 FTE. Many students receive hands on instruction for using library resources and selecting and evaluating sources as part of the required *Success in College and Life* course. Additional instruction is also provided to a variety of other classes, with a focus on the appropriate resources for that discipline or a specified assignment.

Librarians are available to assist students in person 8 AM to 9 PM Monday through Thursday, and 8 AM to 5 PM on Fridays. In Fall 2019 the library implemented an online chat service that is available approximately 56 hours per week. Students may also request additional research help outside those hours. Video tutorials and LibGuides on the Library's website supplement instruction by providing guidance for students who are off campus.

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Online and Print Resources

Librarians select and purchase materials specific to Digital Media Design, as well as maintain a broad collection of resources to support the overall OCCC curriculum. Areas of the collection that are in direct support of Digital Media Design are:

N	Visual Arts
NC	Drawing, Design, Illustration
NE	Print Media
PN 6727	Graphic Novels
QA 76.77	Computer software including Photoshop and InDesign
T 385	Computer Drawing technology including SolidWorks software
TR	Photography
Z 250	Typography

Librarians use professional resources such as *Choice* to select materials based on dependable reviews. The library's main collection includes nearly 80,000 circulating items to support the academic course offerings at OCCC as well as general interest materials. The library also includes over 4,400 reference items, and over 4,000 audio-visual materials. The collection is weeded periodically to maintain currency and relevance.

Course textbooks are available at the Library Circulation Desk for in-library use. Textbooks are available for all General Education courses, as well as most other courses taught at OCCC.

Some print periodicals have been retained, though electronic periodicals make up the bulk of the periodical collection. Students can utilize *EBSCOhost* to find credible, peer-reviewed articles. The multidisciplinary databases *MasterFILE Premier* and *Academic Search Complete* are generalized databases that contain relevant article collections for this program. In addition, the Library maintains a subscription to the *US Dailies* database that provides access to current and historical newspapers from *Chicago Tribune, Los Angeles Times, New York Times, The Wall Street Journal,* and *The Washington Post.*

Streaming academic and scholarly videos, as well as documentary and feature films are available through *Films on Demand*, *AVON, PBS Video,* and *Swank Digital Campus*. All of these resources are utilized on and off campus by both faculty and students. Another tool is *ImageQuest,* a database of millions of copyright-cleared images for student and faculty projects and presentations.

The Library also strives to support the professional development of faculty. The book collection is updated with materials on teaching, learning, classroom technology, and curriculum development. Additionally, the *Education Source* and *Professional Development*

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Collection databases, available via *EBSCOhost,* provide faculty access to periodical literature on teaching.

During the pandemic closure and subsequent reduction in hours, Library staff worked to ensure access to resources and services by mailing books to students, extending due dates, providing curbside book pickup, increasing online chat coverage, creating additional instructional videos, providing online access to course reserves and additional electronic databases, offering Zoom reference meetings with students, and laptop and webcam checkout. A wireless hotspot checkout service was added in Fall 2021.

Facility

The library offers public computers, group study rooms, digital scanners, free printing (100 pages per semester, per student), huddle stations, mobile white boards, laptop and hotspot checkout, and a designated/monitored quiet study area.

Available Fall 2022, the library has installed individual use cubicles (Study Cubbies) in the designated quiet study area. Study Cubbies are reservable by all OCCC students, faculty, and staff.

In summary, the Library supports this program comprehensively and appropriately.

Recommendation(s)

    A.   **Recommendation for the Program (3.7.7.A.4):**
- ☐ Maintain the program at the current level.
- ☒ Continue the program with modifications as noted below and detailed in the comment section below.
    - ☒ Expand the program
    - ☐ Reduce program in size or scope
    - ☐ Merge or consolidate program
    - ☒ Reorganize program/curricular modifications*
- ☐ Suspend program to allow an opportunity to consider recommendations detailed in
    the section below*
- ☐ Delete program*

Requires a Request for Degree Program Modification and governing board approval.

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B. **Specific comments regarding recommendations:**
   (Provide detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements. Recommendations to suspend or modify the program should include measurable goals and a timeline for monitoring the program in one-, two-, three-, or four-year increments)

Recommendations	Implementation Plan	Target Date
When the new F/T professor/ coordinator joins OCCC, which is anticipated to be in August 2023, a thorough reassessment of the program is necessary to update the program to reflect the ever-changing industry needs.	Research industry demands, decide which courses can be combined or changed and update the program as necessary.	FY 2026
Increase communication with graduates of AAS and Certificates one year after completion and 3 years after.	Obtain best contact information from students using an exit survey completed with Capstone course.	FY 2024
Meet with advisement committee and recruit new members to reflect current needs of the industry.	Make contact with local businesses, VOTEC schools, and provide more opportunities for students to internship while enrolled.	FY 2026

Add additional rows as necessary

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Department/
Program Head _____ Date: Click here to enter a date.

         (Signature)

Dean _____ Date: Click here to enter a date.

         (Signature)

Chief
Academic
Officer _____Date: Click here to enter a date.

         (Signature)

President _____ Date: Click here to enter a date.

         (Signature)