

## 2022-23 Program Review Template

**Directions for Lead Writers:** Please use this template to begin working on your Unit’s Program Review. Once Program Review workspaces are available, you will receive detailed instructions regarding how to copy these responses over to the Nuventive workspace.

**DEI Discussions:** as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information &amp; Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>Successes:</p> <ol style="list-style-type: none"> <li>1. Developed and implemented structured Course Sequence Program Cards to optimize class scheduling and offer predictable and dependable pathways for students to follow upon entering into one of the braches of the Multimedia program.</li> <li>2. Developed and implemented a new ICT Certificate of Performance in collaboration with Point Loma High School high school to offer HS students an introductory series of classes with which to enter various program sequences in the Digital Technology and Computer Sciences.</li> </ol> <p>Challenges:</p> <ol style="list-style-type: none"> <li>1. Lack of full awariness of new degree programs (e.g. Video Game Design and Development, 3D Animation) exacerbating ongoing enrollment challenges.</li> <li>2. Lack of contract faculty in the discipline results in the need to hire more adjuncts. Recruiting, hiring, and mentoring of qualified faculty in the areas of Video Game Design and Development and 3D</li> </ol>

		Animation impacts the program's efficiency and consistency of meeting learning outcomes.
If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.	Optional	
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
<b>Data Reflection</b>		
<b>Prompt</b>	<b>Guidance</b>	<b>Program Response</b>
Describe the trends you see in your program/service area's data.	Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work	Enrollment trends are up over the last several years. 340 students per term in 2019/2020; 420 students per term in 2022/23. Multimedia enrollment has been increasing while overall campus enrollment has been decreasing. Retention rates have increased from .85 in 2016/2017 to .93 2022/2023. Awards have increased to 22 in 2021/2022. Productivity has decreased slightly since our return to offering on-campus classes.
	Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work	
Describe any equity gaps you	Equity gaps refer to disparities in educational	The Multimedia program shows a fall 2022 success rate of 72.7%

see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.	compared to the Campus success rate of 70%. 2021/2022 Black/African American the success rate was 39%, a 31% deficit compared to the campus success rate. This rate has reecovered somewhat with a return to on-campus instruction with a fall 2022 success rate of 59.3%. The fall 2022 Latinx the success rate was 72%. Fall 2022 Asian success rate wa 68%. Gender equity analysis from 2021/2022 shows a female to male ratio 33% to 67%. Retention rates were similar with 85.6% female vs. 88.4% male. Success rates were relatively equal at 66.1% female to 67.7% male.
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	Data continues to be compiled with next scheduled departmental discussion of outcomes taking place fall 2023.
<i>Practice Reflection</i>		
Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	A return to on-campus instruction combined with the development of a standardized Multimedia course sequence pathway for the various branches of the program will help students to complete their chosen degree program on a predictable and dependable timeline.
What other factors (internal or external) might also impact the above data trends and equity gaps?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	The evolution of our online course offerings to integrate effective learning tools and engagement strategies to more successfully navigate post-pandemic student needs. Development of more culturally inclusive and responsive curricula (projects, assignments, etc.) in our online modality.
<i>Unit Goals and Action Plans</i>		
Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	Goal 1: Hire additional full-time faculty positions to solidify curricular continuity and develop established pathways for students in the Video Game Design & Development and 3D Animation degree programs in the Digital Technology department.

		<p>Goal 2: Increase awareness of Multimedia areas of emphasis via customized marketing and outreach in conjunction with newly implemented marketing services recently made available at the college.</p> <p>Goal 3: Emphasize Open Educational Resource options in our curriculum in order to improve existing equity gaps in access to technology and course materials among our students.</p> <p>Goal 4: Decrease equity gaps for African American and Latinx students in our online course offerings.</p>
<p>Mesa2030 Roadmap Strategic Objective (SO) Alignment</p>	<p>Review <a href="#">Mesa2030</a> and the <a href="#">Roadmap to Mesa2030</a>, only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs</p>	<p>Goal 1:  SO: Completion  SO: Pathways and Partnerships  SO: Community  SO: Scholarship</p> <p>Goal 2:  SO: Completion  SO: Pathways and Partnerships  SO: Community</p> <p>Goal 3:  SO: Completion  SO: Pathways and Partnerships  SO: Scholarship</p> <p>Goal 4:  SO: Completion  SO: Pathways and Partnerships  SO: Community  SO: Scholarship</p>

<p>Identify specific actions your program/service area will engage in to accomplish this goal.</p>	<p>Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.</p>	<p>Goal 1</p> <ol style="list-style-type: none"> <li>1. Research and collect necessary data and labor market information to articulate the department's need for new full-time faculty and make as convincing a case as possible in support of our request.</li> <li>2. Complete the procedural steps necessary to include the Digital Technology department's request for new full-time faculty in the next round of allocations/</li> </ol> <p>Goal 2</p> <ol style="list-style-type: none"> <li>1. Collaborate with WBL and new marketing entities on campus to develop informational materials and multiple methods of outreach in order to reach as wide an audience as is possible with the resources available to us.</li> <li>2. Evaluate effectiveness of marketing and outreach efforts by comparing enrollment and completion data with concurrent marketing and outreach efforts.</li> </ol> <p>Goal 3</p> <ol style="list-style-type: none"> <li>1. Review and evaluate all Multimedia course content and outlines in collaboration with faculty to determine which areas would be able to effectively utilize OER resources in the delivery of their curriculum.</li> <li>2. Collaborate with faculty to research, obtain, and share OER resources across various programs and classes.</li> </ol> <p>Goal 4</p> <ol style="list-style-type: none"> <li>1. Review and evaluate all Multimedia course content and outlines in collaboration with faculty to identify those areas of the curriculum where gaps in equity could be effectively addressed through a process of research and revision. Address aspects of curriculum (in collaboration with our Advisory Committee) to provide optimal cultural relevance for students of all backgrounds, thereby decreasing existing equity gaps in the learning experience and enhancing relevance of course content to all students.</li> <li>2. Research and obtain information on related courses at other educational institutions that have already implemented curricular changes addressing student equity gaps. Review and assess</li> </ol>
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		effectiveness and determine suitability for similar revisions in our department's curriculum.
Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Carlos Toth	
Name of Program/Unit	Multimedia	
Manager Name	Monica Romero	
Submission Date of Program Review Draft to Manager for feedback		
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	5/25/2023	