Existing Program Review Report

DEGREE PROGRAM:	VISUAL MEDIA, BA
PROGRAM REVIEW CHAIR:	ADAM DAVIS

I. MISSION STATEMENT

A. Institutional Mission Statement

At Nevada State University, excellence fosters opportunity. Excellence in teaching leads to innovative, technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills. Quality, affordable four-year degree programs open the door to career success and enhanced quality of life for a diverse population of students. Our graduates, in turn, foster the greatest opportunity – the promise of a stronger community and a better future for all of Nevada.

B. Degree Program Mission Statement

The Bachelor of Arts in Visual Media equips students for analysis and media production in three integrated tracks (Digital Cinema, Animation, and Photography/Documentary), and prepares them to enter the industry in a variety of creative, organizational, and supportive roles.

C. Mission Statement Alignment

The Visual Media program contributes to the institutional mission in the following ways:

- Innovation — The Visual Media program is responsive to industry trends in media business and production; forward-thinking in curricular development and structuring, with midstream college and career planning and highly responsive classes in visual effects and artificial intelligence; and in the application of innovative pedagogical approaches in the classroom, including gamification, AI, flipped classrooms, HyFlex instruction, and others
- Technology — Students in Visual Media are trained on cutting edge hardware and software, learning techniques in both traditional and virtual filmmaking and moving between various software platforms in the production of visual effects and 2D and 3D animated works
- Interdisciplinary knowledge and skills — Students are instructed in film history and analysis, intersecting with the Humanities; film and photographic artistry, intersecting with the Fine Arts; film as entertainment, intersecting with Mass Communication; and the skills and techniques of producing cinematic, animated, and photographic works
- Career success — Students are prepared for a variety of different career paths, and our alumni have had success in fields within and adjacent to visual media

II. INSTITUTIONAL RESEARCH DATA

A. Student Profile and Success Metrics

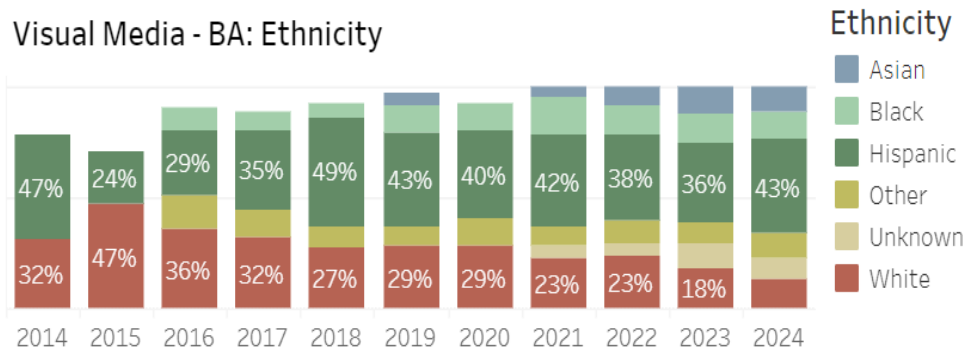**1) Enrollment by Fall Data (Program & NS overall)**

Enrollment increased in nine of the ten years under consideration, with a total increase of 678% against an institutional growth of 14%.

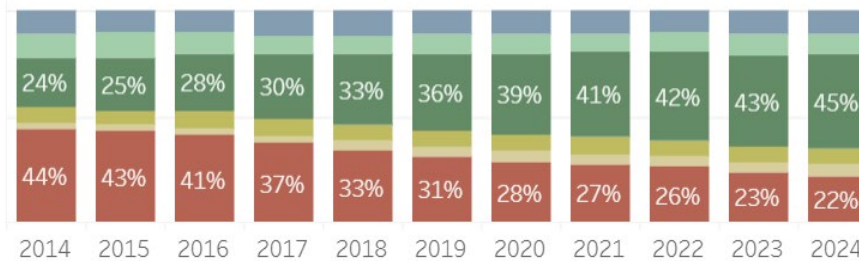| Student Enrollment	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Major: Visual Media BA *Data Specifics: Fall Enrollment*	17	30	46	55	57	63	86	96	116	123
NSU UG Degree Seeking (FT or PT) *Data Specifics: Fall Enrollment* (**% of Visual Media**)	3,085 **(0.55%)**	3,247 **(0.92%)**	3,185 **(1.44%)**	3,374 **(1.63%)**	3,642 **(1.57%)**	3,931 **(1.60%)**	4,100 **(2.09%)**	4,276 **(2.25%)**	4,104 **(2.83%)**	3,788 **(3.25%)**

2) Race/ethnicity, gender, Pell-eligible, & first-generation status

By race and ethnicity, Visual Media has followed an institutional trend of decreasing percentages of White students, from a high of 47% to a current low of 13%. The percentage of Hispanic students has remained more consistent and averaged 39%, which is just above the institutional average of 35% for the same period. The percentage of Black students has varied from none in the first two years under consideration to a high of 17% in 2021, and an average of 10% overall, which is on par with an institutional average of 10% for the same period; the 2024 percentage of Black students in Visual Media is 11%. We have also seen an increase of Asian students since 2019, with a high of 12% in 2023 and a current level of 11% for 2024, on par with 11% institutionally in 2024.
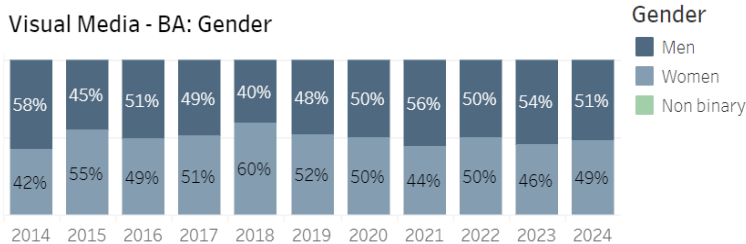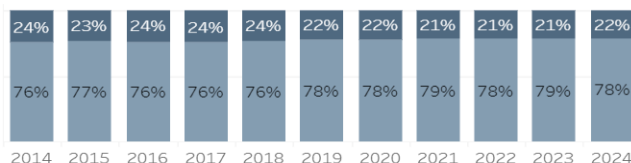
Visual Media - BA: Ethnicity

Ethnicity

- Asian
- Black
- Hispanic
- Other
- Unknown
- White

Year	Hispanic	White
2014	47%	32%
2015	24%	47%
2016	29%	36%
2017	35%	32%
2018	49%	27%
2019	43%	29%
2020	40%	29%
2021	42%	23%
2022	38%	23%
2023	36%	18%
2024	43%	

Degree Seeking (UG): Ethnicity

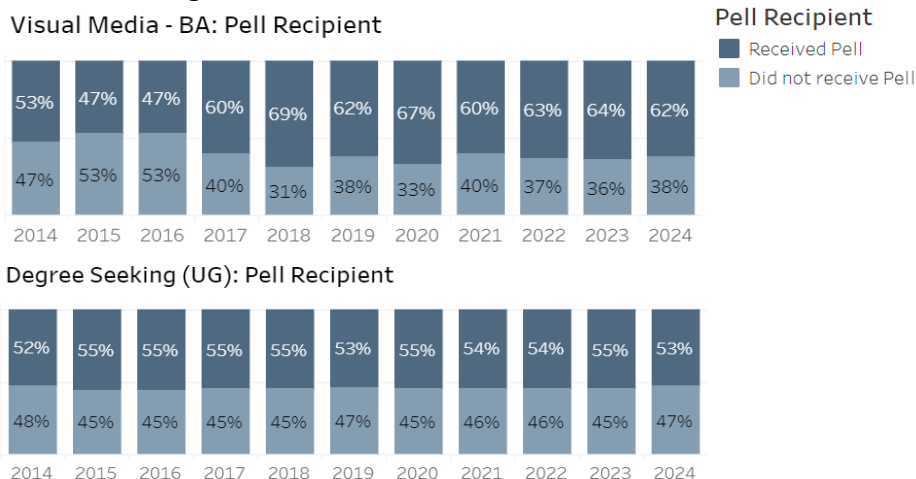| Year	Hispanic	White
2014	24%	44%
2015	25%	43%
2016	28%	41%
2017	30%	37%
2018	33%	33%
2019	36%	31%
2020	39%	28%
2021	41%	27%
2022	42%	26%
2023	43%	23%
2024	45%	22%

By gender, Visual Media is a balanced program, with an average of 50% each for male and female, in comparison with the institutional average of 77% women for the period under consideration.
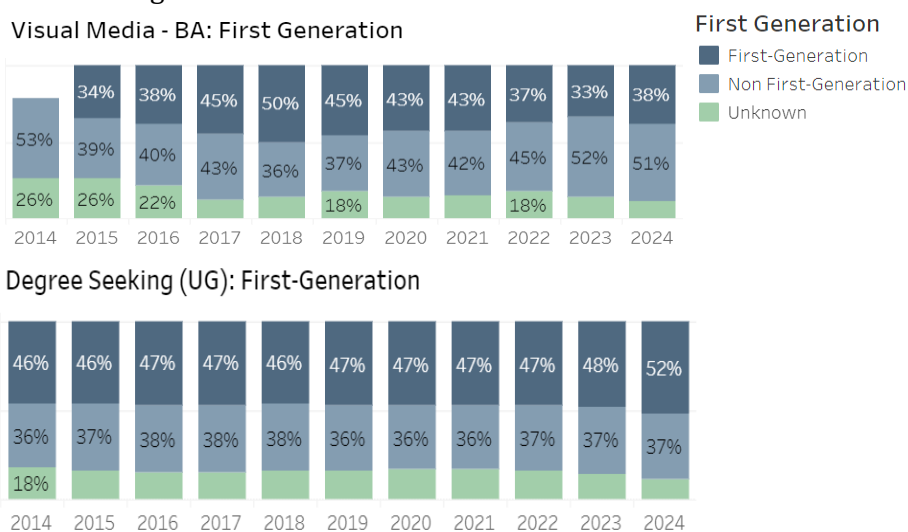
Visual Media - BA: Gender

Gender

- Men
- Women
- Non binary

Year	Men	Women
2014	58%	42%
2015	45%	55%
2016	51%	49%
2017	49%	51%
2018	40%	60%
2019	48%	52%
2020	50%	50%
2021	56%	44%
2022	50%	50%
2023	54%	46%
2024	51%	49%

Degree Seeking (UG): Gender

Year	Men	Women
2014	24%	76%
2015	23%	77%
2016	24%	76%
2017	24%	76%
2018	24%	76%
2019	22%	78%
2020	22%	78%
2021	21%	79%
2022	21%	78%
2023	21%	79%
2024	22%	78%

Visual Media students were somewhat more likely to be **Pell-eligible**, with an average of 59% eligibility against an institutional average of 54%.

Visual Media - BA: Pell Recipient

Pell Recipient
■ Received Pell
■ Did not receive Pell

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Received Pell	53%	47%	47%	60%	69%	62%	67%	60%	63%	64%	62%
Did not receive Pell	47%	53%	53%	40%	31%	38%	33%	40%	37%	36%	38%

Degree Seeking (UG): Pell Recipient

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Received Pell	52%	55%	55%	55%	55%	53%	55%	54%	54%	55%	53%
Did not receive Pell	48%	45%	45%	45%	45%	47%	45%	46%	46%	45%	47%

Fewer Visual Media students tend to be **first-generation students**, with an average of 37% against an institutional average of 47%.

Visual Media - BA: First Generation

First Generation
■ First-Generation
■ Non First-Generation
■ Unknown

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
First-Generation		34%	38%	45%	50%	45%	43%	43%	37%	33%	38%
Non First-Generation	53%	39%	40%	43%	36%	37%	43%	42%	45%	52%	51%
Unknown	26%	26%	22%			18%			18%		

Degree Seeking (UG): First-Generation

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
First-Generation	46%	46%	47%	47%	46%	47%	47%	47%	47%	48%	52%
Non First-Generation	36%	37%	38%	38%	38%	36%	36%	36%	37%	37%	37%
Unknown	18%										

3) **First-Time, Full Time Cohort Data Retention & Graduation (IPEDS DATA)**
- Among **first-time, full-time cohorts, first-year retention rates** were largely comparable, with strong retention in the past two years (data is suppressed for numbers below five). For the program, the small numbers that fall into this category do lead to relatively large changes in rates in some years that reflect the enrollment status of only a few students.
- The **six-year graduation rate** for **first-time, full-time** Visual Media students is slightly higher than the institutional rate for the last cohort to actually enroll for six years (those who started in Fall 2018), 29% against 31%.
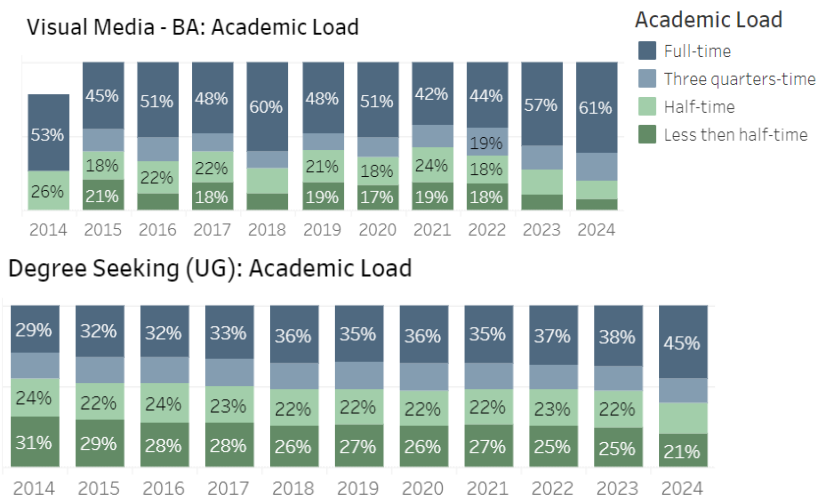
IPEDS Data for First Time, Full Time Students:

Visual Media BA Student Data	AY13-14	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23
Fall-Fall 1st-Year Retention Rate of **Cohort (N)**	N=0	N=0	N=5*	63% of **8**	79% of **14**	N=0	77% of **22**	79% of **24**	83% of **18**	100% of **13**
NSU Fall-Fall 1st-Year Retention Rate of **Cohort (N)**	68% of **163**	69% of **204**	71% of **242**	71% of **305**	70% of **464**	78% of **408**	79% of **417**	76% of **445**	78% of **285**	77% of **356**
6-Year Graduation Rate **(% NSU)**	N/A **(21%)**	N/A **(23%)**	* **(29%)**	38% **(32%)**						

*Cohort was 5 students, so retention and graduation data are not available for AY15-16 due to small population.

4) Part-time vs. full-time

Visual Media students tend to be enrolled full time, with an average of 51% against an institutional average of 35%; for Fall 2024, 61% are enrolled full time.
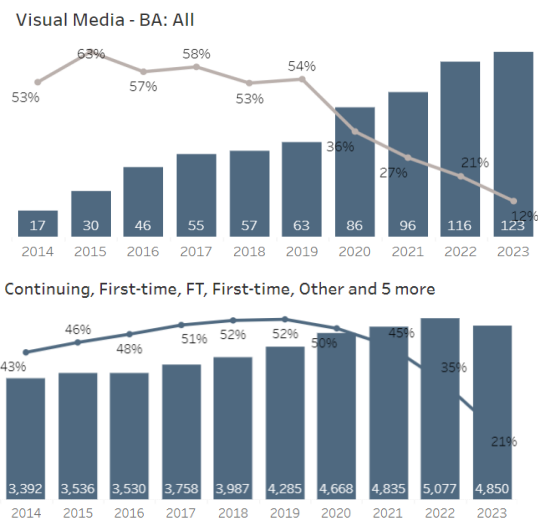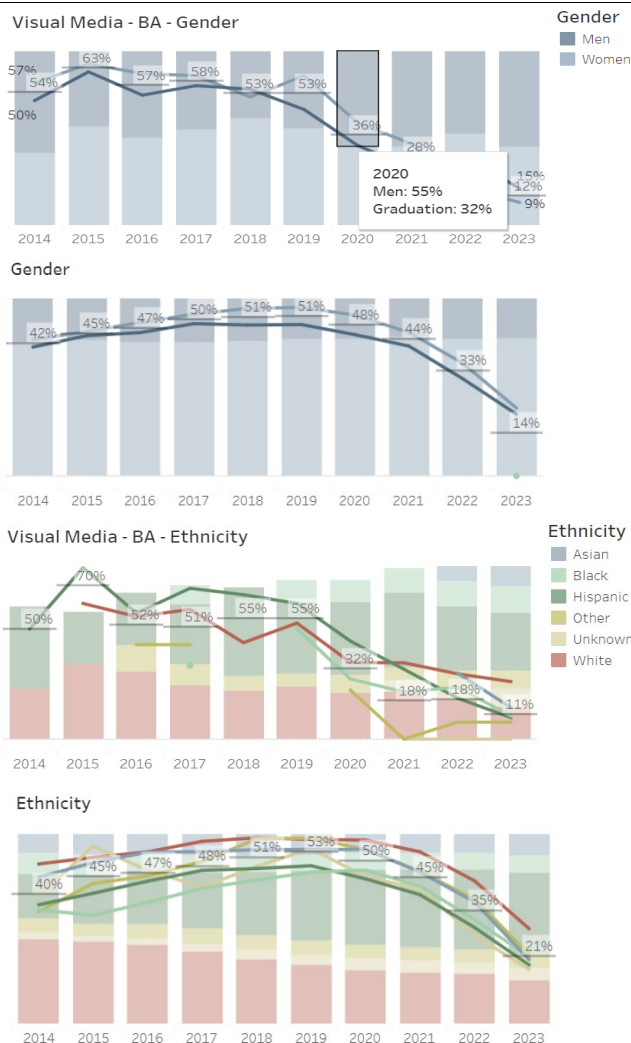

Visual Media - BA: Academic Load

Academic Load
- Full-time
- Three quarters-time
- Half-time
- Less then half-time

Year	Full-time	Half-time	Less then half-time
2014	53%	26%	
2015	45%	18%	21%
2016	51%		22%
2017	48%	22%	18%
2018	60%		19%
2019	48%	21%	17%
2020	51%	18%	19%
2021	42%	24%	18%
2022	44%	19% 18%	
2023	57%		
2024	61%		

Degree Seeking (UG): Academic Load

Year	Full-time	Half-time	Less then half-time
2014	29%	24%	31%
2015	32%	22%	29%
2016	32%	24%	28%
2017	33%	23%	28%
2018	36%	22%	26%
2019	35%	22%	27%
2020	36%	22%	26%
2021	35%	22%	27%
2022	37%	23%	25%
2023	38%	22%	25%
2024	45%		21%

5) Graduation rates (All Students Data)

Looking at **gender and ethnicity**, graduation rates among female and Hispanic students have been highest. Again, 2018 is the last cohort that has been enrolled long enough to calculate an actual 6-year graduation rate.

Gender

Ethnicity
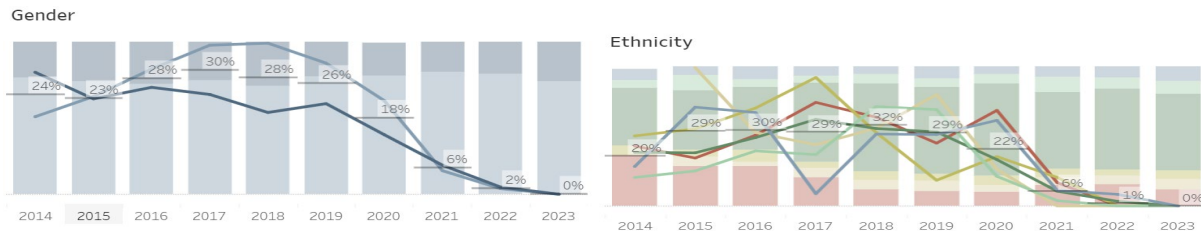
Among all students, the **six-year graduation rate** for Visual Media slightly outpaces the institutional average, with 58% at the six-year mark against 52% (2017-2018) institutionally.

Visual Media - BA: All

2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
53%	63%	57%	58%	53%	54%	36%	27%	21%	12%
17	30	46	55	57	63	86	96	116	123

Continuing, First-time, FT, First-time, Other and 5 more

2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
43%	46%	48%	51%	52%	52%	50%	45%	35%	21%
3,392	3,536	3,530	3,758	3,987	4,285	4,668	4,835	5,077	4,850

Visual Media - BA - Gender

Gender
- Men
- Women

2014: 57%, 54%, 50%
2015: 63%
2016: 57%
2017: 58%
2018: 53%
2019: 53%
2020: 36% (box highlighted) — 2020 Men: 55% Graduation: 32%
2021: 28%
2023: 15%, 12%, 9%

Gender

2014: 42%
2015: 45%
2016: 47%
2017: 50%
2018: 51%
2019: 51%
2020: 48%
2021: 44%
2022: 33%
2023: 14%

Visual Media - BA - Ethnicity

Ethnicity
- Asian
- Black
- Hispanic
- Other
- Unknown
- White

2014: 50%
2015: 70%
2016: 52%
2017: 51%
2018: 55%
2019: 55%
2020: 32%
2021: 18%
2022: 18%
2023: 11%

Ethnicity

2014: 40%
2015: 45%
2016: 47%
2017: 48%
2018: 51%
2019: 53%
2020: 50%
2021: 45%
2022: 35%
2023: 21%

B. Programmatic Comparisons

1) Need for the program

The Visual Media program is a key component of the arts offerings at Nevada State (the English program and Art minor are the only other arts-related programs outside of Visual Media). Students study the artistry of film, animation, and photography, which develops their analytical abilities and appreciation for the visual arts, and they also produce media works in one or more of those areas, which develops their creativity and project management skills. The Visual Media program also supports several minors that are available to students in other majors who wish to explore the arts and develop creative skills, including minors in Digital Cinema, Animation, Film Studies, and Photography.

The Visual Media program trains students for entry into a variety of media-related fields, and is well-aligned with the growing interest in Southern Nevada as a film production hub and legislative proposals designed to attract Hollywood production to the Las Vegas area.

2) Distinct elements of coursework/program. Comparison/relationship to other programs in NSHE

The Visual Media program offers four concentrations, including Digital Cinema, Photo-Documentary, Animation, and our new 3D Animation concentration. Our Digital Cinema concentration aligns somewhat

with similar programs at CSN and UNLV, all of which support the growth of film production in the Las Vegas area. Our Photo-Documentary concentration is unique in its combination of photography and non-narrative filmmaking, recognizing that contemporary camera professionals are often called upon to produce both stills and video.

Our Animation concentration is the only animation degree in NSHE, making Nevada State the destination for students wishing to fully pursue animation. Our program has been primarily 2D-focused, but we have been integrating 3D animation over the past year and are implementing our new 3D Animation concentration as part of curriculum changes being initiated this year.

We also offer a number of unique production courses that complement our core production sequences, such as Film Music and Scoring, in which students learn the basics of digital music creation and create scores for their films, and Props and Sets, in which students build and dress film sets and learn basic prop-making techniques.

Overall Estimated Cost Comparison

Credit Load	NSC	UNLV	UNR
12 credits	$2,520	$3,890	$3,605
15 credits	$3,112	$4,726	$4,418
30 credits	$6,225	$9,452	$8,837
Estimated cost to complete 120 credits	$24,900	$37,808	$35,348

Articulation Agreements
The Nevada State Transfer Team oversees the update of our articulation agreements with the College of Southern Nevada every spring. The Transfer Team works in tandem with CSN's Assistant Director of Academic Articulation to maintain and update these agreements for all of the Bachelor of Arts and Bachelor of Science degrees that Nevada State offers. The finalized agreements are posted each summer on the dedicated CSN transfer page of the Nevada State website for ease of student and CSN Academic Advising access. The agreements are produced in the format of a four-year degree map to simplify understanding of the pathway from the student's first semester at CSN to their final semester at Nevada State. This process is carried out in coordination with David Singleton, NSHE Academic and Transfer Policy Analyst.

Visual Media developed a 3+1 agreement with Truckee Meadows Community College that allows students with an AA and third-year certificate from their Graphic and Media Technologies program to complete a BA in Visual Media. Courses are taught by a NS faculty member on TMCC's campus.

The emphasis of the 3+1 program is on graphic design and animation. Through HyFlex teaching modalities, we are able to integrate aspects of the two programs, drawing upon faculty expertise and integrating students from the two programs into several classes.

A. Faculty Profiles

1) % of program classes taught by FT vs. PT faculty

	Full time	Part time
Fall 2022	64%	36%
Grand Total	64%	36%

2) Faculty rank

Currently, there are three Visual Media faculty members and one open line.

Name	Title and Rank
Adam Davis	Professor of Visual Media
Chris Kennedy	Lecturer of Visual Media
AnnaSheila Paul	Lecturer of Visual Media and Program Coordinator
(open)	Assistant Professor of Visual Media

3) Include current CVs in an appendix folder and link here.

Visual Media Faculty CVs

B. Teaching Quality

1) Representative examples of exceptional teaching (e.g., experiential opportunities, field experiences and production courses, high-impact practices)

In Visual Media, we prioritize student support and experiential, hands-on learning through the following practices:
- Production activities — Our production classes integrate as much hands-on training and practice as possible, with the understanding that students learn best by doing; portions of most class sessions are dedicated to these activities
- Flipped classroom — For software-based classes, a flipped classroom model is used to support skill acquisition, as students learn principles at home and work with instructor-produced demo videos to learn techniques so that class time can be spent primarily in practice and application with instructor support
- Workshop sessions — Our production classes also include workshop sessions in which students screen or display their work and the instructor guides a response involving other students in the class, allowing all students to benefit educationally from each other's challenges and successes
- AI integration — In certain classes we have integrated the use of AI tools to help prepare students for a world in which AI will play an increasingly large role
- Analytical tools — We are also moving away from traditional essays, which have less relevance in the professional world, and are moving toward targeted analytical tools that are more consonant with industry practice and contemporary communication methods
- Guest speakers — Faculty have invited guest speakers to class sessions, including independent filmmakers, studio managers, and industry professionals in film, animation, and broadcast

- Field trips — We have sponsored photography field trips and taken students to a production studio, an equipment rental house, and a television studio
- Excursions — We have also undertaken multi-day excursions with students to the Sundance Film Festival in Utah and the CTN Expo and studio lots in California

2) Teaching-focused awards

Our faculty have won several teaching and innovation awards and have been selected as the NS Regents award nominee for Creative Activities.

3) Participation in ACUE, Quality Matters, CTLE certificate, other formal and substantive professional development

Visual Media faculty have participated in many faculty development activities, including symposia on teaching and learning; CTLE workshops on flipped classrooms, accessibility, engagement, and many others; faculty learning communities on AI, gamification, and others; retreats focused on active learning; and teaching circles involving peer observation and feedback.

B. Student Evaluations

Source: Nevada State University Institutional Effectiveness. (2024, August 20) *Program Evaluation Dashboard [Visual Media BA2013-2023].* https://public.tableau.com/shared/6DS3NXDPN?:display_count=n&:origin=viz_share_link

- Average student evaluations for Business program for Spring 2019 – Fall 2023 was **4.37** (Maximum 5.0 scale).

Course Stem	VM Course Types	Data Type NOTE: Instructor Avg Evaluation Rating (Max:5)	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023	AVERAGE or SUM	
FILM	FILM	Number of Students				96	132	12	104	120	30	152	119	12	142	919	Student Total
FILM	FILM	DFWI %				20%	17%	33%	32%	22%	33%	26%	15%	17%	18%	23.30%	AVG DFWI
FILM	FILM	Instructors				4	4	2	4	3	2	5	4	2	4	34	TOTAL Inst
FILM	FILM	Instructors (FT)				1	0	0	1	0	0	2	2	0	1	7	FT Total
FILM	FILM	Instructors (PT)				3	4	2	3	3	2	3	2	2	3	27	PT Total
FILM	**FILM**	**Instructor Avg Eval Rating**				**4.2**	**4.2**	**4.6**	**4.1**	**4.1**	**3.9**	**4.3**	**4.4**	**4.4**	**4.2**	**4.24**	
VIS	Visual Media	Number of Students	67	64	71	70	91	7	99	100		107	116		113	905	Student Total
VIS	Visual Media	DFWI %	19%	13%	23%	24%	19%	0%	20%	18%		15%	15%		19%	16.82%	AVG DFWI
VIS	Visual Media	Instructors	3	4	4	6	5	2	7	7		8	8		8	62	TOTAL Inst
VIS	Visual Media	Instructors (FT)	1	2	2	3	3	2	3	3		4	4		4	31	FT Total
VIS	Visual Media	Instructors (PT)	2	2	2	3	2	0	4	4		4	4		4	31	PT Total
VIS	**Visual Media**	**Instructor Avg Eval Rating**	**4.5**	**4.6**	**4.6**	**4.6**	**4.5**	**4.8**	**4.3**	**4.5**		**4.5**	**4.3**		**4.3**	**4.50**	AVG EVAL

IV. STUDENT INFORMATION AND ASSESSMENT

A. Post-Graduate Success

Graduates from the Visual Media program have gone on to work as editors for Fox 5 and UFC; journalists and studio techs for *The Nevada Independent* and *Las Vegas Review-Journal*; motion graphics designer for Ceasars Entertainment; game designer for Whim Independent Studios; project manager for UwU Market; stage manager for productions like the World Series of Poker. Our graduates have also gone on to become photographers, videographers, film crews, marketing specialists, high school teachers, and more. We have also had a number of alumni complete or are currently enrolled in graduate programs in screenwriting, business, art, journalism, leadership, library science, creative writing, and law.

B. Student Learning Outcomes

- Demonstrate knowledge of the historical development of cinematic, animated, and/or photographic media
- Analyze cinematic, animated, and/or photographic texts through a variety of critical and theoretical frames
- Use software tools, cameras, and other production equipment to create compelling, high-quality films and/or images
- Integrate and/or engage with historical precedent or critical or theoretical principles in media production
- Demonstrate knowledge of industry standards and needs for media production
- Work effectively with actors, subjects, crews, and other personnel in the course of media production

C. Outcomes Assessment

During the period under review, outcomes assessment occurred biannually. A three-person committee of faculty reviewers with expertise in the discipline conducted assessments. The committee reviewed a single learning outcome each time, randomly selected artifacts (student submissions on key assignments) that presumably reflect outcome performance, and created a rubric to evaluate them. Resulting scores and qualitative observations were the basis of a report that described the strengths and weaknesses of the program and identified possible changes or improvements. Faculty followed up with progress reports.

As of Fall 2023, program assessment procedures have been updated. Each major completes a program map and assessment plan focusing on approved program learning outcomes. Each program conducts at least one outcomes assessment on each program learning outcome within a 10-year period. The assessment plan will outline the outcomes assessment implementation information over the review period. The program assessment plan is reviewed and approved by the Provost, Dean, and Provost Assessment Team. In the approved Psychology Assessment Plan, outcomes and program goals will be assessed in several different ways, including reviewing key performance assignments that will be assessed in multiple courses using faculty-designed rubrics to assess student mastery. Students are assessed based on the course map identification of the level of mastery that should be attained for the course. Continuous improvement strategies are implemented if that level is not met, including strategies such as adjustment of activities, rubrics, or content leading to the assignment.

The program will complete an annual assessment report with program data information, such as enrollment and faculty statistics, and an outcomes assessment report, which results of one outcomes assessment that will be reviewed within the school. Every year, the program will make data-informed decisions based on information from these annual reports. At the end of the 10-year program cycle, Psychology will use these annual reports to complete the next existing program review.

D. Student Satisfaction

The charts below represent categories of NSSE survey data from the past few years regarding student satisfaction with teaching, learning, and interaction with faculty for Visual Media BA compared to all other students at NS. **Source:** Nevada State University Institutional Effectiveness. (2024, August 20) *NSSE Engagement Indicators [Visual Media, 2013-2023].* https://public.tableau.com/shared/2GPZZXJK2?:display_count=n&:origin=viz_share_link

This table describes the NSSE indicator with the number of students who took the survey for the graph on the next page.	N (Program Survey Total)	N (NS Total)
Supportive Environment - Amount the institution emphasized help for students to persist and learn through academic support programs, encouraged diverse interactions, and provided social opportunities, campus activities, health and wellness, and support for non-academic responsibilities.	25	1,350
Student-Faculty Interaction - How often students had meaningful, substantive interactions with faculty members and advisors, such as talking about career plans, working on committees or student groups, discussing course material outside of class, or discussing their academic performance.	54	2,855
Reflective & Integrative Learning - How often students made connections with prior knowledge, other courses, and societal issues, took into account diverse perspectives, and reflected on their own views while examining the views of others.	24	922
Quantitative Reasoning - How often students engaged with numerical and statistical information across the curriculum, and used this information to reach conclusions, examine real-world problems, and evaluate what others have concluded.	25	1,456
Quality Interaction / Supportive Environment - Amount the institution emphasized help for students to persist and learn through academic support programs, encouraged diverse interactions, and provided social opportunities, campus activities, health and wellness, and support for non-academic responsibilities.	33	1,771
Learning Strategies - How often students enacted basic strategies for academic success, such as identifying key information in readings, reviewing notes after class, and summarizing course material.	27	1,324
Higher-Order Learning - Amount coursework emphasized challenging learning tasks including applying learned information to practical problems, analyzing ideas and experiences, evaluating information from other sources, and forming new ideas from various pieces of information.	53	2,802

Effective Teaching Practices - Amount instructors emphasized student comprehension and learning with clear explanations and organization, use of illustrative examples, and providing formative and effective feedback.	53	2,880
Discussions with Diverse Others - How often students had discussions with people who differ from themselves in terms of race or ethnicity, economic background, religious belief, or political views.	51	2,669
Collaborative Learning - How often students collaborated with others in mastering difficult material by asking for help, explaining material to others, preparing for exams, and working on group projects.	58	3,015

NSSE DATA COMPARISONS, 2013-2023

Legend:
- NS Aggregate Score
- Visual Media Aggregate Score
- NS Senior Score
- Visual Media Senior Score
- NS Freshman Score
- Visual Media Freshman Score

Supportive Environment
- 35.6
- 35.8
- 34.3
- 32.6
- 38.7
- 37.9

Student-Faculty Interaction
- 21.5
- 23
- 21.7
- 31.8
- 20.6
- 17.9

Reflective & Integrative Learning
- 42.9
- 36.3
- 43.9
- 35.9
- 40.3
- 36.6

Quantitative Reasoning
- 29.9
- 22.6
- 30.2
- 20.6
- 29.2
- 23.9

Quality Interaction
- 43.9
- 44.5
- 44
- 39.2
- 43.5
- 47.1

Learning Strategies
- 45.3
- 33.3
- 46.3
- 32.7
- 42.9
- 33.7

Higher-Order Learning
- 43.2
- 38.3
- 44.4
- 36.6
- 40.7
- 39.3

Effective Teaching Practices
- 43
- 44.2
- 42.9
- 40.6
- 43.3
- 46.2

Discussion with Diverse Others
- 42.8
- 41
- 43.6
- 38
- 40.9
- 42.9

Collaborative Learning
- 31.1
- 28.2
- 30.8
- 28.9
- 31.6
- 27.9

(x-axis: 0, 10, 20, 30, 40, 50, 60)

E. Demand for Graduates & Barriers to Success

Source: Nevada State University Institutional Effectiveness. (2024, August 20) *Program Evaluation Dashboard [Visual Media, 2013-2023].*

The information provided in the spreadsheet comes from the following website, which discusses employability based on the major program and what jobs may be available for the program:

Nevada Department of Employment, Training & Rehabilitation (DETR) Job Projections
[Industry and Occupational Projections (nevadaworkforce.com)](nevadaworkforce.com)

		Period				
		NV 2018-2028 Long-Term Projections				
		Base Year Employment	Numeric Change	Projected Employment	% Change	Total Annual Openings
Visual Media	251121 - Art, Drama, and Music Teachers, Postsecondary	403	77	480	19%	44
	272012 - Producers and Directors	898	106	1,004	12%	105
	274031 - Camera Operators, Television, Video, and Motion Pi	660	96	756	15%	79
	274032 - Film and Video Editors	194	43	237	22%	25

V. CURRICULUM INFORMATION

A. Curricular Strengths & Weaknesses

FOUNDATIONS
All three existing concentrations (Digital Cinema, Animation, Photo-Documentary) share a common foundations section with the following classes:

FILM 100 Introduction to Film
FILM 110 Language of Film
VIS 120 Introduction to Animation
VIS 150 Digital Photography I

THEORY, CRITICISM, AND HISTORY
Students select three classes from a selection of rotating offerings, including the following:

FILM 410 Major Figures in Cinema
FILM 470 Women in Film
FILM 471 LGBT Film and Television
FILM 494 History of the American Film
FILM 495 Film and Literature
FILM 497 Genre Studies in Film
VIS 307 Critical Theory and Media

In addition, each concentration is assigned a specific history or theory class, as designated in the concentrations below.

CONCENTRATIONS
Students complete requirements in the concentration they have declared, as indicated:

Digital Cinema
VIS 210 Digital Cinema I
VIS 211 Short Format Screenwriting
VIS 212 Digital Editing
VIS 213 Sound Recording and Design
VIS 214 Cinematography and Lighting

VIS 310 Digital Cinema II
VIS 410 Digital Cinema III
FILM 400 Film Theory

Animation
ART 201 Life Drawing
VIS 131 Storyboarding and Previsualization
VIS 213 Sound Recording and Design
VIS 230 Digital Animation I
VIS 235 After Effects
VIS 330 Digital Animation II
VIS 430 Digital Animation III
FILM 401 Animation Theory

Photo-Documentary
VIS 213 Sound Recording and Design
VIS 215 Documentary I
VIS 216 Videography
VIS 250 Digital Photography II
VIS 253 Photoshop
VIS 315 Documentary II
VIS 355 Photography Projects
ART 475 History of Photography

CAPSTONE
Students in all concentrations complete their degrees with a capstone project and a portfolio and career prep class:

VIS 490 Senior Projects
VIS 496 Senior Portfolio

VISUAL MEDIA ELECTIVES
Students also select three ART, FILM, or VIS classes as electives.

2) **Program strengths**
Facilities and Gear
Visual Media equipment includes DSLR, cinema, and documentary cameras; lens packages and camera support; an array of lighting instruments and modifiers; and sound recording kits. We run industry standard software for photo and video editing, audio, animation, virtual environments, visual effects, screenwriting, scheduling, budgeting, and design in one dedicated computer lab and two additional labs.

Visual Media facilities include a black box studio with white cyc wall, equipment storage room, sound booth, control room, prop/wardrobe room, two editing suites, and a small shop and stage.

Cutting-edge Curriculum
Our faculty incorporate tools and techniques associated with the latest versions of state-of-the-art software and instruct students on workflows moving between software applications to achieve results not possible in any single application.

Hands-on Instruction
We prioritize hands-on application of techniques through practice exercises in and outside of class, class projects, and extra-curricular film projects that students are invited to participate in.

Career Success
Our alumni have gone on to work as editors for news and broadcast, studio technicians for news organizations, marketing specialists, photographers, journalists, games designers, master control operators, motion graphics designers, stage managers, videographers, crew members for large productions, teachers, and social media specialists.

3) **Program weaknesses**
The three Visual Media concentrations each have unique challenges, as noted below.

Digital Cinema
The Digital Cinema concentration, like similar tracks in many other film programs, is a generalist program situated within the liberal arts. Students take one class in each of several production areas (screenwriting, editing, sound, cinematography) and bring the skills together in a core sequence of production classes, then complete a capstone with a narrative film.

We recognized several areas of weakness within this model:

- Students need more than one class in production areas to master complex technological skills and achieve artistry
- The core production classes (Digital Cinema I, II, III) included some overlap with the production area courses that made the sequence inefficient
- A prerequisite plan that required students to complete production area classes before taking the second core production class (Digital Cinema II) resulted in students who had missed a class either waiting a year to resume or (more commonly) to receive a pre-req waiver so they could continue to advance
- The narrative focus of the program didn't correspond well with the types of available media production work in the industry

These issues were addressed with revisions below.

Animation
The Animation concentration has focused on hand-drawn, computer-assisted 2D animation in a traditional style. While there exists a market for such skills, it is much smaller than that for 3D animation and motion graphics. We also lacked a producing class for animation students.

These issues were addressed with revisions addressed in V.B. below.

Photography/Documentary
The Photo/Doc concentration is unique in its combination of non-narrative filmmaking and photography. This serves many students well and provides good career preparation in that photographers may be called upon to shoot video or may elect to do so as an additional service, or vice versa. Since the cameras used by many photographers and video creators do both, it is advantageous to be capable in both areas.

However, this also means that the curriculum for each area is somewhat limited, and a student who wishes to fully pursue just one of the two areas may find a lack of options. (For instance, a program in documentary might also include curriculum in newsgathering, or a photography program could include classes dedicated to specific photographic genres or specialties.) We will be gauging student interest to see if the combined approach is working best for them or if there is interest in eventually splitting out the concentrations.

B. Program Improvement

Program Assessment
NS is overhauling our assessment system, but during the review period, we used two primary modes of assessment, with one emphasizing a deeper analysis of student learning (the Nichols method; Nichols & Nichols, 2005) and the other complementing this approach with a broader look at program elements. The former method is referred to as "Outcomes Assessment,"(section IV.C. of this report) and the latter is identified as "Program Assessment." This includes a comprehensive report from Institutional Effectiveness regarding the program's "vital signs" (e.g., enrollment, retention, and graduation trends) as well as other methods tailored to the needs of the program. Program assessments have included audits of assignment quality, student surveys about the program, alumni surveys, and reviews of syllabi.

As the Visual Media program has grown with the addition of new concentrations (Animation and Photo-Documentary) during the period under consideration, and as we have formally and informally assessed the effectiveness of course sequencing, the applicability of program outcomes and our success in achieving them, and the responsiveness of the program to shifting technological and industry trends, we have implemented the following changes. Some of the below have gone into effect, while the remainder are being implemented beginning in Fall 2024.

ADDITION OF A 3D ANIMATION CONCENTRATION
While 2D animation has continued to have a place in the industry, especially in episodic programming, we needed to add 3D animation to get up to speed with contemporary animation practice. This concentration will also offer a better segue into videogame design, which some of our students are pursuing, and better alignment with local high school programs.

PORTFOLIO- AND CAREER-ORIENTED CURRICULUM
We undertook a major curriculum overhaul to support better portfolio development and career preparation. We removed the core production sequence in the Digital Cinema concentration (Digital Cinema I, II, and III) and replaced it with advanced coursework in cinematography, post-production sound, and visual effects that are more in line with available career paths. We also expanded senior production from one semester to two, and reoriented it to allow students to do portfolio-building work in a specialty or two of their choice (rather than simply complete a final film).

MIDSTREAM CAREER PLANNING
We are moving our career transition course from a class students take in their final semester to one they take in the first semester of their junior year. They still complete career preparation materials like resumes and websites, but now will also plan the remainder of the University career, identifying the specialties they would like to focus on and doing initial planning for their senior production.

PRODUCING CLASSES
We have been offering the Producing the Short Film class for Digital Cinema students as an elective, but it will be required in the new degree. We also added a new producing class for animation students called Animation Studio.

VISUAL MEDIA SCIENCE
We teach a lot of physics in our production classes, and saw an opportunity to move this instruction into a single class, Physics of Media Arts, that also counts as a Natural Science core class with a lab component.

ARTIFICIAL INTELLIGENCE
We are introducing a new class in AI platforms, production, ethics, and approaches.

VI. EVALUATION OF RESOURCES

A. Library Resources
- The Marydean Martin Library is an 8,000 ft^2 facility in the Rogers Student Center that provides 16 desktop computers (with additional laptops for loan), seating for 174 students, 14 collaborative work spaces, and in-person assistance with research and technology questions. The Library's collections model emphasizes easy discovery and retrieval of materials in a wide variety of formats. The Library provides access to approximately 100,000 journals and serials, 1.5 million e-books, and 10,000 streaming video and audio materials. The predominately digital collection allows for easy remote access to the majority of the library collection. Within Canvas, instructors can easily link to appropriate library resources.
- Library staff regularly monitor statistics on the use of online information resources, including cost effectiveness and patterns of use. Periodically, subscriptions are canceled or added in order to adjust to the addition or growth of programs and to the research and teaching needs of new faculty. Interlibrary Loan data are regularly examined to determine the items that are most frequently requested and to make purchasing decisions accordingly.
- Academic journals are among the most important resources for our students and faculty, and the NS library provides access to key databases in the field.

B. Computer Resources
- The Office of Information & Technology Services (ITS) maintains and supports computer labs, general-use workstations, and kiosks. NS provides approximately 470 student workstations that offer access to the internet, printing, Microsoft Office, and specialized software such as SPSS and Adobe Creative Suite. Additional equipment is available for checkout at the library, including laptops, Chromebooks, iPads, Kindle readers, and video cameras. A student technology fee is allocated annually to support a 5-year replacement plan for all classroom, lab, and general-use student workstations. This replacement plan ensures that student workstations are never more than 5 years old. The technology fee also supports upgrades to classroom audio/visual systems, software, and infrastructure.
- Each full-time employee is provided with at least one desktop workstation or laptop and resources such as the internet, network file storage, printing, Microsoft Office, and, as needed, specialized software such as Camtasia, SPSS, or the Adobe Creative Suite. Laptops, tablets, and projectors are available for checkout. All campus workstations, including those in open computer labs and spaces, are available for use by NS faculty and staff. Funds are allocated annually to support a 5-year replacement plan for all faculty and staff workstations.
- ITS maintains a wide area network in all buildings across the main campus. The internal core network runs at 10 Gb/s with 1 Gb/s connectivity to end devices. Both a guest and secured wireless connection is available at all facilities to provide connectivity for mobile devices. Internet connectivity for the campus is provided by the NSHE's statewide network, NevadaNet, providing speeds of up to 10 Gb/s.
- NS's data center infrastructure consists of a Nutanix virtual server environment. This infrastructure supports over 70 virtual machines running on 4 physical hosts with approximately 50 terabytes of disk storage. Server infrastructure equipment is configured with multiple layers of redundancy and is housed between two campus data centers. Data center, core network, and telecommunication infrastructure is refreshed on a 10-year replacement cycle.
- NS takes a cloud-first approach for enterprise applications in order to reduce staffing needs and eliminate the costs for acquiring, maintaining, and upgrading hardware and software. Through a single sign-on online campus portal, NS's enterprise applications are accessible 24/7 from anywhere in the world. This provides faculty, staff, and students with access to electronic resources to support management and operational functions, academic programs, and support services, wherever offered and however delivered.

C. Facilities & Instructional Equipment
- While NS has expanded its physical facilities significantly in recent years, securing sufficient space continues to be a challenge, given our rapid growth. Facilities are adequate to meet current demands for instructional space, employee offices, and other uses. Program growth will require additional space for classrooms, program including equipment storage, employee offices, and open spaces for studying and student activity.

- Every classroom at NS is configured as a smart classroom with instructor workstations, projection systems, wireless connectivity, document cameras, and interactive touch devices that permit instructors to write digitally on a board or computer monitor. Over 40% of classrooms have lecture capture systems that allow instructors to record lectures, demonstrations, and clinical simulations. Video conferencing is available through online conferencing tools such as Microsoft Teams and Zoom. The campus uses Canvas as the learning management system.
- The Office of Instructional Technology has invested in in-person and online training opportunities and online technology workshops and real-time instructional resources. This ensures that faculty can receive the type of training that best fits their preferences, needs, and skills. Web-accessible resources ensure that course design and development assistance is available wherever faculty need it. Instructional Technology and Center for Teaching and Learning Excellence (CTLE) staff provide one-on-one consultations on course development, instructional design strategies, assessment methods, course communication, online course management, and the use of media and live lecture materials.

D. Non-academic Services

- **Academic Advising**
  The Academic Advising Center recently created three new leadership positions, the Associate Director of Academic Advising and Student Success Initiatives, Assistant Director of Advising, Curriculum, and Faculty relations, and the Advising and Completion Manager. The AAC also absorbed transfer operations, which includes two Transfer Specialists and the recently reclassified Assistant Director of Statewide Transfer Initiatives. Equipped with these resources, the AAC has been integral to the implementation of several NSHE projects (e.g., 15-to-Finish; continuous enrollment in gateway math and English) and enforces semester-by-semester mandatory advising for all degree-seeking students with fewer than 90 credits.

  The AAC uses a team model, with advisors serving on one of three advising teams. Psychology students are advised by the liberal arts team. The team model allows students to schedule timely advising appointments. Each advisor is responsible for advising students on matters related to their academic success, including academic standing, Satisfactory Academic Progress for financial aid recipients, and adherence to NSHE policies related to remedial math (see NSHE Handbook 4.16.1). Advisors understand that a high proportion of our students come from nontraditional, first-generation backgrounds, and they remain vigilant in informing students about resources and experiences that may be unfamiliar to our students (e.g., supplemental instruction; the importance of research experience for those planning to apply to graduate school).

- **Academic Success Center**
  The Academic Success Center (ASC) provides academic guidance and enhanced learning skills through peer-to-peer support and evidence-based initiatives, while leading students toward independent learning. The ASC provides free in-person and online tutoring services to all enrolled students. Online tutoring services are available 24 hours a day, 7 days a week, and through a concerted marketing effort, usage of these services has increased substantially. The ASC works with faculty to ensure tutors have access to key course materials (syllabi, lecture slides, etc.) that assist tutors in designing tutoring sessions and ensure consistency in the information students receive. The ASC also provides embedded peer-led Supplemental Instruction and conducts metacognition and learning strategy workshops for College Success courses.

- **Disabilities Resource Center**
  The Disabilities Resource Center (DRC) provides eligible students with accommodations and services. The DRC recently implemented an online case management program that allows for more efficient and easier tracking of all DRC notifications and documentation. DRC staff train DRC students on how to use assistive technologies, which can greatly enhance their academic success.

- **Student CARE Team and Counseling Services**
  The Student Concern, Assessment, Referral, and Education (CARE) Team promotes students' wellbeing and success. The CARE Team consists of two full-time case managers and staff members from key units (e.g., Financial Aid, the Academic Advising Center). Faculty and staff may refer any student who is in distress or

otherwise poses a concern, and students may also self-refer. The CARE Team connects students with resources such as advising and tutoring; it also manages a food pantry and donated funds that can be used to cover emergency costs, psychological or disability assessments, or other needs. NS employs one full-time counselor to offer free on-campus mental health services. Students receive several free sessions, and if longer-term therapy or other services are required, the case manager works with the student and recommendations from the therapists to connect the student with providers in the community who are covered by their insurance or accept sliding-scale fees.

- **Career Services Center**
  The Career Services Center (CSC) organizes career fairs, mock and real interviews, resumé reviews, a career closet, and other workshops that help students prepare for the job market. The CSC also offers students the opportunity to search for jobs through Handshake.

- **Financial Aid**
  Financial aid programs at Nevada State are directly aligned with our mission. Information about available financial aid programs is published on the NS website and is discussed extensively at New Student Orientation. In addition to face-to-face and phone counseling, the Office of Financial Aid engages in extensive outreach to campus promoting financial aid and scholarship opportunities, and periodically conducts workshops on financial management and minimizing indebtedness. Nevada State University provides each student with access to ECMC Learning, a web-based financial education program maintained by Educational Credit Management Corporation. The program provides a comprehensive financial wellness curriculum, including resources and tools for banking basics to budgeting and debt management. Topical videos and a chatbot also are available through the NS Virtual Assistant on the Nevada State website.

  While DACA/undocumented students are not eligible for federal financial aid, they do qualify for some state and institutional scholarships if they graduated from a high school or community college in Nevada. NS also partners with TheDream.US to provide scholarships to undocumented students.

VII. INFORMATION PROVIDED BY THE DEAN

A. Discipline-Specific Accreditation Status
N/A

B. Resource Analysis
Resource needs specific to the Visual Media program were not highlighted by the committee in this review. In general though, while NS has expanded its physical facilities significantly in recent years, securing sufficient space continues to be a challenge, given the University's rapid growth. Current facilities are adequate to meet current demands for instructional space, but space is very limited for faculty and staff offices.

C. Student Success Data
The general enrollment for Visual Media has been very healthy and has increased in nine of the past ten years, with a total increase of 678% (148 students as of 2024) against an institutional growth of 14%. Visual Media has followed an institutional trend of decreasing percentages of White students, from a high of 47% to a current low of 13%. The percentage of Hispanic students has remained more consistent and averaged 39%, which is just above the institutional average of 35% for the same period. The percentage of Black students reached a high of 17% in 2021, and an average of 10% overall, which is on par with the institutional average of 10% for the same period; the 2024 percentage of Black students in Visual Media is 11%. We have also seen an increase of Asian students since 2019, with a high of 12% in 2023 and a current level of 11% for 2024, on par with 11% institutionally in 2024. In regard to gender, Visual Media students are distributed equally (50% male, 50% female). Compared to the University, Visual Media students were slightly more likely to be Pell-eligible (59% to 54%) but less likely to be first generation students (37% to 47%). In regard to one-year retention rates, Visual Media students outpaced institutional numbers, with an average of 68% against 53%. First-time full-time retention rates in Visual Media follow a similar trend to the university, but become very strong int he past two years (as of 2023, it's 100%). Visual Media students tend to be enrolled full-time, with an average of 51%

compared to 35% at the institution. Among all Visual Media cohorts, the six-year graduation rate slightly outpaces the institutional average; but first-time, full-time Visual Media students lag slightly behind the institutional rate.

VIII.   IMPROVEMENTS SINCE LAST REVIEW

A. Improvements

Improvements made during the current review cycle include:
- Development of the Animation concentration, which is now the largest in the program
- Development of the Photo-Documentary concentration, which is growing rapidly
- Degree changes to the Digital Cinema concentration (prior to the more recent changes listed above) and reordering of VIS course numbers to improve articulation with CSN
- Fee and pre-req changes to reduce barriers for students
- Development of the 3D Animation concentration and curricular changes noted above

IX.   FINAL SUMMARY & IMPROVEMENT PLAN

The Visual Media program is a key component of the arts offerings at Nevada State (the English program and Art minor are the only other arts-related programs outside of Visual Media). Students study the artistry of film, animation, and photography, which develops their analytical abilities and appreciation for the visual arts, and they also produce media works in one or more of those areas, which develops their creativity and project management skills. The Visual Media program also supports several minors that are available to students in other majors who wish to explore the arts and develop creative skills. Enrollment in Visual Media has increased *yearly* over the current review period, demonstrating a clear demand by students at NS (148 students as of 2024). In regard to one-year retention rates, Visual Media students outpaced institutional numbers, with an average of 68% against 53%. Disaggregated enrollment data shows that Visual Media enrolls slightly more diverse students compared to the rates at the University as a whole. The program provides unique and engaging experiential learning which students clearly appreciate evidenced by evaluations of the courses and program. Across recent program assessments, the Visual Media program has made encouraging improvements to the curriculum to capitalize on faculty expertise and to reduce graduation barriers for students.

Recommendations to continue the success of the Visual Media program include the following:

- Implement the new program learning outcomes (PLOs) and PLO course mapping that was created in this year's (2024) annual program assessment endeavor. Additionally, subsequent annual assessments should follow the new pathway/plan created by the assessment committee this year.
- As noted in prior assessment plans, I encourage the continued monitoring of each concentration/track for its effectiveness of course sequencing and the responsiveness of those concentrations to shifting technological and industry trends.