Digital Media & Digital Arts Programs
Summary Response To Program Vitality Review Placement

This report has been prepared for the Vice President of Instruction and the Academic Senate. This summary statement, drafted jointly by the Digital Media (DM) and Digital Arts (DA) Programs, is a response to the findings of the campus Program Vitality Review (PVR) process and is being written in the spirit of self-reflection and improvement. In consultation with the PVR committee, the Programs will develop a strategy to address all concerns presented by the former President of the College.

Appropriate follow up is expected between the program/department chair and the dean to address any issues or concerns raised during the PVR process.

AREAS OF CONCERN:

Concern #1 Frequent class cancellations due to low enrollments

Departmental Response/Strategy:

Class cancellations often occur when the enrollments fall below 18 students for a particular course. A drop trend has emerged over the last few years that negatively affects courses in the DM and DA programs.

- The minimum number of students enrolled in a course has increased; courses are cancelled more frequently if enrollments do not reach 18 or more. In prior years, courses were allowed to run with minimum enrollments of 16.
- Course cancellations often occur before the first day of class. This practice prevents students from "shopping" for courses. Many unenrolled students show up on the first day of class to inspect the course. Their ability to make an informed decision on whether or not to enroll in the course is removed when courses are cancelled prior to the start of the semester.
- Low enrollments are a direct outcome to economy upsurges. It is the department's stand that the College could benefit by initiating a study to ascertain the feasibility of adopting a fluctuating minimum enrollment number that correlates with the up and down turns of the economy.
- Rising costs of textbooks and software affect enrollments. DM and DA have made available to students a "Virtual Desktop" – where students have free access to all of the software used in both programs. We will also encourage our students to take full advantage of the District's new policy that provides access to software to all students at no cost. While this has not been rolled out yet, we have begun creating marketing material and expect eager student participation. To offset our students' cost of attending college, DM and DA will also create or modify courses that include Open Educational

Resources (OER) and Zero-Textbook Cost (ZTC). We believe, that these two measures alone could increase enrollments as students look for more affordable options to finance their education.

- Low enrollments may also stem from several departmental issues. Students are less likely to enroll in a course when:
    i.   Equipment is outdated, broken, or not functioning properly
    ii.   Supplies needed to conduct instruction are not received in a timely matter
    iii.   Poor instruction from instructors
  * The DM and DA departments will address this set of issues in the Program Review.
- Low enrollments are also linked to course scheduling patterns. It should be noted, for this section of the report, Digital Media and Digital Arts have been disaggregated to better reflect the supporting data.

In 2015-2016 the Fall total enrollments for Digital Arts was 494, 21 sections were offered, with an average of 23.5 students enrolled per section. In the 2016-2017 academic year, Digital Arts and Digital Media adopted an 8-week scheduling pattern that allowed students to complete a specialized certificate in a single semester. Data from the 2018-2019 Digital Arts Program Review, prepared by the GWC Office of Research, show a 32% decline in Digital enrollments in the Fall 2016-2017 academic year from the previous 2015-2016 totals of 494. Similar numbers are present for the Spring semesters where in 2015-2016 total enrollments were 405 and in 2016-2017, 292, representing a 28% drop. While the intentions were good, the roll-out of this new schedule and certificate needs improvement before increased enrollments will occur. It is the Digital Arts department's recommendation to continue scheduling both 8-week and 16-week courses but improve and increase marketing for the 8-week courses/certificate. It is our belief that this would yield increased enrollments.

On the Digital Media side, the 8-week scheduling model has significantly disrupted two of the central courses needed for the degree. Specifically, DM 140 Digital Media Production and DM 141 Single Camera Production have not run in two consecutive semesters due to low enrollments attributed to students' inability to attend evening courses twice per week. Evening students typically have jobs that make it difficult for them to meet the scheduling demands of an 8-week course meeting more than once per week. It is the position of the Digital Media department that evening courses be scheduled on a traditional 16-week semester.

While enrollments have dropped over a three-year trend, the Digital Arts overall retention and success rates remain relatively strong. The table below, extracted from the 2018-2019 DA Program Review, reflects an upward growth trend on retention with 88.2% for DA compared to GWC's overall retention rate of 86.9%.

Digital Arts Retention Rates (3-Year Trend)

Metrics	2013-14	2014-15	2015-16	2016-17	2017-18	3-Yr Trend 2015-16 to 2017-18 DART	GWC	2017-18
Retention	80.6%	84.1%	87.7%	87.6%	88.2%	↑	↑	86.9%

Transfer data source: National Student Clearinghouse data. Three-year trend based on 2014-15 and 2016-17 data

Assessment Activity: Percent of courses assessed per academic year

Legend	↑	↓	↔	⣀
	Increased	Decreased	No Change	Insufficient Data

Broken out by semester, it is also clear that DA shows a higher retentions rates when compared against the College's retention rates.

Digital Arts Retention Rates by Semester (3-Year Trend)

FALL

	Enrollment	Retention	Success
2015-2016	496	90.5%	72.0%
2016-2017	333	90.4%	75.4%
2017-2018	288	87.2%	79.5%

SPRING

	Enrollment	Retention	Success
2015-2016	396	85.9%	74.7%
2016-2017	293	85.7%	75.1%
2017-2018	295	90.2%	75.3%

*data from the 2018-2019 DA Program Review

Similar rates are present for the Digital Media program with 85% retention in the most recent reporting year compared to GWC's overall rate of 86.9% -- representing a slight dip of 1.9%.

Digital Media Retention Rates (3-Year Trend)

Metrics	2013-14	2014-15	2015-16	2016-17	2017-18	DM	GWC	2017-18
							3-Yr Trend	
							2015-16 to 2017-18	
Retention	87.7%	89.8%	91.4%	87.2%	85.0%	↓	↑	86.9%

Transfer data source: National Student Clearinghouse data. Three-year trend based on 2014-15 and 2016-17 data

Assessment Activity: Percent of courses assessed per academic year

Legend	↑	↓	↔	....
	Increased	Decreased	No Change	Insufficient Data

Digital Media Retention Rates by Semester (3-Year Trend)

FALL

	Enrollment	Retention	Success
2015-2016	190	92.6%	76.3%
2016-2017	214	85.5%	71.5%
2017-2018	128	85.9%	63.3%

SPRING

	Enrollment	Retention	Success
2015-2016	146	89.7%	71.9%
2016-2017	153	89.5%	79.1%
2017-2018	150	86.7%	66.0%

Concern #2 Both programs train employees who share many of the same skill sets

Departmental Response/Strategy:

It is agreed that the Digital Arts Program and Digital Media Program should be combined into a new program, Digital Media Arts, (DMA).

    a. Digital Media has evolved and is an integral part of many disciplines including; journalism, marketing, web and social media. The program needs to be updated to reflect the changing environment.

    b. The updating of the Digital Media program includes the consolidation of some existing certificates, updating of curriculum, and the retirement of some courses and certificates.

        i. Consolidation of DM G141 – Single Camera Production with DM G140 Media Production

ii.   Consolidation of courses DM G100 Introduction to Digital Media with DART G100 Introduction to Digital Arts
iii. Change the noncredit Social Media Specialist Certificate of Specialization to credit
iv.   Update Web Certificate to include the new DMA G100 course, video editing and video production
v.   Creation of new audio certificates to incorporate the Digital Media Production and editing courses
vi.   Creation of a DMA portfolio/capstone class
vii. Support for the Cooperative Work Experience and internship classes, students need a hands-on experiential class prior to entering the workforce

c.   The Digital Media and Digital Arts programs have been successful in establishing strong working relationships with high school teachers from the feeder schools. This was accomplished through providing training on the Adobe Creative Cloud Software and certification as an ACA associate. High school teachers referred their students to Golden West College's Digital Media and Digital Arts Programs, which gave the programs a recurring local pool of potential students. However, the program was discontinued in 2016 by the CTE Dean. The Dean also discontinued the Digital Media outreach workshops to the Vietnamese community and the Sunburst Challenge Program. It is the position of both programs, that these outreach programs to the local high school and under-represented students be reinstituted.

d.   Digital Media Arts needs an active and ongoing outreach and prescience on Social Media. In order to successfully engage the community, the DMA program must go to where the students are. This can be accomplished by using strong Workforce funds for a CTE promotion and outreach specialist.

e.   Online certificates including Editing, Social Media, Web, Audio and Photoshop would allow the programs to reach a wider and more diverse audience.

f.   Packaging DMA courses for Online allows for maximum usage of on-ground lab space, provides greater equity to working and underserved students, and parallels the Governor's Office in the creation of the California Online Community College.

Concern #3 Dispute over Mac/PC

Departmental Response/Strategy:

This issue has been resolved. While it is true that most software can be run on either computer platform, employers will utilize systems that work best for their industry. For example, companies that operate in web development, game design, computer programming, and video editing may choose Mac or PC based systems. Advertising agencies and graphic design firms will lean towards Mac only based systems. The DM and DA programs must reflect these real-world office practices and offer students the same level of professional equipment as it relates to

their intended field of study. It is the goal of the departments to maintain both Mac labs and PC labs.

Concern #4 Overspecialization created by the separate programs

Departmental Response/Strategy:

In few other industries has the emergence of technology allowed for the cross-integration of practices, that are now a normal way of working in the design, visual arts, media, and entertainment industries.

The digital world is at an inflection point, and the implications demand that organizations -- from big companies to startups to marketing agencies -- hire designers who are smart generalists but have specialized skills.

In this moment, mobile, big data and personalization are converging to drive truly novel user experiences across countless new channels and in real life. In this post-screen world, the lines between the physical and the digital blur where everything is connected. We now live and work in a world of experiences less and less dependent on any one platform, device, interface or technology. The best designers for this new environment are those who can confidently navigate change by adapting, not those who cling to whatever specialty in which they were formally trained or have the most experience. A newly formed Digital Media Arts Program with cross curricular courses will allow students greater opportunity to collaborate and to hone their skills across the program's degree and certificate offerings. It is the department's goal to continue to offer a wide breadth of certificates that focus on the duality of providing students with exceptional specialized education combined with general cross-feeding through curriculum.

The following chart represents newly designed awards and certificates that will allow GWC to continue to outpace its local competitors.

AWARD	ASSOCIATED ACQUIRED SKILLS
Associate of Arts	**Skillsets needed to obtain entry level employment**
DMA	• Produce professional audio recordings. • Produce professional digital video recordings. • Design and build multi-user web based applications. • Edit audio, video and graphic content in a digital environment.
DMA - Graphic Design	• Generate artwork utilizing advanced principles of design and applying these to a multimedia environment. • Interpret terminology for effective generation and discussion of advanced level digital art projects. • Utilize software to generate advanced level digital art projects.
Certificate of Achievement	
DMA	TBD
DMA - Graphic Design	• Generate artwork utilizing the principles of design and applying these to a multimedia environment. • Interpret terminology for effective generation and discussion of digital art projects. • Utilize software to generate digital art projects.
DMA - Web Design	• Describe the web page design process. • Design and build simple web pages. • Design and build advanced web pages. • Evaluate current web pages on the Internet.
DMA - Experiential	• Choose apprpiate mediums for delivery of digital content. • Design and build interactive web pages for mobile. • Design and build user intefaces. • Evaluate users experience with digital media content.
Certificate of Specialization	
DMA - Audio Recording	• Create and record a project using MIDI (Musical Instrument Digital Interface) sequencing and software instruments. • Create a mix and perform the proper steps to produce a final product for various digital media. • Set up a complex microphone array (24 tracks) for a band and record digital signals in a tracking session. • Produce a digital portfolio comprised of sound recordings, mixed, and mastered.
DMA - Video Editing	• Identify and describe three advanced editing principles and practices. • Apply advanced editing principles in editing of a narrative sequence. • Apply advanced editing principles in editing of a three to five minute dialogue sequence.
DMA - Video Production	• Develop solid base in the theory and technology skills required for professional careers in digital media industries. * Acquire real world, hands on experiences in basic software and hardware tools utilized in digital media production. * Develop interpersonal skills and professional demeanor that will enable students to work effectively and cooperatively as team players on collaborative projects. * Generate creative solutions to challenging assignments, demonstrating a clear understanding of project needs and technological demands.
Skillbuilder Certificate	
Social Media Marketing	• Optimize web sites for SEO. • Engage an audience through social media posts and interactions. • Commnicate and handle all customer interactions. • Master social media tools. • Convey ideas in a clear and precise way through copywriting. • Create visually appealing graphics.
Adobe Photoshop	• Make selections with various tools. • Create multi-layered files. • Select and use different color models. • Edit and mainpulate images. • Enhance and retouch images.
Adobe Illustrator	• Create logos by using various shape creation tools. • Create original vector artwork. • Design graphics for marketing material including posters, flyers, postcards.
Professional Certificate	
Adobe Certified Associate	• Use Adobe Photoshop at professional levels. • Use Adobe Illustrator at professional levels. • Use Adobe InDesign at professional levels. • Use Adobe After Effects at professional levels. • Use Adobe Dreamweaver at professional levels.

This will be a vital factor in the success of the program as the Digital Media and Digitals Arts programs have in the past awarded the most certificates not only within the Coast Community College District but outside as well. As shown in Appendix A, taken from the Los Angeles/Orange County Center of Excellence, LMI Report, October 2018, shows GWC's programs in Digital Media and Digital Art (Graphic Art & Design) have granted the most awards from the years 2014-2017.

Appendix A: Regional community college awards (certificates and degrees), 2014-2017[2]

TOP Code	Program	College	2014-15 Awards	2015-16 Awards	2016-17 Awards	3-Year Award Average
0614.00	Digital Media	Coastline	-	3	-	1
		East LA	-	-	1	0
		Golden West	10	21	13	15
		Irvine	7	12	8	9
		LA Pierce	-	-	1	0
		Subtotal/Average	**17**	**36**	**23**	**25**
1030.00	Graphic Art and Design	Cerritos	2	10	6	6
		East LA	12	13	12	12
		El Camino	1	3	-	1
		Fullerton	9	5	16	10
		Glendale	11	7	14	11
		Golden West	39	31	32	34
		Irvine	1	1	2	1
		LA City	6	6	5	6
		LA Pierce	4	3	10	6
		LA Valley	2	4	3	3
		Mt San Antonio	29	19	21	23
		Pasadena	8	3	10	7
		Saddleback	22	16	17	18
		Santa Ana	2	1	-	1
		Santa Monica	46	34	30	37
		Santiago Canyon	13	13	3	10
		Subtotal/Average	**207**	**169**	**181**	**186**

In Summary, the Digital Media and Digital Arts recommend the following strategies to improve in areas of enrollment, retention, and student success:

i. Combine the two separate programs into one newly formed Digital Media Arts Program
ii. Consolidate and remove redundant courses.
iii. Modify existing certificates.
iv. Create new certificates reflecting the new DMA program.
v. Use the 8-week scheduling model for day classes only.
vi. Increase marketing for 8-week courses that yield a certificate upon the completion of two sequenced courses.
vii. Allow courses to run with a minimum of 16 students.
viii. Allow courses to run during the first week before cancelling.
ix. Support for the Cooperative Work Experience and internship classes.
x. Re-instate Sunburst Academy courses.
xi. Enhance program marketing.
xii. Support request for new and repaired equipment.
xiii. Support outreach activities
xiv. Support programs aimed at training local High School teachers.

Taskforce Signature Page

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Manager: David Hudson

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