See program review website for detailed timeline and relevant request forms:

Golden West College
INSTRUCTIONAL
PROGRAM REVIEW
Spring 2013

Program Name: Digital Media/Digital Arts
Division Name: Career and Technical Education

Overview of Program:

This instructional area (Digital Media/Digital Arts) satisfies two very large media realms; prepress/printing and web design (called Digital Arts) and motion video and sound (called Digital Media).

The Digital Arts program prepares students for employment in the field of digital arts and graphic design. It consists of applied exercises in advertising thinking, visual communication, graphic design, and preparation of art for reproduction. Concept development and the generation of a portfolio suitable for job applications or transfer to a degree program is a major focus in each of the core courses.

The Digital Media program provides formal training for individuals who seek entry into the rapidly growing field of digital media, encompassing digital video production, audio recording, and digital arts. Students utilize the latest tools to learn about digital editing on computers using industry standard software and operating systems environments. Classes are conducted in smart classrooms with the latest instructional tools. Sizable projects are undertaken in each class providing the students with an opportunity to add the projects to their portfolios and knowledge to their skill sets. Students can apply the skills they learn through this program in digital media to careers in multimedia production, digital video production, digital audio engineering, web design and development, corporate communications and graphic arts.

Digital Arts AA
The objectives of the program are that a successful student will be able to:

1. Demonstrate how theories and practices learned in academic settings can be applied and integrate into personal and professional pursuits.

2. The successful student will be able to generate artwork utilizing the principles of design and applying these to a multimedia environment.

3. The successful student will be able to interpret terminology for effective generation and discussion of digital art projects.

4. The successful student will be able to utilize software to generate digital art projects.

Digital Media AA
The objectives of the program are that a successful student will be able to:

1. Record and Edit High Definition Video
2. Design and Produce Motion Graphics
3. Record and Edit Audio in a Digital Environment
4. Design and produce Websites with Digital Media Content

Program Contact Information:

Program Contact Name	Phone #	E-mail prefix
Renah Wolzinger Chair	x52347	rwolzinger@gwc.cccd.edu
Sean Glumace	x51101	sglumace@gwc.cccd.edu

Program Manager	Title	Salary Sched/Column	Phone #	Office Location	E-mail prefix
Claudia Lee	Acting Dean		x52347		

Classified Staff	Title	Salary Sched/Column	Phone #	Office Location	E-mail prefix
none					

Full-Time Faculty	Digital Arts	Phone #	Office Location	E-mail

Full-Time Faculty	Digital Media	Phone #	Office Location	E-mail
Warren Carter		58798	FA 101	wcarter@gwc.cccd.edu

Current State of the Program

1. What noteworthy trends do you notice in your data tables?
1. We have a low success rate with African American and female students in DART and DM courses.
2. There is a low success rate in several DART courses and DM 100
3. There are a lower number of certificates awarded then expected for both DART and DM

2. What are your analyses of the causes or reasons for those trends?
1. The low success rate and enrollment of African American and female in DM and DA classes can be attributed to lack of targeted outreach to African American and female students. This trend of low representation of African American and females is also seen throughout media industry.

2. DM 100 has had 3 instructors (Digital Arts, Audio and Video) within a single section. This model has proven unsuccessful. We have made a change to one instructor starting with spring 2013.
DART G100 is online only and fall 2009 there was an instructor change and a dramatic improvement in success rates. We have eliminated this course from the certificates. DART 120 offered in spring 2011: the instructor was changed from a DART instructor to ART instructor. Success rates dramatically decreased. The course has been eliminated. DART G170 switched instructors for 2 semesters which had lower success rates. DART G175 is no longer offered.

2

3. Certificate tracking for Certificates of Specialization was not done prior to 2012-2013.

4. Many students leave the DA/DM programs prior to completing an award due to job placement.

3. What does your program do well?

Digital Media

The strengths of the Digital Media program result from a repackaging of existing programs in Broadcast Video Production and Recording Arts. Strong Components include: Video Editing (Apple Certified), Multi-Cam Field Recording, Studio, Remote Multi-camera Production Audio Recording, and Audio Post-Production. This structure is unique as it provides more employment training in the areas of audio post-production and mobile video production than programs in our service area. The program has a large recording studio and a smaller video studio, in addition to a fully equipped video production truck. Students prepare to enter the growing field of Digital Media with a variety of skills, as requested by our advisors in the recent advisory meetings. The advisors reviewed the Digital Media competencies and advised to prepare students for both in -house and independent productions. To satisfy this requirement we are expanding our studios to include 3 camera mobile kits and mobile light kits, used by industry today. In addition we plan to add (on the advise of our advisors) more industry certifications in Adobe and Avid applications to complement our current Apple certification program, assuming training for instructors and those instructors achieving certified trainer status.

Strong Components of the Digital Arts program include: Digital Imaging, Digital Illustration, Typography, Graphic Design Principles and Web Design. The program has four 28-seat Macintosh Labs running industry standard software, scanning stations and large format inkjet printers for student use. Students prepare to enter the growing field of Digital Arts with a variety of skills, as requested by our advisors in the recent advisory meetings. The structure of class offerings only one session per week also allows the student to have a computer/workstation during class lecture and during lab time taught by the same instructor. This class structure allows us to offer all the classes needed to complete a certificate and major in the recommended amount of time. Our instructors are working industry professionals in their related subject and bring that professional experience into the classroom.

The AA in both DM and DA also provides the students with necessary skills in areas required by hiring agencies, including reading and writing skills, communication and math. Students are much more competitive on the job market according to our industry advisors with more education and higher degrees. In addition students are more prepared to seek a transfer path in an area related to Digital Media Arts with the AA degree.

Digital Arts

The GWC Digital Arts program is known in Southern California as the leading program of its type for both new students and students needing job-retraining (incumbent workers). The Digital Arts program has strong part-time instructors from specific fields. They each have industry experience in subject matter for the courses they teach. Most of the classes are currently taught at night, due to a reduction of course sections. The program would benefit from the return of courses offered in the daytime, and also during the summer session. DA has a strong on-line web-programming course, which is also a large class factor LCF course. More courses could be developed to add to the online selection. The DA courses are designed to have a foundation certificate with several stackable specialization certificates,

3

including multi-level courses in several design areas.

Digital Arts has an undated AA-Degree and shorter certificates, which streamlines the awards which should aid in award completion.

Digital Arts and Digital Media students have combined efforts to video campus events, and develop production teams for class-related media production. This is a fundamental change, following the fundamental shift in the Digital Media industry**. Adobe has led this shift with the integration of video, audio, motion graphics, animation and graphic design in the Create Suite, and have positioned their products to be placed in ALL education related computers everywhere.** Employees now need to be able to shoot still images or video on a DSLR or video camera, edit the material, color correct, add audio, add graphics and motion, and share in the correct format. This shift is important to really understand, as it directly relates to how the DA/DM areas are ONE in industry, and education of students needs to shift in that direction. In addition training is needed to cross-train instructors. For example, DA teachers will teach basic video editing and digital image capture in Photoshop.

DA/DM faculty work together and participate in regional and national workshops and conferences. DA/DM faculty participate in county-wide DM/DA events. The Faculty work together to coordinate on-campus tours/promotions though out the year, and participate in College Preview Day. The DA/DM/Design areas hold a bi-annual student showcase including transfer schools and industry partners.

Labor Market:

Data from the CA State Chancellor's office shows **77 – 100 annual** completers from community colleges in Orange County in Digital Media for all certificates and AA degrees. Yet the demand for Digital Media employees is **7,000 – 7,200 annually,** which is vastly higher than the completers provided by all community colleges in the Orange County area. The needs greatly outweigh the current available prospective employees with the skills necessary to obtain these positions.

The estimated total employment for OC is currently 6,890 and the total projected jobs is 7,190. A breakdown of employment by field shows multi-media artists and animators with an estimated employment of 1,630 and a projected employment of 1660. For film and video editors the estimated employment is 200 and projected employment is 210. For Graphic Designers the estimated employment is 5,060 and the projected employment is 5,320.

According to the LMI, in the Orange County area there were over 7,000 estimated jobs in Digital Media in 2012 and 7,200 projected jobs in 2018.

The U.S. Department of Labor has limited data for employment that touches all the different aspects of this program. Potential wages and employment projections for this occupation:

Employment Projections – Orange County	Estimated Jobs 2012	Projected Jobs 2018	Numeric Change

Multi-Media Artists and Animators	1630	1660	30	
Film and Video Editors	200	210	10	
Graphic Designers	5060	5320	260	

Source: California EDD website http://www.labormarketinfo.edd.ca.gov/?PAGEID=112
Orange County

California Community Colleges
Chancellor's Office
Program Awards Summary Report

	Annual 2004-2005	Annual 2005-2006	Annual 2008-2009	Annual 2009-2010	Annual 2010-2011	Annual 2011-2012
Coast CCD Total	8	4	21	14	41	42
Associate of Science (A.S.) degree						1
Associate of Arts (A.A.) degree			13	4	15	6
Certificate requiring 60+ semester units	4					
Certificate requiring 30 to < 60 semester units	4	4	7	10	9	11
Certificate requiring 18 to < 30 semester units			1		17	24
North Orange CCD Total	13	11	16	23	21	18
Certificate requiring 30 to < 60 semester units	10	6	14	21	20	11
Certificate requiring 18 to < 30 semester units	2	1		2		2
Certificate requiring 6 to < 18 semester units	1	4	2		1	5
South Orange County CCD Total	3	7	19	18	40	18
Associate of Science (A.S.) degree			2	3	4	2
Associate of Arts (A.A.) degree			1	1	1	3
Certificate requiring 30 to < 60 semester units					3	
Certificate requiring 18	3	7	16	14	32	13

to < 30 semester units						

Completer projections:
Currently GWC offers 9 sections per semester in Digital Media. Each course offering has a capacity of 28 students. Assuming some student attrition, we project a very conservative completer rate of 30 students per year.

GWC offers16 sections per semester for Digital Arts. Each course offering has a capacity of 28 students. Assuming some student attrition, we project a very conservative completer rate of 80 students per year.

4. What are the challenges to your program.

Within your program's control
- Offerings/scheduling to provide instruction in major Digital Arts/Digital Media subject areas.
- Adding professional certification in media arts applications
- Consolidation of Digital Media Video and Audio courses in the former KOCE studio facility.
- Developing courses in Digital media that reflect emerging industry trends in DSL Video and Streaming Media.

Beyond your program's control
- Digital Arts needs a full time instructor to replace retired instructor (retired 6 years ago)
- Digital Media needs a full time instructor with current industry experience in video, motion graphics and audio production
- Replace old outdated equipment and software for Digital Arts and Digital Media
- District license for Adobe software used at all 3 campuses. This is the largest financial problem for the entire Digital Arts program. The software must remain current in order to maintain validity. The software was previously purchased and an annual license was to be paid. However this license lapsed in 2012 and now needs to be completely repurchased. The cost is approx. 65,000 to repurchase with an annual cost of approx. 20000 to maintain the licenses. The cost could be significantly less if purchased at district leveled and shared by all campuses.

5. What are the opportunities for your program

- Develop Transfer Majors and ci-d numbers for DA/DM courses as they become available
- Coordinate subject matter/content/courses with high schools
- Coordinate subject matter/content/courses with transfer universities/colleges
- Combine studio/classroom space so that they are not in separate buildings
- Utilize the former KOCE facility to consolidate video and audio programs.
- Rewriting DM100 course in order to qualify as a requirement (area C) for AA
- Development of DSLR and Streaming Media Technology courses

- Develop partnerships with media industry in Los Angeles and Orange Counties in order to facilitate placement of students.
- Develop enterprise courses which provide students with industry based work experience and provide revenue to the DM and DA programs for materials, supplies and equipment repair.

Consolidation - Our DM/DA programs have 4 labs and 125 fairly new imac computers, which can run both PC and Mac software. In addition the computers are loaded with Microsoft Office, Adobe Creative Suite, Apple Final Cut 7 and X suite, Pro Tools and Logic Studio. The Digital Media lab additionally has high RAM in order to run complex video related software. The projectors have been updated to high-def. HDMI models. Theses labs have been approved by APPLE and are currently a Apple Authorized Center for Training in Education. The rooms are used for both lecture and lab. Additionally there is a audio/video recording studio (music 110) recently modified to handle video production, including sound-proofing, black curtains and a green-screen. We have 3 part-time and 1 full-time instructor in the DM program, all award-winning professionals in both the audio and video industry. The DA program has 8 part-time instructors, all professional graphic artists in industry.

A formal consolidation of the DA/DM areas would make sense at this time, especially with the merger of software and courses found both in the certificates and AA degrees.

In addition, there is room in those labs to further consolidate graphic arts or media courses from other campuses, especially currently in the day-time.

Additionally the labs could be further utilized by our CBA program, as they are new dual-boot systems and can used on both Mac and PC software.

Equipment - Currently all of the courses taught by one full-time and 10 part-time instructors. ONLY use the computer equipment and software on campus, plus the mixer and microphones in the recording studio. Additional equipment used by students are provided by students including: video cameras, phones with video/audio, field recorders, DSLR cameras, lights, boom microphones, laptops, external hard drives, headphones, SD cards.

The video equipment (cameras, equipment for the video truck) is used by the full-time instructor and utilized in courses he teaches.

This model is an advantage for the DA/DM program. Students have access to the latest cameras and associated equipment, and there are enough students that can bring in equipment to share. It is always a nice have cameras for the students, but this program can be successful without this purchase. It is not a TV Production program, and does NOT require a TV studio, but rather a flexible production space.

At a minimum this program needs (for labs) – a studio to produce Digital Media productions (audio/video), microphones, a mixer, and lights. 1-2 sets of LED lights for this program is recommended (no-heat LED lights for safety). The only thing we currently do not own are portable lights.

Articulations
Understandably the college has a priority to articulate our programs to CSU or UC institutions. This

7

many times has not aligned with our CTE programs. However, in DA/DM there is current work to create AS-T degrees and ci-d numbers for associated courses. When this occurs, our priority should be to make any course revisions necessary and complete the AS-T degrees for GWC.

Since this option is not available yet, we are putting a significant effort into articulating our certificates and AA degrees with private universities. These universities include: The Santa Fe Institute of Art and Design, Art Institutes, Otis College of Art and Design, Art Center of Pasadena, Laguna School of the Arts, New School of Design and Architecture San Diego.

6. Identified areas in need of improvement
- Student Learning Objectives need to be reviewed and results evaluated
- Digital Arts Certificates need to be reviewed to ascertain their timeliness and completeness
- Use Measure C funds to:
    - Renovate the former KOCE facility
    - Purchase HD digitals cameras
    - Complete migration from tape to tapeless workflow

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12
Complete a separate page for each major and/or certificate you assessed.

| Program Name: Program | Digital Media
( ) Transfer Major
(x) Certificate of Achievement
( ) Basic Skills Sequence
( ) Area of Emphasis
( ) Gen Ed Area | Semester Assessed : | (x) Fall ( ) Spring

( ) Winter ( ) | Year :2012 |

Step 1	**Define the Expected Program Student Learning**	Produce professional digital video recordings.
Step 2	**What method did you use to assess the SLO?**	Each student submitted a quicktime movie for their final exam.
Step 3	**Describe the results of your assessment.**	Students were scored based on a rubric of required elements
Step 4	**Describe your analysis of the data.**	Students were scored based on the proper inclusion of required elements. There was a 70 percent passing rate. This percentage could be improved. The factors that influence the students results are: planning, time to complete project, lack of open lab software, lack of video equipment for students to use or check out
Step 5	**What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?**	We will include additional software and hardware in the upcoming Perkins Grant. Planning for production now begins in week 1 of the course where original production is required.

(List the 3-5 most important expected student learning outcomes to be assessed over the next two years. Complete a separate page for each major and/or certificate you did not complete the assessment for the last 2 years.

9

Program Name:	Digital Media	Semester to be Assessed :	( ) Fall	( ) Spring	Year :
Program	( ) Transfer Major (x) Certificate of Achievement ( ) Basic Skills Sequence ( ) Area of Emphasis ( ) Gen Ed Area		( ) Winter Summer	( )	

Step 1	**Define the Expected Program Student Learning**	Produce Professional Audio Recordings
Step 2	**What method did you plan to use to assess the SLO?**	Students will record and mix a multi-track recording in the recording studio. Instructors will assess mix quality based on a rubric.
Step 3	**When is the assessment going to be done and who is going to conduct it?**	Assessment will be done by all instructors teaching audio-related courses – Renah Wolzinger, Sable Cantus, John Kubis. The assessment will be done at the end of each semester of audio related class taught.

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12
Complete a separate page for each major and/or certificate you assessed.

Program Name: Program	Graphic Design and Production Option	Semester Assessed :	( ) Fall ( ) Year :
	( ) Transfer Major ( ) Certificate of Achievement ( ) Basic Skills Sequence (x) Area of Emphasis ( ) Gen Ed Area		( ) Spring ( ) Winter ( )

Step 1	Define the Expected Program Student Learning	The successful student will be able to utilize software to generate digital art projects.
Step 2	**What method did you use to assess the SLO?**	Student submits a final project utilizing software.
Step 3	**Describe the results of your assessment.**	Students were scored based on a rubric of required elements in the final project.
Step 4	**Describe your analysis of the data.**	Students were scored based on the proper inclusion of required elements. There was a 75 percent passing rate. This percentage could be improved. The factors that influence the students results are: planning, time to complete project and hardware/software availability outside of the classroom.
Step 5	**What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?**	Planning for the final project now begins in week 1 of the course and we have added milestones through out the semester to keep the students on track. Promote hardware/software availability in the open lab and what is available to purchase at a discount for students.

11

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12
Complete a separate page for each major and/or certificate you assessed.

Program Name: Program	Graphic Design Foundation Certificate ( ) Transfer Major ( ) Certificate of Achievement ( ) Basic Skills Sequence (x) Area of Emphasis ( ) Gen Ed Area	Semester Assessed :	( ) Fall ( ) Year : Spring ( ) Winter ( )

Step 1	Define the Expected Program Student Learning	The successful student will be able to utilize software to generate digital art projects.
Step 2	What method did you use to assess the SLO?	Student submits a final project utilizing software.
Step 3	Describe the results of your assessment.	Students were scored based on a rubric of required elements in the final project.
Step 4	Describe your analysis of the data.	Students were scored based on the proper inclusion of required elements. There was a 70 percent passing rate. This percentage could be improved. The factors that influence the students results are: planning, time to complete project and hardware/software availability outside of the classroom.
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	Planning for the final project now begins in week 1 of the course and we have added milestones through out the semester to keep the students on track. Promote hardware/software availability in the open lab and what is available to purchase at a discount for students.

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12
Complete a separate page for each major and/or certificate you assessed.

| Program Name: Program | Graphic Design Advanced Production Certificate
( ) Transfer Major
( ) Certificate of Achievement
( ) Basic Skills Sequence
(x) Area of Emphasis
( ) Gen Ed Area | Semester Assessed: | ( ) Fall   ( )   Spring

( ) Winter   ( ) | Year: |

Step 1	Define the Expected Program Student Learning	The successful student will be able to utilize software to generate advanced level digital art projects.
Step 2	What method did you use to assess the SLO?	Student submits a final project utilizing software.
Step 3	Describe the results of your assessment.	Students were scored based on a rubric of required elements in the final project.
Step 4	Describe your analysis of the data.	Students were scored based on the proper inclusion of required elements. There was a 75 percent passing rate. This percentage could be improved. The factors that influence the students results are: planning, time to complete project.
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	Planning for the final project now begins in week 1 of the course and we have added milestones through out the semester to keep the students on track.

13

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12
Complete a separate page for each major and/or certificate you assessed.

Program Name: Program	Graphic Design Web Site Design Certificate	Semester Assessed :	( ) Fall ( ) Year : Spring
	( ) Transfer Major ( ) Certificate of Achievement ( ) Basic Skills Sequence (x) Area of Emphasis ( ) Gen Ed Area		( ) Winter ( )

Step 1	**Define the Expected Program Student Learning**	The successful student will be able to utilize software to generate web design and multimedia projects.
Step 2	**What method did you use to assess the SLO?**	Student submits a final project utilizing software.
Step 3	**Describe the results of your assessment.**	Students were scored based on a rubric of required elements in the final project.
Step 4	**Describe your analysis of the data.**	Students were scored based on the proper inclusion of required elements. There was a 80 percent passing rate. This percentage could be improved. The factors that influence the students results are: planning, time to complete project and hardware/software availability outside of the classroom.
Step 5	**What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?**	Planning for the final project now begins in week 1 of the course and we have added milestones through out the semester to keep the students on track. Promote hardware/software availability in the open lab and what is available to purchase at a discount for students.

14

<u>Program-Level Student Learning Outcomes for 2012-14</u>
(List the 3-5 most important expected student learning outcomes to be assessed over the next two years.
Complete a separate page for each <u>major and/or certificate you did not complete the assessment for the last 2</u>
<u>*years.*</u>

| Program Name: Program | Graphic Design and Production Option
 ( ) Transfer Major
 (x) Certificate of Achievement
 ( ) Basic Skills Sequence
 ( ) Area of Emphasis
 ( ) Gen Ed Area | Semester to be Assessed: | ( ) Fall
 ( ) Winter Summer | ( ) Spring
 ( ) | Year: |

Step 1	**Define the Expected Program Student Learning**	The successful student will be able to generate artwork utilizing advanced principles of design and applying these to a multimedia environment.
Step 2	**What method did you plan to use to assess the SLO?**	Student will generate a multimedia presentation. Instructors will assess design quality based on a rubric.
Step 3	**When is the assessment going to be done and who is going to conduct it?**	Assessment will be done by all instructors teaching Digital Arts courses. The assessment will be done at the end of each semester of design related class taught.

| Program Name: Program | Graphic Design Foundation Certificate
 ( ) Transfer Major
 ( ) Certificate of Achievement
 ( ) Basic Skills Sequence
 (x) Area of Emphasis
 ( ) Gen Ed Area | Semester to be Assessed: | ( ) Fall
 ( ) Winter Summer | ( ) Spring
 ( ) | Year: |

Step 1	**Define the Expected Program Student Learning**	The successful student will be able to generate artwork utilizing advanced principles of design and applying these to a multimedia environment.

15

Step 2	What method did you plan to use to assess the SLO?	Student will generate a multimedia presentation. Instructors will assess design quality based on a rubric.
Step 3	When is the assessment going to be done and who is going to conduct it?	Assessment will be done by all instructors teaching Digital Arts courses. The assessment will be done at the end of each semester of design related class taught.

Program Name: Program	Graphic Design Advanced Production Certificate ( ) Transfer Major ( ) Certificate of Achievement ( ) Basic Skills Sequence (x) Area of Emphasis ( ) Gen Ed Area	Semester to be Assessed :	( ) Fall ( ) Winter	( ) Spring ( ) Summer	Year :

Step 1	Define the Expected Program Student Learning	The successful student will be able to generate artwork utilizing advanced principles of design and applying these to a multimedia environment.
Step 2	What method did you plan to use to assess the SLO?	Student will generate a multimedia presentation. Instructors will assess design quality based on a rubric.
Step 3	When is the assessment going to be done and who is going to conduct it?	Assessment will be done by all instructors teaching Digital Arts courses. The assessment will be done at the end of each semester of design related class taught.

16

Program Name: Graphic Design Web Site Design Certificate

Program
( ) Transfer Major
( ) Certificate of Achievement
( ) Basic Skills Sequence
(x) Area of Emphasis
( ) Gen Ed Area

Semester to be Assessed:
( ) Fall   ( ) Spring   **Year:**
( ) Winter   ( )
Summer

Step 1	**Define the Expected Program Student Learning**	The successful student will be able to generate artwork utilizing the principles of design and applying these to a web and multimedia environment.
Step 2	**What method did you plan to use to assess the SLO?**	Student will generate a web site and multimedia presentation. Instructors will assess design quality based on a rubric.
Step 3	**When is the assessment going to be done and who is going to conduct it?**	Assessment will be done by all instructors teaching Digital Arts web design courses. The assessment will be done at the end of each semester of web design related class taught.

17

Resource Planning

Staffing What staff changes or additional employees does your program need to function adequately?
Faculty: One full time Digital Arts/Media faculty member
(replaces Digital Arts retiree of 6 yrs ago)

Full-time Digital Media instructor to teach video, motion graphics, streaming video, and audio production.

Management:
None

Classified:
Full-time classified to assist with lab setup, equipment distribution, collection and maintenance of equipment, maintaining inventory and consumable supplies.

Hourly:
2 part time student aids.

Considering your current employees, what staff development/training does your program need?

- Training/conferences for Digital Media instructors on video and audio editing software
- Training/conferences for Digital Arts instructors on web design, desktop publishing,
- Certified trainers in Adobe Software so that GWC becomes a certified training center

Note: Complete all faculty request forms in separate files and submit with your program review report as an attachment.

Technology What improvements, changes or additions in equipment dedicated to your program are needed to function adequately?
Equipment or Software (e.g., computers, AV, lab equipment):

- DSLR cameras (10)

- 10 HD tapeless HD cameras (ENG/EFP)

- 10 LED portable light systems

- Steaming Media appliance

Technical Infrastructure (e.g., AV or computer infrastructure, cabling):

Facilities What improvements or changes to the facilities would you need to function adequately?
Renovation of the former KOCE facility to house the Digital Media program.
Physical Concerns (e.g. electrical, gas, water, foundation, space, ventilation).
Electrical in music 110 should be updated to handle requirements for video and lighting
Health, Safety and Security (e.g.
Curtains in music 110 should be replaced with fire-retardant curtains
Keycards and cameras should be in all high-dollar labs including FA 202-207 and Music 109/110

Other What changes or other additions need to be made to your program to function adequately?

Remodel of former KOCE facility in order to house Digital media classroom and studio (video, audio, web and post production).

19

IUA and Dean Review

Complete this section after reviewing all program review information provided. IUA and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

IUA/Dean

(o) (0)   a. Significant declines in enrollment and/or FTES over multiple years

(o) (1)   b. Significant change in facility and/or availability and cost of required or necessary equipment

(o) (0)   c. Scarcity of qualified faculty

(o) (0)   d. Incongruence of program with college mission and goals, state mandates, etc

(o) (0)   e. Significant decline in labor market

(o) (0)   f. Continued inability to make load for full-time faculty in the program

(o) (0)   g. An over-saturation of similar programs in the district and/or region

( ) ( )   h. Other _____

Program Review Check-list

( )   Department Contact Information is up to date: Department Chairs, full-time faculty, classified

( )   Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary changes to the Director of Personnel

( )   Curriculum Inventory complete (See data table spreadsheet under Curriculum Inventory tab)

( )   Both the Dean and IUA has completed the Dean and IUA Review section.

Signatures, Individual Comments

Department Chair: Renah Wolzinger   Date: April 24, 2013
Comments:

Division Dean: Claudia Lee   Date: April 23, 2013
Comments:

(X) No further review necessary

( ) We recommend this program for Program Vitality Review

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.
(X)   Warren Carter
( )
( )
( )

I have read the preceding report and wish to add signed comments to the appendices.
Signatures are on file in the division office.
( )
( )
( )
( )
( )

<u>Appendices</u>

A. Data Sets
B. Signed Comments
C. Classified Position Requests
D. Faculty Position Requests
E. General Fund One-Time Funds Requests
F. Curriculum Inventory
G. SLO Inventory