

Program Review, Analysis, and Planning

Department Name: Digital Arts

Data Analysis

Based on data provided by ORPIE:

1. Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section? Why? (150 words limit)

The Digital Arts FTES/FTEF at 22.5 is lower than the college wide average of 33. The Digital Arts average enrollment per section at 22 is lower than the college-wide average of 37. The lower FTES/FTEF can be attributed to lack of support for targeted outreach and promotion of the compressed 8-week schedule and program offerings and discontinuance of the Sunburst Academy concurrent enrollment classes.

2. What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline? (150 words limit)

Factors that have contributed to the decrease in enrollment include:

- an overall decline in college enrollments throughout the district
- the discontinuance of the concurrent enrollment classes with Sunburst Challenge Academy
- shortage of targeted outreach and promotions of Digital Arts Programs and certificates

The Digital Arts faculty plan to address the enrollment decline includes increase outreach to high school students through in-class visits, attendance at High School College and Career Nights, on campus workshops for interested persons, renewed outreach to industry partners and a targeted social Arts campaign.

3. Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve? (250 words limit)

The Digital Arts program serves a diverse student demographic. Nearly half, 47.6%, of the Digital Arts students are female students; male students make up 48.4% of the Digital Arts Program, resulting in a .5% difference. These numbers are acceptable and reflect the digital arts industry. The 2016 AIGA (American Institute of Graphic Arts) Design Census revealed that nine per cent were Hispanic, eight per cent were Asian, and three per cent were Black. Hispanic and Latinx students represent 25.4%% of the students served. This is a higher proportion than in the industry. Likewise, the program, with 28.9% of its students identifying as Asian, is a higher percentage than the national figures. The Digital Arts program has 2.4% of Black/African students. This group is statistically under-represented throughout the industry. To address the under representation of African American students,

the department has developed a plan to conduct targeted outreach through social media, working with high schools and industry partners. The outreach efforts include workshops on career opportunities that exist in digital arts. Industry mentors work with students in class. The faculty works with industry partners to identify internships. The department hosts a series of Career Pathway events, which target under-represented students who have expressed an interest in digital arts career pathways.

4. How does your program course success rate compare to GWC's overall course success rate? If your course success rates are in decline or below the college average, what is your department plan to address the success rate? (250 words limit)

The success rate for Digital Arts through the 2017-2018 academic years exceeded the College wide success rate of 72.2%. In 2017-2018, the success rate for Digital Arts rose to 76.4%, representing a 4.2% increase over the college-wide average success rate.

5. Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success? If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact? (250 words limit)

In the Digital Arts Program, the group experiencing a disproportionate impact in achieving success is Black/African American students with a percentage point gap of -56.4%. Black/African American students show the lowest success rate for Digital Arts with a 20% success rate compared to the college-wide rate of 76.4%. For Black/African American students the number of successful course completions needed to achieve success is six. The department's plan is to use embedded tutors in the classes and labs to assist this impacted group to achieve success.

6. Does your department confer a degree or certificate? What is your department's plan to increase the number of students receiving degrees or certificates? (150 words limit)

The Digital Arts department confers:

- Associates of Arts AA Degree
- Biotechnology Media Design – Certificate of Specialization
- Graphic Design and Production – Certificate of Achievement
- Graphic Design Advanced Production – Certificate of Specialization
- Graphic Design Foundation – Certificate of Specialization
- Graphic Design Web Site Design – Certificate of Specialization

In the academic year 2017-2018, Digital Arts awarded seven Associates degrees and six certificates. The department's plan to increase the number of degrees and certificates include modifying and creating new certificates to better reflect industry and workforce trends. The department will also provide students with a long term and consistent scheduling patterns that accommodates daytime and evening students; increase outreach (workshops, campus visits) to high school students, employers and those employed in Digital Arts who are looking for retraining or updating skills; and work with counselors to update them on the certificates and degrees and employment/career opportunities.

7. Are students transferring to four-year institutions from your program? What is your department's plan to increase the number of students transferring to a four-year institution? (150 words limit)

There is no data and no change to show the number of Digital Arts students who transferred to four-year schools. The department will invite 4-year college representatives to give presentations to digital arts students in effort to make our students more aware of their transfer options. Already planned for these events are Cal State Northridge, UC Irvine, Cal Sate Long Beach, Laguna School of Art & Design, Art Center College, and The NewSchool of Architecture & Design. Additionally, the department will leverage its faculty's contacts with teachers at 4-year schools and will facilitate campus visits to those schools. Students will tour the campus, meet with instructors and counselors. The department will also develop new Digital Arts classes that will articulate with 4-year schools.

8. Did you complete the two-year program review requirement for CTE? If no, why not? (150 words limit)

Yes, the two-year program review requirement for CTE has been completed.

9. Did your department complete all course SLOs assessment? If no, why not? (150 words limit)

No. Part-time instructors were not familiar with the procedures and process. Department faculty has developed a plan to catch-up on the assessment of course SLOs by June 2020.

10. Did your department review all Course Outline of Records in the last 6 years? If no, why not?

Yes, Course Outlines of Records have been reviewed and are being updated. The department estimates that all Course Outlines of Record will be updated, revised or suspended by June 1 2020.

Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

Department Setbacks

- Recruitment of Black/African-American students
- Increase the number of AA degrees awarded
- Inclusion of new curriculum into Curricunet for CCI review

Department Accomplishments

- Designed new curriculum to reflect technology changes in Digital Arts
- Designed nine new Digital Arts Certificates
- Developed non-credit skill builder certificates
- Increased social media profile of Digital Arts
- Increased outreach to high school students (Three on campus Career Pathway events)
- Expanded outreach to community through live stream of campus and department events and workshops.

PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department wants to accomplish in the next three years?

- Consolidation of the Digital Arts and Digital Arts programs into a single program – Digital Media Arts.
- Develop full online certificates in Graphic Design and Web Design
- Increase to 80% or maintain above college-wide average student success rate
- Increase FTE/FTES to match college average
- Increase Retention rate to 90%
- Increase by 5% the number of certificates and degrees awarded
- Increase by 5% the number of African American students Digital Arts Arts program.

Program Planning

Description of Department's Goal?	What metric will you use to measure your goal?	What actions will the department take?	Which of the College's mission and goal does this goal support?		List necessary support and/or resources if applicable.
<p>Goal 1:</p> <ul style="list-style-type: none"> Consolidation of the Digital Arts and Digital Media programs into a single program – Digital Media Arts. 	<p><u>Curriculum committee and obtaining approval from chancellor's office.</u></p>	<p><u>Review and revise courses, certificates and degrees.</u></p>	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization	<p>Strong Workforce Funds</p> <p>Perkins Funds</p>
<p>Goal 2:</p> <ul style="list-style-type: none"> Develop full online certificates Graphic Design and Web Design 	<p><u>Curriculum Committee and approval from Chancellor's office</u></p>	<p><u>Revise courses and create certificates. Process through the campus curriculum process</u></p>	<input type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization	<p>Strong Workforce Funds</p> <p>Perkins Funds</p>

<p>Goal 3:</p> <ul style="list-style-type: none"> • Increase FTE/FTES to match college average 	<p><u>Data provide by college and CCCD</u></p>	<p><u>Increase outreach activities including participation in high school career functions, workshops, pathway days and social Arts</u></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input type="checkbox"/> College readiness 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization 	<p><u>Strong Workforce Funds</u></p> <p><u>Perkins Funds</u></p>
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