Golden West College
INSTRUCTIONAL PROGRAM REVIEW
Spring 2016

Program Name: Digital Arts
Division Name: CTE

Program Contact Information:

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Full-Time Faculty	*Phone #*	*Office Location*	*E-mail Address*
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Part-Time Faculty	*Phone #*	*Office Location*	*E-mail Address*
N/A			

Staff	*Phone #*	*Office Location*	*E-mail Address*
N/A			

Prepared by
Avery Caldwell

PROGRAM INFORMATION:

Assume the reader does not know anything about your program. Briefly describe your program and how your program supports one or more of Golden West College's mission and goals.

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 Arts program provides students the opportunity to gain fundamental skills in the application and use of digital tools such as graphic design and web design in a project-based, hands-on environment. Digital Arts will equip students with deep knowledge of how to evolve complex concepts incorporating visual imagery, illustration, typography, 3D graphics and text into creative forms of communication delivered and experienced through print, web, mobile, and interactive environments.

The curriculum emphasizes the understanding of modern society itself and will prepare students with the knowledge and skills needed to synthesize social questions into cogent design solutions. Major focus is placed on the attainment of critical, creative and technical proficiencies related to cultural products of mass communication across print media, the Internet, and mobile communication devices. The Digital Arts program challenges students to:

(1) Become highly skilled in the professional execution of their ideas;
(2) Explore the applied and artistic aspects of digital design and visual communications;
(3) Responsibly address social, political and personal issues in their work

Digital Arts graduates are qualified to apply for entry-level jobs in such diverse fields as graphic design, web design, web development, mobile content design, environmental graphic design, or other creative positions requiring the skills of a digital artist.

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.

PROGRAM CONTACT INFORMATION:

Full-Time Faculty

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Department Chair

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College's mission (check all that apply)

youtubyouyabc ✓Basic Skills
    ✓**Career Technical Education**
    ✓**Transfer**
    ✓**Offer Degrees/Certificates**

College goals (check all that apply):
    ✓Institutional Mission & Effectiveness
    ✓Instructional Programs
    Student Support Services
    Library and Learning Support Services
    ✓Student Engagement
    ✓Student Equity
    Human Resources
    Facilities & Campus Environment
    Technology
    Fiscal Resources
    Planning Processes
    District Collaboration
    Community Relations
    ✓Business, Industry, Governmental Partnerships

Program Contributions: Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

The Digital Arts program contributes to the campus by providing a diverse enrollment of students that adds to the overall diversity of the campus through active participation in student activities and campus life. Department faculty adds to the campus climate through active participation in college events and by serving on committees. The department contributes to student success through ongoing mentoring and career counseling of students enrolled in Digital Arts courses.

External Requirements: Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable).

None required.

REVIEW OF LAST CYCLE PROGRAM REVIEW
Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved.

In the three years following the last program review the following has been completed:

Hired a full-time Digital Arts faculty dedicated to modifying, expanding, and improving the Digital Arts program. The Digital Arts program standardized to Adobe Creative Cloud Suite of digital media software and acquired district licensing for Adobe software. Digital Arts now shares with Digital Media, two upgraded Mac labs.

Digital Arts began offering industry certification exams to students, high school partners in Photoshop, Illustrator, and InDesign. Digital Arts has an updated AA-Degree and created shorter certificates as a result of ongoing curriculum review. Seven, professional development workshops held for GWC full and part-time faculty and high school faculty. Digital Arts program participated in ten Pathway Days held for local high school partners. Digital Arts, with Digital Media received 2 grants for development of Digital Media Arts Experiential Learning Center (entrepreneurship).

**Response to comment: Achieved items are shared with the Digital Media program and may be listed on the last DM program review cycle.

FOR CTE PROGRAMS ONLY

Labor Market Demand:
• How is your program meeting labor market demands?
> Digital Arts meet labor market demands by offering classes which address identified labor market needs as expressed by industry partners.

• Should you expand, contract or stay the same?
> In order to continue to meet identified labor market demands the Digital Arts should expand with the addition one full-time faculty member who would focus on Web Design and Web Development.

Data below lists Web Development as one of the fastest growing occupations in three major California counties where GWC students are likely to look for employment. Projected growth and estimated employment for Graphic Designers also show increased opportunities in several counties throughout California. These projections present real opportunities for the Digital Arts program to offer relevant degree and certificate programs that reflect market analysis.

Employment Development Department **2012-2022 Fastest Growing Occupations**

Labor Market Information Division			**Anaheim-Santa Ana-Irvine Metropolitan Division**								
Published: December 2014			**(Orange County)**								
SOC Code*	ccupational Ti	Estimated Employment 2012**	Projected Employment 2022	Percent Change 2012-2022	Annual Average Percent Change	[1]		Education and Training Levels [3]		
						Median Hourly	Median Annual	Entry Level Education	Work Experience	On-the-Job Training
15-1134	Web Developers	2,090	2,840	35.9%	3.6%	$30.02	$62,443	4	None	None

Labor Market Information Division			**Los Angeles-Long Beach-Glendale Metropolitan Division**								
Published: December 2014			**(Los Angeles County)**								
SOC Code*	ccupational Ti	Estimated Employment 2012**	Projected Employment 2022	Percent Change 2012-2022	Annual Average Percent Change	[1]		Education and Training Levels [3]		
						Median Hourly	Median Annual	Entry Level Education	Work Experience	On-the-Job Training
15-1134	Web Developers	5,530	7,280	31.6%	3.2%	$32.92	$68,483	4	None	None

Labor Market Information Division			**San Diego-Carlsbad Metropolitan Statistical Area**								
Published: December 2014			**(San Diego County)**								
SOC Code*	ccupational Ti	Estimated Employment 2012**	Projected Employment 2022	Percent Change 2012-2022	Annual Average Percent Change	[1]		Education and Training Levels [3]		
						Median Hourly	Median Annual	Entry Level Education	Work Experience	On-the-Job Training
27-1014	Multimedia Artists and Animators	1,080	1,470	36.1%	3.6%	$19.26	$40,064	3	None	MT OJT
15-1134	Web Developers	1,950	2,630	34.9%	3.5%	$29.83	$62,038	4	None	None

Entry Level Education
1- Doctoral or professional degree
2- Master's degree
3- Bachelor's degree
4- Associate's degree
5- Postsecondary non-degree award
6- Some college, no degree
7- High school diploma or equivalent
8- Less than high school

Work Experience Codes	
≥5 years	5 years or more experience in a related occupation or field is common.
<5 years	Less than 5 years experience in a related occupation or field is common.
None	No work experience is typically required.

On-the-Job Training	
I/R	Internship/Residency
APP	Apprenticeship
LT OJT	Long-term on-the-job training
MT OJT	Moderate-term on-the-job training
ST OJT	Short-term on-the-job training
None	None

Source: California Labor Market, http://www.labormarketinfo.edd.ca.gov/data/occupations-in-demand.html

Graphic Designers
Estimated Employment and Projected Growth

Geographic Area (Estimated Year- Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Additional Openings Due to Net Replacements
California (2012-2022)	34,400	38,700	4,300	12.5	9,100
Fresno County (2012-2022)	340	330	-10	-2.9	90
Imperial County (2012-2022)	30	40	10	33.3	10
Inland Empire Area (2012-2022)	1,990	2,380	390	19.6	530
Los Angeles County (2012-2022)	12,130	12,990	860	7.1	3,210
North Coast Region (2012-2022)	90	90		.0	20
Northern Counties Region (2012-2022)	90	100	10	11.1	20
Orange County (2012-2022)	3,700	4,670	970	26.2	980
Sacramento Metro Area (2012-2022)	1,150	1,350	200	17.4	300
San Benito and Santa Clara Counties (2012-2022)	1,940	2,120	180	9.3	510
San Diego County (2012-2022)	2,580	3,120	540	20.9	680
San Francisco Bay Area (2012-2022)	3,710	4,210	500	13.5	980
San Luis Obispo County (2012-2022)	270	380	110	40.7	70
Santa Barbara County (2012-2022)	300	340	40	13.3	80
Santa Cruz County (2012-2022)	140	130	-10	-7.1	40
Ventura County (2012-2022)	530	600	70	13.2	140

• Is there competition from other programs in the area? If yes, from what institution?

Yes, competition exists from Orange Coast College, Coastline College, Irvine Valley College, Art Institute of Orange County, and Laguna College Art and Design.

• How is the competition affecting your program?

Competition has affected the Digital Arts program by attracting students away to programs that offer newer industry-relevant curriculum, wider degree and certificate options, and advanced courses. The Digital Arts program has responded to the competition by targeted outreach to high school students and the general public, with increased engagement of the community through special interest workshops and participation in community activities and events by Digital Arts Department.

• Are there any other external factors about which you are concerned?

External factors, which are of concern, include rapidly changing technology and ability of department to respond to changes in technology and meeting needs of industry.

VTEA Core Indicators: When reviewing the state VTEA core indicators, what are the trends that contribute to or impede student success?

- Trends that contribute to student success as reflected by the CORE Indicators includes offering programs that provide students (both traditional and nontraditional) with hands on lab experiences that are designed in consultation with industry to realistically reflect what student will encounter in the workplace.

- Areas where CORE Indicators did not meet negotiated levels (Core Indicator #2 , Completions, Credentials, Certificates, Degree or Transfer Ready)
    o Occur because a large number of students enrolled in Digital media classes are skill builders. Students who take classes to learn a new skill or to refresh skills to apply to an existing job.
    o Why is this occurring?
        § Students were employed in the field and needed to brush up on a particular skill set.

Advisory Council Input: What type of inputs have your program received from your industry advisory council in the last three years?

Digital Arts shares with Digital Media, an active and engaged advisory council comprised of working professionals in all areas that Digital Media covers. Over the years the Advisory Council has provided input on relevancy of current curriculum and proposed courses. The advisory council has been instrumental in helping to keep the program focused on core skill sets required for employment and has steered the department away from "flavor of the moment trends" that are prevalent throughout the industry. The advisory council has worked with faculty on development of internships and bringing working professionals into the classroom to work with students. The advisory council has worked with faculty to identify and set up sites for student internships, fieldtrips and providing students with networking opportunities.

SWOT ANALYSIS

Strengths:
• What does your program do well?
    What does your program do well? Providing students with instruction and hands on lab opportunities that reflect industry needs. Providing students with networking opportunities with potential employers. Providing internship and work experience opportunities that prepares students for entry-level employment. Training for high school instructors in Digital Arts production techniques and software. Providing students with access to state of the art facilities and equipment. Providing students with opportunity to obtain industry recognized certification. Providing courses, certificates and degrees that lead to employment in the industry.

• What do you believe your students, potential employers, or transfer institutions see as your program's strengths?
    - Students see working in state of the art facilities, Experience, knowledgeable, accessible instructors, hands on real work classroom activities. Networking opportunities with industry professionals, internship opportunities, work experience as strengths of the program.
    - Employers see strengths of program as; students are proficient in entry level skill attainment, students possess strong soft skills, students have realistic expectations of what job involves and students are ready to work from day one.
    - Transfer Institutions see strengths of the program as: receiving students who have mastered basic skill set and are ready to move to move onto he next level of skill attainment.

Weaknesses:
    - In what areas does your program need to improve?
        1. Digital Arts must do a better job of recruiting and retaining members from underrepresented groups (women and people of color, with particular emphasis on African-Americans)

2. Digital Arts must do a better job promoting the program among local high schools and general student population.
3. Digital Arts must do a better job of increasing fill rates of classes.

- What are your program's immediate needs?
    1. Large format color laser printer
    2. 1 Digital SLR Kit
    3. 1 Studio Lighting Kit
    4. Remote Desktop Software
    5. Hiring of full-time faculty member to teach Web design/development
    6. Presentation space
    7. Replacement of video projection equipment in FA 202 and 203
    8. Replacement of computer labs in FA 202 and 203
    9. New courses
    10. Work internships or entrepreneurial experiences for students

- What limitations or barriers is your program experiencing?
    1. Curriculum needs to be updated
    2. Lacking Advisory Counsel dedicated to Digital Arts
    3. Open lab times for students
    4. Lab monitors (work-study students)

Opportunities
- What opportunities exist for your program?
    1. Creation of noncredit classes and mini certificates to address needs of skill builders.
    2. Creation of for-fee workshops which address special topics
    3. Creation of experiential learning center for students to participate in entrepreneurial endeavors
    4. Creation of eMarketing credit and noncredit Certificates of Specialization
    5. Development of cross discipline certificates of specialization
    6. To provide software and industry certification workshops and testing to K-12 teachers and students
    7. Creation of new curriculum
    8. Develop Transfer Majors and ci-d numbers for Digital Arts courses as they become available
    9. Coordinate subject matter/content/courses with high schools
    10. Coordinate subject matter/content/courses with transfer
    11. Develop partnerships with media industry in Los Angeles and Orange Counties in order to facilitate placement of students
    12. Develop enterprise courses which provide students with industry based work experience and provide revenue to the Digital Arts program for materials, supplies and equipment repair

- What trends are happening in the field or subject area that may allow your program to expand?
    1. Mobile content
    2. Experiential design
    3. Environmental design
    4. eMarketing
    5. Live Streaming
    6. Decline in price of equipment
    7. Hybridization of DM/DA curriculum across disciplines
    8. Greater use of "Virtual Desktop" to provide open access to software based online courses to students

- What external funding opportunities are available for your program?
    1. For fee workshops
    2. Student run design co-op
    3. Grants to provide train the trainer workshops and production workshops for teachers and students.

- What potential industry, high school, college/university or other external partnerships can be established or expanded to benefit your program?
    1. Partnership with high Schools to train teachers in software
    2. Partnership with K-12 schools to provide production boot camps for students
    3. Partnerships with non-profit organizations to provide for fee design and web services.
    4. Partnerships with K-12 schools and colleges to provide train the trainer workshops, and industry certification testing
    5. Partnership with industry to field test new equipment and to host workshops featuring new equipment and software

Threats/Challenges
- What challenges exist for your program?
    o Staying current with new technology
    o Updating of curriculum that crosses disciplines i.e. DM/Design/DA
    o Recruitment of students from non-representative groups to Digital Arts program

- What budgetary constraints is your program facing?
    o Increased competition for dwindling Perkins funds among an increasing number of CTE programs.
    o Cost for replacing broken and or outdated equipment.

- What kind of competitive disadvantages is your program facing?
    - Local competition offering new media programs
    - Staying current with technology

- Are there upcoming changes to state and federal regulations that will impact your program? If so, please explain.
    - None that are foreseen

CURRICULUM REVIEW

Course Outlines of Record: It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Starting in summer 2016, courses featured in the College Catalog will directly link to the courses' official CORs. It is crucial for all CORs to be reviewed to ensure their accuracy. Upon reviewing the courses in your disciplines through CurricUNET, please provide a 3 year timeline of when all of the CORs under your disciplines will be reviewed. Please follow the table format below.

CORs needing review/ revision	Timeline to complete review	Person responsible
DART G100 Introduction to Digital Arts	December 2016	Avery Caldwell
DART G101 Business of Art	December 2016	Avery Caldwell
DART G103 Digital 2D Design	December 2016	Angelea Gomez-Holbrook
DART G115 Typography	December 2016	Angelea Gomez-Holbrook
DART G135 Adobe Illustrator	December 2016	Avery Caldwell
DART G150 Using Photoshop	December 2016	Avery Caldwell
DART G152 Intermediate Photoshop	December 2016	Stephen Burns
DART G170 Graphic Design Principles	May 2017	Angelea Gomez-Holbrook
DART G 174 InDesign	December 2016	Jerome Jankowski
DART G177 Portfolio Class	May 2017	Avery Caldwell
DART G178 Introduction to Web Design	May 2017	Avery Caldwell
DART G179	May 2017	Avery Caldwell

Prepress		
DART G180 Introduction to Web Animation	May 2017	Rebecca Smalls
DART G200 Advanced Web Design	May 2017	Rebecca Smalls
DART G222 Digital Imaging	May 2017	Stephen Burns

C-ID Designation: In 2006, the Academic Senate for California Community Colleges developed the Course Identification Numbering System (C-ID). This system improves curricular consistency for courses throughout the state and provides many articulation/ transfer benefits to our students. Many courses at Golden West College have been approved for C-ID alignment. Please review the list provided by Office of Research, Planning, and Institutional Effectiveness and discuss the following:

1. Does your department plan to submit more courses for C-ID designation? If yes, which ones? (These courses may or may not be part of an ADT. See C-ID.net for more information regarding courses, descriptors, and ADTs.)

Yes, the Digital Arts department is planning to submit the following courses for C-ID designation:

Course ID	Course Title
DART G100	Introduction to Digital Arts
DART G135	Adobe Illustrator
DART G150	Using Photoshop
DART G170	Graphic Design Principles
DART G174	InDesign
DART G178	Introduction to Web Design

Dual-listed courses: Review the list of dual listed courses in your area and complete the following chart.

Dual Listed Courses	Date of Faculty Discussion and Review	Recommendations
N/A		

Curriculum Offering: Review the list of active courses in your programs that were offered and <u>not offered</u> in the last three years. Based on your review, what courses could you add, suspend, or retire to improve your overall program to ensure student success? (Data provided by ORPIE)

Course Name	Recommended Action (add/suspend/retire)
DART G101	Add
DART G115	Add
DART G177	Add

PROGRAM DATA AND ANALYSIS (Items in black font are provided by ORPIE)

SLO Assessments
List of courses with ongoing assessment:

DART G103
DART G135
DART G150
DART G152
DART G170
DART G174
DART G178
DART G 179
DART G230

List of courses offered in the last 3 years that have not been assessed:

DART G100
DART G177
DART G180
DART G195
DART G200
DART G222

Question:
- Looking at all assessments of your programs and courses, describe proposed plans for improvement.

**Response to comment:

The plan for improvement includes a complete assessment of SLOs for those courses that have not been assessed in the last 3 years; these will be given priority and will be assessed by Fall of 2017. Courses that have only partial SLO assessment will be fully assessed by Fall 2018.

The plan for improvement for all of the assessed SLOs will include:
- Develop comprehensive rubrics for grading
- Create signature projects for each course
- Develop ACE study guides for each course

Individual course SLO improvements from the last review cycle are ongoing and are incorporated into the timelines mentioned above.

Student Demographics (Headcount by Discipline)
- Gender
- Age
- Ethnicity
- Disability
- Economic Disadvantage
- Veteran
- Foster Youth

Comparison to GWC

Questions:
- How does your student population compare to GWC's general student population?

The Digital Arts student population compared to GWC's general in the following ways:
- Am. Indian/Alaska Native is above school average by .5%
- Asian is 1.5 % below school average
- Black or African American is 0.3% above school average
- Hispanic is 4.2 % below school average but has shown an increase of 4.9% over the last 5 years.
- Nat. Hawaiian/Pac. Islander, at .3% is above the campus average
- Two or more - mixed race DA exceeds the college average by 2.1%. Growth each year 2009 - 2015
- White students have been on a downward trend within the program over the last 5 years and is 4.4% below the GWC average
- In comparison of gender, Digital Arts is below by 11.0% of the general population of school in the number of females enrolled in the program.
- Digital Arts male students, at 56.6%, exceed the GWC population by 10.6%.

Click here to enter text.
- Based on the trend that you're seeing, what type of adjustments would you make to your program?

Based on trend analysis recruitment of Asian, Hispanic and White students should be intensified. Although only slightly above the GWC general population, African American students should also be heavily recruited. Regarding the extreme gap between female and male students in the Digital Arts program, targeted recruitment and retention of female students must be a priority along with hiring additional female instructors.

Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)
Enrollment at Census
Sections Offered (by CRN)
Fill Rate at Census
FTES/FTEF

Questions:
Consider sections offered, session type, and your current PT faculty pool as part of your analysis.
- What factors have contributed to your trends in enrollment, sections offered, and fill rate?

Enrollments for Digital Arts compared to the overall campus enrolments is below average by 2.7%, however, the 78% fill rate for Digital Arts is near par with GWC which stands at 78.6%. Over the last year, Digital Arts saw a 2% increase while the overall GWC fill rate was down. GWC maintains nearly equal full-time and part-time faculty members contrasting to Digitals Arts, which relied primarily on part-time faculty. The slight dip in enrollments compared to the campus overall could be addressed through the hiring of an additional full-time faculty member.

- Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?

Based on the data, our current number of sections offered should remain the same.

- How does your department average FTES/FTEF compare to college-wide average FTES/FTEF?

Digital Arts is 6.9% below the college-wide FTES/FTEF

Course Retention and Success

Overall
By Ethnicity, Age, Gender

By Large Lecture
By Session Type (Day, Evening, Hybrid, Online)

Questions:
- Looking at success rates for different demographic groups (age, gender, ethnicity), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?

  Female success rates for both GWC and Digital Arts are down for the Spring 3-year trend. Overall Digital Arts students has a success rate of 66.4%, 4.1% below the GWC average. Disaggregated Digital Arts groups show African-Americans in Digital Arts with the largest gap in success rates:

Group	DART	GWC	Change
Hispanics	62.5%	63.4%	-.9%
Asian	68.3%	73.0%	-4.7%
African-Americans	47.2%	54.4%	-7.2%
White	69.6%	71.7%	-2.1%

- If there are student groups experiencing disproportionate impact, what's your department's plan to address the disproportionate impact?

  African American students experience disproportionate impact in achieving success. Department plan to address this disparity is to provide tutoring, mentoring and making support services available to African American students.

Degrees and Certificates
Number of degrees and certificates conferred in the last 6 years
Completers are defined

Questions:
- Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers.

  Over the last 6 years, Digital Arts has awarded only 11 Associate of Arts Degrees. This number is significantly below expectations of the department. The curriculum has emphasized the completion of certificates, which the Digital Arts program has awarded 120 over the last 6 years – a 2000% increase over AA degrees.

- Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?

  N/A

Faculty Staffing
Percentage of courses taught by full-time versus part-time faculty
- In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?

  Over the past recent years, 100% of the Digital Arts courses have been taught by part-time faculty. There has not been much change in hiring new part-time faculty; this is a challenge to the program as fresh ideas and methods are needed to infuse the program with new curricular offerings.
- Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?

  Two Full-time faculty and six part-time faculty would be ideal number promote student success.

PROGRAM PLANNING

Based on your analysis of previous program review and current data:

- What does your program want to accomplish in the next three years?
  - Hire an additional Full-time faculty member
  - Maintain updated software and hardware
  - Create an entrepreneurial experience for students
  - Articulate with 4-year public colleges
  - Modify and expand curriculum
  - Offer C-ID courses
  - Offer a lecture series
  - Provide expanded field trip experiences
  - Develop an annual student showcase
  - Strengthen opportunities with industry professionals
  - Offer stipend for guest speakers
  - Develop an annual faculty exhibition

- What areas does your program plan to improve?
  - Increase the number of AA degrees awarded
  - Recruitment of Females, African-Americans, and Veterans
  - Curriculum overhaul
  - Availability of internships and entrepreneurial opportunities.

- What specific actions will you take to improve upon those areas?
  Development of Digital Arts newsletter, regular update of Digital Arts website, create Instagram and YouTube channels and to increase visibility

on social media. Develop online course template that reflects course outline of record. Development of Digital Arts marketing materials. Expanded outreach to high school students and to the community.

- How will you assess whether your program has accomplished those goals?
  - o By accounting for the number of increased enrollments based on the published newsletter, attributing potential students to the number posts made to Digital Arts website, videos uploaded to Digital Arts YouTube channel or Instagram.

  - o By analyzing the number of leads derived from marketing materials.

  - o By reviewing the number of potential students who participate in outreach events.

RESOURCE ALLOCATION
In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

  - o Staffing
  - o Facilities
  - o Technology
  - o Equipment
  - o Funding for Professional Development

Golden West College
Faculty Request

Requestor's name(s): Avery Caldwell Email: acaldwell3@gwc.cccd.edu   Phone #: ext.51203
Program Review Unit/Department: Digital Arts

POSITION REQUESTED
1. Title and area of specialization (if applicable)
    Instructor, Web Design

2. Is there a clear health and safety component to this request?   Please explain. (This is an information item only and is not used in the rating process): No.

3. Does this department have a position previously ranked through the last program review process? (This is an information item only and is not used in the rating process):

    ☐ Yes   ☑ No

4. Program Classification (Check all that apply. This is an information item only and is not used in the rating process):

    ☑ Transfer

    ☑ Basic Skills

    ☑ CTE

    ☐ Student Service / Student Success

5. Does this program offer a(n):

    ☐ ADT

    ☑ Certificate

    ☑ AA/AS degree

Reviewed by:
Dean: Date:

Vice President: Date:

Office use only:

President _____   Date_____

( ) Hire position   ( ) Forward to rating process
( ) Hire One-Year Temporary   ( ) Hold until next hire window

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How does this request for a faculty position meet the following criteria? *(2 page max.)*
(To be used by Senators to rate the request)
Respond fully to each of the following two questions. Your responses are the basis from which Senators apply the criteria to determine the rating of this request. Be as specific as possible in your responses.

#1 **PROGRAM/DEPARTMENT NEEDS** (0-60 points)
> What program/department conditions (such as cutbacks, lack of offerings, no replacements, facilities, coordination of part-time faculty, new program requirements, etc.) support the need for additional full-time faculty?

The Digital Arts program is undergoing curriculum changes that are aimed at increasing student population within the department. These changes reflect larger shifts in the industry and will better prepare our students for employment with wider career options.

As the technological revolution continues to change every aspect of the human experience, we seek new and creative ways to harness the power of technology to bring innovative change. One industry that has been at the edge of this technology driven change is communication. Since the existence of humans, the need for communicating information and ideas has been nucleus to the growth and development of humankind. Today, more than ever, we share complex information, exchange ideas, and build knowledge through technology. Satellite delivery systems and broadcast systems encircle our planet. As an entertainment, media, and Internet hub, Southern California is a global leader of the digital future.

Unquestionably, the digital revolution continues to transform society. The result: a dramatic impact on those who create art and cultural assets. This sweeping transition will continue to challenge artists and designers and empower them with unparalleled opportunities to invent new forms and genres, pioneer creative approaches and engineer innovative dialogs with cultural constituencies.

The need for innovative artistic talent in the form of new digital content and communication is especially acute in California, home to major computer, entertainment and fine arts communities. The emergence and advancement of new computer-based and mobile-networked media depend upon compelling artistic content. Given that these rapidly and constantly emerging technologies have occurred in a relative brief time span, it produces opportunities for GWC to develop itself as a competitive academic institution with focus on producing well trained creative technicians and digital artists who can address the challenging needs of society through innovative design, technology, and communication.

New emphasis on web design and mobile content will position the DART program as a competitive program within Southern California colleges and universities. New courses as well as changes to existing courses are planned for the DART program. These modifications warrant a new full-time faculty member with expertise in web design and mobile content.

Important considerations in this prioritization process are conditions unique to the program/department which support the need for additional full-time faculty such as:

- Programs/departments with no or few full-time faculty to teach in particular high demand area or for maintaining on-going (sequential) majors or certificates.
- Programs/departments with no or few full-time faculty
- Negative impact created by the loss of full-time faculty due to retirement or non-replacement of full-time positions.
- The program/department cannot maintain a stable core of FT to PT ratio to provide a quality program or program growth.
- There is not sufficient full-time faculty to develop and maintain current curriculum for the program/department.
- Supervision required to reduce health and safety hazards.
- There are substantial problems of coordination/supervision of the program's/department's PT faculty. (There are not enough FT faculty to coordinate, train, and supervise the PT faculty.)
- Preparation for careers/employment in fields with strong current and future prospects
- There is a <u>verified</u> difficulty in finding and keeping qualified PT faculty (such as excessive numbers of PT selection processes yielding minimal additions to the PT pool.)
- New developments and/or trends in the service area that would influence a determination of need for the position
- Negative fiscal impact to college created by the lack of full-time faculty due to retirement or non-replacement of full-time positions
- Relevant, necessary courses are not taught or are cancelled because of the absence of qualified full or part-time faculty.

 0-20 points: Little or no contribution or impact
21-40 points: Some contribution or impact
41-60 points: Significant contribution or impact

#2 COLLEGE-WIDE NEEDS (0-40 pts)

How does this position address stated long-term college priorities identified by College plans? Refer specifically to the GWC plan and goal (including page number for reference).

1. Instructional Programs: This position addresses the Student Learning Programs and Services goal by refining its portfolio of strong programs that support the GWC institutional mission.
2. Community Relations: This position will the GWC expanded opportunities to serve as the educational center for its local community.
3. Excellence and Innovation: This position reflects industry changes and is consistent with GWC's goal to invite change and innovation.
4. Learning: This position will enhance student earing by providing students with expert level instruction that will prepare them for constantly shifting employment landscape.
5. Teaching: This position will fill the need for a highly qualified Web Design instructor who can students with a dynamic and challenging environment that maximizes learning.

6. Technology: This position will increase our students' access and experience with technology as well as address their learning needs.

Source: http://www.goldenwestcollege.edu/about/mission.html

Stated long-term college priorities based on the results of appropriate College-wide discussions identified by College plans (see Mission/Vision Statement, Values and College Goals at http://www.goldenwestcollege.edu/about/mission.html)

- Where other considerations are relatively equal, positions in programs that contribute to the operations of other college programs are given greater priority. Other college programs include:
  - Coursework required or recommended for several degree/certificate programs,
  - Significant general education requirements
  - Serve substantial numbers of the student population
  - Serve a special population of students not served by other programs
- Application to Statewide Community College Goals of serving students in Transfer, Basic Skills, Degree and CTE programs
- New programs the college wants to develop and support through resources, facilities
- Contributions to college and district goals including student equity

GWC Mission-Vision-Values can be found at: Mission-Vision-and-Values

The following plans are available at: Strategic Plan and College Plans

GWC Student Equity Plan
GWC Title III Grant
GWC SSSP Plan
GWC 2014-2015 BSI Plan
GWC Educational Master Plan
GWC Enrollment Management Plan
GWC Long-Range Financial Plan
GWC Planning and Decision Making Guide
GWC Facilities Plan
GWC Technology Plan
GWC SLO Assessment Plan
Coast District Vision 2020 Educational Master Plan

 0-14 points: Little or no contribution or impact
15-28 points: Some contribution or impact
29-40 points: Significant contribution or impact

Academic Senate
Faculty Hiring Criteria:

Rating Criteria
1. Program/Department Need   0-60 Points
2. College-Wide Need   0-40 Points

The primary sources of information for rating program/department need are:
- Faculty Request Form
- Program Review
- Program Vitality Reports (if applicable)
- Data tables summarizing key program measures
- Student Info
    1. FTES and headcount per semester in last academic year
    2. Fill rate per semester in last academic year
- Scope of program
    1. number of sections (lecture and/or labs)
    2. number of courses offered within the last 2 years
    3. success rate or retention rate
    4. current number of full time tenured or tenure track faculty
    5. current number of temporary full time faculty
    6. current number of part time faculty
    7. FTEF per FTES
    8. Full Time Capacity Formula
    (Full time faculty LHE + Part time faculty LHE + Overload LHE) /15 = Number of full
    time faculty required for department/program

All data listed above will be provided by the Office of Research, Planning and Institutional Effectiveness. Office of Research, Planning and Institutional Effectiveness

Requests for Resources
2016-2019 Program Review Cycle

General Fund One-Time Funding Resource Request (page 1)
(Complete pages 1 and 2 of the form for EACH type of funds requested and
submit electronically with your program review report)

TYPE OF FUNDS REQUESTED (Note: This form **CANNOT be used** for any personnel
requests including faculty, classified, and hourly positions.)
☑ Equipment (Technology)   ☐Equipment (Non-Technology)
☐Facilities (e.g., improvements/repairs to classrooms, offices, and buildings)
☑ Other(e.g. conferences, funding for professional development)

Requestor's Name: Avery Caldwell
Email: acaldwell3@gwc.cccd.edu   Phone # : x51203

Area: ☑   Instruction and Student Learning ☐Student Life and Admin Svcs ☐Executive

Supervisor: Warren Carter
Program Review Unit/Department: CTE/Digital Arts

Request reviewed/approved by area manager: ☑   Yes   ☐No

The department submitted 5 Step-Model course assessments for 2015-16:
☑   Yes   ☐No   ☐N/A – not an instructional program
The department submitted 5 Step-Model program assessment for 2015-16:
☑   Yes   ☐No
The department submitted 2016 Program Review Report by May 02, 2016
☑   Yes   ☐No

Description of Item(s)

HP Color LaserJet Enterprise M750dn   QTY: 1 $2,915.99
Product # D3L09A#BGJ

Canon 5D Camera Kit   QTY: 1 $3,601.75
B&H # CAE5D32410K2

SanDisk 64GB Extreme Pro UHS-I SDXC U3 Memory Card QTY: 6 $220.00
B&H # SAEPSDU64GB MFR # SDSDXP-064G-A46

Deluxe Tabletop Photo Studio Kit w/ 5000K Lighting QTY: 1 $613.33
B&H # MYMS32D MFR # MS32DEL

Manfrotto Compact Advanced Aluminum Tripod   QTY: 1 $86.39
B&H # MAMCMPCTADVB MFR # MKCOMPACTADV-BK

Oben TT-100 Table Top Tripod	QTY: 1	$37.75
B&H # OBTT100 MFR # TT-100		

MacBook Air 13-inch	QTY: 1	$1,780.92
2.2GHz Dual-Core Intel Core i7,		
Turbo Boost up to 3.2GHz		
Intel HD Graphics 6000		
8GB 1600MHz LPDDR3 SDRAM		
512GB PCIe-based Flash Storage		

Total Requested: $ 9,256.13

Health and Safety Justification

Does this request address a clear health and safety issue? ☐Yes ☑   No
(If you check "No", skip to page 2 of this form)

What is the health and safety issue?
Click here to enter text.
How long has this condition existed?
Click here to enter text.
Have any work orders been submitted for this issue and when?
Click here to enter text.
What are the consequences if not funded?
Click here to enter text.

General Fund One-Time Funding Request (page 2)

How does this request for funds meet the following criteria? (2 page max.)
To be used by planning teams to rate and prioritize the request.

#1. Program Needs (40 points):
What program conditions support the need for the requested funds and how does this request address those needs? Please use analysis from Program Review, course and program assessment (SLOs/SAOs/AUOs), and student achievement data provided by the Office of Research, Planning, and Institutional Effectiveness.

The request addresses program needs as listed in Digital Arts 2016 program review. Students need to have lab experiences that will allow them to acquire job ready skills in expanding area of digital arts.   The rapid changes in digital art and content has raised the bar on entry level skills needed for students to be competitive in digital arts. This request is addressed in challenge sections of program review, specifically "staying current with new technology." The requested resources address limitations to the program – these resources will provide students with opportunities to learn and train on equipment in a professional environment that prepares them for entry-level employment. The requests address program review needs to expand industry

relationships and partnerships which will provide students with opportunities for internship and job placement.

#2. Support of College Goals (30 points):
How does this request align and directly support the College's Goals? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of Key Performance Indicators associated with the College goals.

This request supports the college's mission statement "develop and enhance career opportunities, and/or prepare for transfer to a four-year institution as they become productive citizens and lifelong learners. The proposed request reflects changing workplace needs and technology and preparing students for competitive entry into the workplace and providing retraining opportunities for skill builders. Digital Arts is a CTE program that speaks to the college's vision statement "by innovation which embraces demographic and technological changes." The equipment requests are directly reflected in the college goal of community engagement through "building partnerships with local businesses, industries and governmental agencies to promote contract education, student internships, faculty externships, and fundraising." The equipment requests will enable Digital Arts Department to meet industry requirements on the type of facilities and equipment that are required for partnerships, employment and certification. and maintenance of relationships with high school partners, industry partners and the community at-large. The requested positions address the college mission #2 Student Success by providing portfolio of strong (CTE) programs that support our institutional mission.

#3. Contributions to Other College Operations (15 points):
Will the item requested benefit and/or serve other departments, programs, or plans?
If so, how?

The request supports other college operations including marketing and outreach, promotions, cross curriculum programs such as Business, Marketing and Journalism. Digital Arts is used across the curriculum and has become part of core competencies for student success.

#4. Demonstrates long-term cost savings or improves program efficiency or effectiveness. (Determined by P&B) (15 points):
If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

Acquiring the equipment in this request will improve program efficiency and effectiveness by providing students direct access to the equipment. Students will be able to create and produce better projects, which will reflect on the overall success of the program.

Please note that all requests will need the following information:
Sales quote need to include
        a. Sales tax
        b. Installation fee

       c.   Training fee
       d.   Service life agreement/fee

Please note that approved requests over 10k will need 3 quotes before purchase.

Department Chair and Dean Review

Complete this section after reviewing all program review information provided. The Department Chair 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)

Chair/Dean

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

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

( ) ( )   c. Scarcity of qualified faculty

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

( ) ( )   e. Significant decline in labor market

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

( ) ( )   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

( )   Both the Dean and Department Chair have completed the Dean and Department Chair Review section.

Signatures, Individual Comments

Date of Department Discussion:

Discussion Modality
☐Department Meeting   ☐ Emails   ☐ Online/Skype
☐Other :

Summary of Discussion Outcome:

Departmental Recommendation

( ) 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.
( )
( )
( )

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

Department Chair: Date:
Comments:

Division Dean: Date:
Comments: