Golden West College
INSTRUCTIONAL PROGRAM REVIEW
Spring 2016

Program Name: Digital Media
Division Name: CTE

Program Contact Information:

Division Manager	*Phone #*	*Office Location*	*E-mail Address*
David Gatewood	**x58156**	**TECH 115**	**dgatewood2@gwc.cccd.edu**

Division Coordinator	*Phone #*	*Office Location*	*E-mail Address*
Mary Wallace	**x58792**	**TECH 115**	**mwallace@gwc.cccd.edu**

Department Chair	*Phone #*	*Office Location*	*E-mail Address*
Warren Carter	**x58798**	**FA 101**	**wcarter@gwc.cccd.edu**

Full-Time Faculty	*Phone #*	*Office Location*	*E-mail Address*
Avery Caldwell	**x51203**	**FA 206**	**acaldwell3@gwc.cccd.edu**

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

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

<div align="center">

INSTRUCTIONAL PROGRAM REVIEW - 2016
Digital Media

Prepared by
Warren S. Carter
Department Chair

</div>

PROGRAM INFORMATION:

The Digital Media program prepares students for careers in the expanding fields of digital media productions, audio engineering, audio technologies, web design, web development, graphics and multi-media communications, with an emphasis on critical thinking, written communication, and teamwork.

The Digital Media Arts program provides students the opportunity to gain fundamental skills in the application and use of digital tools such as audio engineering, audio technologies, video production, gaming, animations, and graphics in a project-based, hands-on environment.

Digital Media Arts graduates are qualified to apply for entry level jobs in such diverse fields as multimedia industries, graphic design, education, advertising, computer science, television, film, recording engineering, recording technologies, corporate communications, graphic design, animation, web design, web development, audio engineering, video production, 3D modeling or other creative positions.

Digital Media Arts degree and certificates were created by listening and responding to the needs of local industry experts.

Robust faculty mentoring and frequent portfolio review support students as they prepare to continue their studies or pursue work as freelance artists or as employees.

- Students receive instruction and work in state-of-the-art green screen and infinity wall-stage technologies.
- Train on RED, Panasonic, JVC and Sony 2K and 4K cameras
- Learning from industry veterans and expert faculty with decades of experience.
- Offers certificate and degree programs program, that accommodates working professionals
- Curriculum includes instruction in writing and producing for digital media, editing, production, streaming, video over IP and audio and recording technologies
- Class sizes are kept small to allow for interaction and hands-on instruction
- Courses transfer to CSU and UC
- RED Digital Cinema Educational Institution
- Avid Learning Partner for both Media Composer, Pro Tools and Sibelius
- Offers industry Certification in Adobe Creative Suite, SSL, AVID, Pro Tools, Sibelius

College's mission (check all that apply)

☐ **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 Media Arts program contributes to the campus by providing a diverse enrollment of students that adds to the overall diversity of the campus. The department adds to the overall campus climate through active participation in student activities and campus life through operation of internet radio station (G-Dub Internet Radio www.gdubradio.com), production and distribution of video programming on students, activities and events of the college that is streamed lived and available for viewing on department YouTube Channel. Department faculty add to the climate of campus and campus processes through active participation on college committees. The department contributes to student success through ongoing robust mentoring and career counseling of students enrolled in Digital Media Arts classes.

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

REVIEW OF LAST CYCLE PROGRAM REVIEW

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved. (2 pg limit)

In the three years following the last program review the following has been completed: Ten Digital Media courses have been reviewed and revised. Eight Digital Media courses have been revised to reflect C-ID descriptors and are awaiting approval from state. Paperwork for AS transfer degree has been complete, awaiting approval of C-ID courses to submit to state.   DM schedule has been adjusted to match course offering to catalog. Creation of three small unit stackable certificates in Video Editing, Writing and Producing and Motion Graphics. Three new courses approved, Video Editing 2, Writing and Producing for Digital Media (C-ID), and Introduction to ProTools. Two, part time faculty members have been hired in Digital Media.   Four DM faculty members archived certified instructor status in AVID Pro Tools. Two DM faculty members achieved certified instructor status in AVID Sibelius.   Seven, professional development workshops held for DM/DA/ GWC full and part-time faculty and high school faculty. Ten Pathway Days have been held for local high school partners. Digital Media established industry partnerships with AVID for industry certification in Media Composer, Sibelius. Established industry certification and partnership with Solid State Logic for audio recording and engineering.   DM program standardized to Adobe Creative Cloud Suite of digital media software. DM/DA began offering industry certification exams to students, high school partners in Photoshop, Illustrator, Premier Pro Video Editing, InDesign, AVID Media Composer, ProTools and Sibelius.   Created partnership with Computer Science Department on collaboration of courses in 3D art and Gaming. Sponsored Gaming Audio Workshop. Established Digital Media Student Media club. Established full time 24/7 Internet Radio Station (gdubradio.com) operated by students enrolled in Digital Media classes. Upgraded audio recording studio to state of the art facility for instruction and training opportunities for students. Upgraded single camera production equipment from analog to HD. Acquired RED camera and integrated 4K technology into Digital Moviemaking class. Upgraded video production truck to HD and live stream capabilities. Live streamed 200 hours of community and college programming. Developed Digital Media YouTube channel. Advanced Digital Media footprint on social media (Facebook, Twitter, YouTube, Instagram). Upgrade of two Digital media labs with advanced state of the art video projection systems, work stations, classroom furniture, carpeting and painting. Worked in collaboration with Business Department in the development of eMarketing and Business of Digital Media classes and non-credit certificate. Received 2 grants for development of Digital Media Arts Experiential Learning Center (entrepreneurship)

Labor Market Demand:

How is your program meeting labor market demands? Digital Media Department meets 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 Media should expand with the addition one full-time faculty members who would focus on audio recording and engineering along with management of audio recording studio and audio related entrepreneurial activities. Is there competition from other programs in the area? Yes, competition exists. If yes, from what institution? Competition in the area exists between Golden West College Digital Media and Orange Coast College Department of Radio, Television and Film. How is the competition affecting your program? The competition has had mixed effects on the Digital Media Program. The competition has resulted in a more aggressive and targeted outreach to high school students and general public, increased engagement of the community through special interest workshops and participation in community activities and events by Digital Media 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)
  - 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.
  - 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 Media is fortunate to have 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? 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 Media 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 leads 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 Media must do a better job of recruiting and retaining members from underrepresented groups (women and people of color)
    2. Digital Media must do a better job promoting the program among local high schools and general student population.
    3. Digital Media must do a better job of increasing fill rates of classes.

- What are your program's immediate needs?
    1. Relocate the video and audio studio classes to the vacant KOCE building.
    2. Hiring of full-time faculty member to teach audio recording and engineering classes and to coordinate entrepreneurial opportunities with recording studio
    3. Establishment of fully funded and ongoing work experience/internship program
    4. Upgrade of video production vehicle
    5. Acquisition of 4 studio HD cameras
    6. Replacement of video projection equipment in FA 202 and 203
    7. Replacement of computer labs in FA 202 and 203

- What limitations or barriers is your program experiencing?
    1. Lack of dedicated audio and video studio facilities to accommodate students.
    2. Ability to communicate technical terms and concepts to non-native English speaking students.

Click here to enter text.

Opportunities
1. 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

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

3. What external funding opportunities are available for your program?
    1. For fee workshops
    2. Student run audio recording/engineering experiential activities
    3. Student run video production/editing experiential learning activities
    4. Grants to provide train the trainer workshops and production workshops for teachers and students.

4. 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 and video production practices
    2. Partnership with K-12 schools to provide production boot camps for students.
    3. Partnerships with non-profit organizations to provide for fee production and live streaming 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.

Click here to enter text.

<u>Threats/Challenges</u>
- What challenges exist for your program?
    o Staying current with new technology
    o Updating of curriculum that crosses disciplines i.e. DM-Audio with Music
    o Installation of previously purchased high definition video production equipment into mobile production vehicle
    o Recruitment of students from non-representative groups to DMA 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?
    o Orange Coast College – Film/TV/Radio Department outreach and marketing
    o Staying current with technology

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

Click here to enter text.

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
DIGITAL MEDIA G100 Digital Media, Introduction	December 2016	Carter
DIGITAL MEDIA G110 Digital Audio, Introduction	December 2016	Almada

DIGITAL MEDIA G111 Audio Post Production	May 2017	Almada
DIGITAL MEDIA G112Sound Recording I	December 2017	Almada
DIGITAL MEDIA G115 Sound Recording II	December 2016	Kubis
DIGITAL MEDIA G118 Digital Audio Production	May 2017	Kubis
DIGITAL MEDIA G130 History of Electronic Media	December 2016	Carter
DIGITAL MEDIA G140 TV Studio Production, Introduction	December 2016	Carter
DIGITAL MEDIA G141 Intro to Single Camera Video Production	December 2016	Carter
DIGITAL MEDIA G160 Video Editing 1	December 2016	Pham
DIGITAL MEDIA G163 Introduction to Motion Graphics	May 2017	Burns
DIGITAL MEDIA G170 Sound Sequencing Production	December 2018	Kubis
DIGITAL MEDIA G200 Applied Digital Media	May 2017	Carter
DIGITAL MEDIA G260 Video Editing 2	May 2017	Pham

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.)

Digital Media program has submitted the following six courses for C-ID Designation as part of Radio/TV/Film ADT: DIGITAL MEDIA G102 – Writing and Producing for Digital Media, DIGITAL MEDIA G110 – Digital Audio, Introduction, DIGITAL MEDIA G130 – History of Electronic Media, DIGITAL MEDIA G140 – 3 Units TV Studio Production, Introduction, DIGITAL MEDIA G141 Intro to Single Camera Video Production (C-ID status FTV 130), DIGITAL MEDIA G160 – Video Editing 1.

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
DIGITAL MEDIA G130 – History of Electronic Media Hum G101 History of radio and Television	Hay 2015	Maintain dual-listing

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)
ProTools 1 DMG113	Add
eMarketing Technologies DM G103	Add

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

SLO Assessments
List of courses with ongoing assessment
List of courses offered in the last 3 years that have not been assessed

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

DM G140 – cSLO4 – Seek funds to install previously purchased equipment in the mobile production truck. This will enable instructors to provide students with classroom lab experiences that will enable students to achieve desired outcome of SLO. The DM140 class was rewritten into two classes, Studio Production and Single Camera Production. Seek Perkins funds or general funds for purchase of 4 HD studio cameras. This will provide students with equipment to achieve SLO. DM G170 proposed plan of action is to work with Music department for cross listing of DM G170, put an advisory that students have taken Music Fundamentals 100, work to retitle course and to rewrite description. DM G110 – Plan of action – Purchase screen capture software for instructor stations. Staff development workshops to provide faculty with skills to develop rubrics which provides evaluation tools of student's work.

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

Comparison to GWC

Questions:
- Am. Indian/Alaska Native DM is below school average.
- Asian, DM is 9.2 % below school average,
- Black or African American DM is 0.5% below school average. For 2009 – 2011 DM exceeded school general population. Began a slight 3-year decline 2012 - 2015
- Hispanic DM is almost equal to college average slight dip in 2014-2015 by 1%
- Nat. Hawaiian/Pac. Islander DM is below the campus average. At 0%
- Two or more - mixed race DM exceeds the college average by 2.1%. Growth each year 2009 - 2015

- DM show steady growth in the number of White students that exceeded general population by 7%. Experienced a slight dip of less than 1% in 2011-2012, but recover in 2012-2013 to exceed general school population.
- In comparison of gender DM lags significantly behind the general population of school in the number of females enrolled in the program. This trend shows small steady growth between 1 and 2% from 2011 – 2015, but trails campus average by 0ver 30%.
- In comparison to GWC average, the number of male students exceeds the general male population of college by 30% with slight steady decline of 5% over a span of 4 years

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, Black and Hispanic students should be intensified. Regarding the extreme gap between female and male students in the DM program, targeted recruitment and retention of female students must be a priority along with hiring additional female instructors. The disparity of numbers sadly reflect numbers of female employed in Digital Media industry

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?

2010 was the first year for the newly created Digital Media program. In 2010 – 2011 only the core courses were offered. Between 2012 and 2015 new courses were added that increase sections. Enrollment grew at a steady pace until 2013-2014 when DM experienced 4% drop in enrollment that reflected enrollment trend across campus. Spring enrollment and sections mirrored the fall. During 2009 – 2015 DMA did not offer any summer courses.

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

Based on review of the data DM should keep the same number of sections until enrollment and fill rates shows signs of growth.

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

DM FTES/FTEF is below the college average

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?

Success rate among African American was dramatically less than the other demographic groups. Success by gender in 2010 – 2011 women had a 13% lower success rate than men. In 2011-2012 the female success rate was 3.75 lower than male. 2012-2013 and 2013 – 2014 female success rate was higher than male success rate. In spring female success rate was lower than male in 2010-2011, 2011 – 2012, 2012 – 2013 and 2013–2014. In 2014-2015 female success rate was higher than male

- 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.
  The number of degrees and certificates met expectations.
- 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?
  NA

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?

DM was successful in hiring an extremely qualified Vietnamese part-time instructor who was bilingual and was instrumental in bridging cultural and language gap. Challenges has been in the recruitment of qualified female instructor for DM courses. A challenge in retaining qualified part-time faculty is in offering sections that make and are actually offered. Not having a vibrant summer session has hampered recruitment and retention of qualified part-time instructors.

- Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?

Three is the ideal number of fulltime DM faculty. Audio, Video Production and Post Production Graphics.

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?

Increase number of female and students of color by 15%. Relocate DM Video, Audio Recording and Engineering Program and Editing labs to former KOCE facility. Consolidate programs to one facility. Complete conversion of production vehicle to HD and live streaming. Increase number of certificate and degrees by 15%. Increase student success of African American students by 15%. Offer new certificate program in eMarketing, Increase overall enrollment by 15% and fill rates by 10%. Development of Digital Music and Technology classes and certificate. Establishment of ongoing internship and mentoring class. Establishment of entrepreneur class and opportunities for Digital Media students. Increase the number of industry partnerships by 10%.

- What areas does your program plan to improve?

Outreach and marketing, recruitment and retention of female and people of color. Availability of internships and entrepreneurial opportunities. Software specific online courses

- What specific actions will you take to improve upon those areas?

Development of DM newsletter, regular updating of DM website, development of DM YouTube channel and to increase DM visibility on social media. Develop online course template that reflects course outline of record. Development of DM marketing materials. Expanded outreach to high school students and to the community.

- How will you assess whether your program has accomplished those goals?

Number of editions of newsletter that has been published. Number of posts made to DM website. Number of videos uploaded to DM YouTube channel. Number of posts to DM Facebook, Instagram and other social media sites. Completion of Canvas Editing course template that reflects course record of outline to be used by instructors

teaching online video editing course. The number and types of marketing materials that were produced and distribution. The number of outreach events held.

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