Program Review

Digital Media

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Standing Requirements

Mission Statement

DIGITAL MEDIA - GRAPHIC DESIGN
The certificate program address market place needs by preparing students to seek employment in the Graphic Design & Advertising industries as entry-level production designers, junior graphic designers/junior art directors. Completion of the certificate will include develop a portfolio to aid in achieving each students specific future goals.

The program values creativity, design aesthetic, professional practices and current issues like sustainability. Students learn the artist's tools (analgoue and digital technology), techniques, project phases, project critiques, and an exposure to a wide variety of media used in Graphic Design & Advertising. The area supports diverse communities and also emphasizes the importance continued professional development in art & design, and in computer literacy/technology skills (in response to role of technology in the arts and in the needs of business and industry).

The Certificate Program supports the mission of Pasadena City College, the mission the Visual Arts & Media Studies Division, and the Graphic Design & Advertising transfer program.

DIGITAL MEDIA - INTERACTIVE MULTIMEDIA DESIGN
This curriculum prepares the student to enter the interactive multimedia design industry as an entry level designer and/or multimedia technician. The program stresses the creative process as well as the professional and production methods used currently in industry. Projects will emphasize content development, interface and information design, authoring environments, programming for multimedia, and repurposing and output of materials to various platform and delivery systems including video, CD-ROMs, portable disks, and the World Wide Web.

Students completing this program will have developed a portfolio as well as participate in an advanced team project.

DIGITAL MEDIA - COMPUTER ASSISTED PHOTO IMAGING
The curriculum prepares students with entry-level skills to seek employment in electronic photo imaging fields. The emphasis is on computer literacy to work with Adobe PhotoShop, as well as transparency and print scanning.

Learning Outcomes (Program Level)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
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</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>
Demonstrate a strong vocabulary related to the computer assisted photo imaging field.

Outcome 2  No Mapping
Create advanced level original computer assisted photo imaging projects that analyze, define, and solve problems in visual communications.

Outcome 3  No Mapping
Analyze the effectiveness of visual communications on computer assisted photo imaging projects utilizing the critique process.

Outcome 4  No Mapping
Demonstrate competency in the operation of computer graphics software and hardware to produce computer assisted photo imaging projects.

Outcome 5  No Mapping
Create and present a portfolio of original student work that represents an advanced understanding of visual communication and computer assisted photo imaging principles.

DIGITAL MEDIA - GRAPHIC DESIGN

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
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<tbody>
<tr>
<td>Outcome 1</td>
<td>No Mapping</td>
</tr>
<tr>
<td>1. Demonstrate a command of the vocabulary of the graphic design field, and a thorough understanding of the components of graphic design/advertising project.</td>
<td></td>
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</table>

Outcome 2  No Mapping
2. Create advanced original design projects that analyze, define, and solve problems in visual communications.

Outcome 3  No Mapping
3. Utilize the critique process to analyze the effectiveness of visual communications on graphic design/advertising projects.

Outcome 4  No Mapping
4. Demonstrate competency in the operation of computer graphics applications and hardware to produce graphic design and advertising projects.

Outcome 5  No Mapping
5. Create and present a portfolio of original student work that represents an advanced understanding of visual communication and design principles.

DIGITAL MEDIA - Interactive Multimedia Design

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrate various modes of communication appropriate to enter the interactive multimedia design industry as an entry level designer and/or multimedia technician.</td>
<td></td>
</tr>
</tbody>
</table>

Outcome 2  No Mapping
Use critical thinking skills to analyze, synthesize, and evaluate
ideas and information in the creative design and problem solving process.

Outcome 3  No Mapping
Employ research skills to achieve educational, professional and personal objectives.

Outcome 4  No Mapping
Demonstrate sensitivity to and respect for others while participating in group decision making.

Outcome 5  No Mapping
Demonstrate self-management, maturity, and growth through practices that emphasize content development and interface and information design.

Curriculum Map

Active Maps

DIGITAL MEDIA - Computer Assisted Photo Imaging
Alignment Set: DIGITAL MEDIA - Computer Assisted Photo Imaging
Created: 03/23/2011 9:27:27 pm PDT
Last Modified: 05/18/2011 9:19:04 pm PDT

DIGITAL MEDIA - GRAPHIC DESIGN
Alignment Set: DIGITAL MEDIA - GRAPHIC DESIGN
Created: 03/11/2011 2:34:34 pm PDT
Last Modified: 05/06/2011 9:01:16 am PDT

Show courses currently in the certificate and their outcomes as:

I: introduces
P: practices
R: reinforced

DIGITAL MEDIA - Interactive Multimedia Design
Alignment Set: DIGITAL MEDIA - Interactive Multimedia Design
Created: 03/23/2011 4:35:14 pm PDT
Last Modified: 05/18/2011 9:14:34 pm PDT
Activities, Outcomes & Measures

Introduction/Background

DIGITAL MEDIA - GRAPHIC DESIGN
DIGITAL MEDIA - INTERACTIVE MULTIMEDIA DESIGN
DIGITAL MEDIA - COMPUTER ASSISTED PHOTO IMAGING

These certificate programs have been preparing students to seek employment in visual communications employment or to help students prepare for transfer in pursuit of a College/University level degree into one the visual communication arts areas. Completion of the certificate includes development of a portfolio to aid in achieving each student’s specific goals.

These are successful programs, all the in-put we are getting, says our students are very well trained. Our Certificate numbers are greatly improving and out student Transfer Rates are growing as well.

These certificates originated from PCC’s Digital Media Center:
www.pasadena.edu/dmc-pcc

PCC's Digital Media Center (a Regional Center of the State of California New Media / Multimedia and Entertainment Initiative) has provided a strategic liaison between industry, education, and the community funded by the State of California Economic Development Program through Pasadena City College since 1997. (Due to state budget cuts, funding by the Economic Workforce Development Program for this center was cut in 2010).

In addition to serving the Greater Los Angeles area and Eastern Region of the state, The Digital Media Center provided for curriculum development of PCC’s Digital Media certificates, equipment support, as well as providing annual workshops for faculty to update their skills in these areas.

Students from the programs have successfully transferred into four-year institutions with scholarships or found jobs in industry. Students have gained internships with web development, entertainment, and film production companies. Alumni are working at Disney, Mattel, Warner Bros New Media Marketing, and Nickelodeon.

PCC’s Digital Media students, the three certificates and the Digital Media Center have been showcased as a Success Story on Adobe’s website since 2010: http://adobe.ly/kWsRt8

Activity/Outcome and Measures

Category I. Faculty: Curriculum and Methodology

Curriculum Development and Modification

Outcome 1
Certificate Program

Measure: Advisory Committee meeting and poll.
addresses market-place needs

Description of Measure (WHAT data were used to measure the outcome?): Advisory Committee input and poll to see if the Graphic Design Certificate program is addressing market-place needs and is an appropriate length.

Acceptable Target and Rationale: 80% of Advisory Committee agrees, program addressed market-place needs.

Ideal Target and Rationale: 95% Advisory Committee agrees, program addressed market-place needs.

What steps were taken to analyze the data?: Annual Advisory Committee meeting and subsequent poll to evaluate current industry needs; discussions of success rates based upon courses in certificate and current industry needs.

Key/Responsible Personnel (WHO analyzed the data?): Jerry Graves, certificate program director/area head, with input from all full-time and several adjunct (working for free) digital design instructors in VAMS and the advisory committee.

Supporting Attachments:

advisory board vote on 48units.doc (Microsoft Word)
shows advisory board input on certificate length... too long.

Outcome 2
Program Curriculum is current

Measure: Digital Media: Course catalog descriptions

Description of Measure (WHAT data were used to measure the outcome?): Existing PCC catalog digital media course descriptions compared to what technology and practices are used in the classroom. Digital media changes changes faster than the C&I process: so faculty keep courses current by changing what is taught in the classroom faster than they update published curriculum.

Acceptable Target and Rationale: Some PCC catalog course descriptions are current and reflect what is actually taught in the classroom

Ideal Target and Rationale: All PCC catalog course descriptions are current and reflect what is actually taught in the classroom

What steps were taken to analyze the data?: Comparison of existing PCC catalog course descriptions with current technologies and practices actually taught in the classroom

Key/Responsible Personnel (WHO analyzed the data?): Rachel Fermi, Jerry Graves

Supporting Attachments:

Digital Media Course descriptions (Word Document (Open XML))
Current course descriptions and proposed course description changes

Category II. Institutional Support

A. Cutting-Edge Learning Environments
Are we providing cutting-edge learning environments; Labs (Pedagogy, Technology, and Facilities)

Provide students with current digital labs
Are we providing students with Cutting-Edge digital and analogue quality supportive lab learning environments?

Measure: No 1 Exit poll for the Graphic Design Certificates’ capstone class 50C

Description of Measure (WHAT data were used to measure the outcome?): We polled students in the Certificates’ capstone class.

Acceptable Target and Rationale: 75% of students polled are experiencing excellent technology in the digital labs.

Ideal Target and Rationale: 90% of students polled are experiencing excellent technology in the digital labs.

What steps were taken to analyze the data?: Evaluated statistics provided by an exit poll of student in the programs capstone graphic design class, 50C.

Key/Responsible Personnel (WHO analyzed the data?): Jerry Graves, head of the certificate area, with input from all full-time and several adjunct digital design instructors in VAMS.

Are instructors up to date on lab software?

Measure: No 2 Exit poll for the Graphic Design Certificates’ capstone class Art 50C
Are we providing students with experienced design instructors who are up to date on their digital software skills?

**Description of Measure (WHAT data were used to measure the outcome?):** We polled students for the Certificates’ capstone class.

**Acceptable Target and Rationale:** 90% of students polled are experiencing instructors that are up to date with digital labs software.

**Ideal Target and Rationale:** 100% of students polled are experiencing instructors that are up to date with digital labs software.

**What steps were taken to analyze the data?:** Evaluated statistics provided by an exit poll of student in the program's capstone graphic design class, 50C.

**Key/Responsible Personnel (WHO analyzed the data?):** Jerry Graves, certificate program director/area head, with input from all full-time and several adjunct (working for free) digital design instructors in VAMS and the advisory committee.

### B. Space Allocation

**Outcome 1**

Digital Media Labs: R420 & R421 scheduling and lab use is allocated appropriately.

**Measure: Digital Media Labs: R420 & R421**

**Description of Measure (WHAT data were used to measure the outcome?):** Actual space allocations for five semesters from Spring 2009 - Spring 2011 in the digital labs. 15-17 3-unit sections. 12 1-unit sections.

**Acceptable Target and Rationale:** Most space appropriately allocated and used.

**Ideal Target and Rationale:** All space appropriately allocated and used.

**What steps were taken to analyze the data?:** Study of space allocation and utilization during each semester, for design and photography classes offered, as well as the Art 110A-D, Skills for success in Digital Media.

**Key/Responsible Personnel (WHO analyzed the data?):** Rachel Fermi, Jerry Graves, Heather Kurze.

**Supporting Attachments:**
- R420 and R421 Digital Media Labs 2009-2011 (Excel Workbook (Open XML))

### Category III. Student Success and Achievement

**A. Evaluate Certificate Program completion trends**

Evaluate Certificate Program completion trends to see if more students are achieving certificates.

**Progressive Increases in Student Success Rates.**

Evaluate Certificate Program completion trends to see if more students are achieving certificates.

**Measure: Certificate Completion Data**

**Description of Measure (WHAT data were used to measure the outcome?):** Certificate Completion Data: Statistics provided by PCC in the Certificates_-Digital_Media_Review.xls document.

**Acceptable Target and Rationale:** 5% increase of students achieving a Certificate over the previous year.

**Ideal Target and Rationale:** 10% increase of students achieving a Certificate over the previous year.

**What steps were taken to analyze the data?:** Evaluated statistics provided by PCC in the Certificate Completion Data (Certificates_-Digital_Media_Review.xls document). Discussed findings with colleagues and Industry Advisory Committee.

**Key/Responsible Personnel (WHO analyzed the data?):** Jerry Graves, certificate program director/area head, with input from all full-time and several adjunct (working for free) digital design instructors in VAMS and the advisory committee.

**Supporting Attachments:**
- Certificates completion data (Microsoft Excel)
- Certificates completion data

**Measure: Exit poll for the Graphic Design Certificates’ capstone class Art 50C**
Description of Measure (WHAT data were used to measure the outcome?): We polled for the Certificates’ capstone class, 50C, to see how we can better the program. Is it too long, when did you hear about the certificate, Was the certificate name clear. Etc.

Acceptable Target and Rationale: Only 30% of students polled are aware of the Certificate early on in their experience at PCC. The question was in the context of asking if the certificate had proper promotion and if the name of the certificate is confusing.

Ideal Target and Rationale: 100% of students polled are aware of the Certificate early on in their experience at PCC due to promotion and naming.

What steps were taken to analyze the data?: Evaluated statistics provided by an exit poll of student in the programs capstone graphic design class, 50C.

Key/Responsible Personnel (WHO analyzed the data?): Jerry Graves, head of the certificate area, with input from all full-time and several adjunct digital design instructors in VAMS.

Supporting Attachments:
- 50C Exit Poll Excerpts (Microsoft Word)
- 50C Exit Poll Excerpts

B. Student Enrollment

Outcome 1

The program demonstrates consistent enrollment based on demand and market

**Measure:** Course enrollment

Description of Measure (WHAT data were used to measure the outcome?): Enrollment data for the last five years 2005-2010 for all three Digital Media certificate courses.

Acceptable Target and Rationale: Courses meet minimal enrollment targets set by PCC each semester.

Ideal Target and Rationale: All courses are closed before the first day of the semester.

What steps were taken to analyze the data?: Numbers for each certificate for each year were reviewed.

Key/Responsible Personnel (WHO analyzed the data?): Rachel Fermi

Supporting Attachments:
- Digital Media Student Enrollment, Success and Retention 2005-2010 (Excel Workbook (Open XML))

Review Findings and Recommendations

Finding per Measure

Category I. Faculty: Curriculum and Methodology

Curriculum Development and Modification

Outcome 1

Certificate Program addresses market-place needs

**Measure:** Advisory Committee meeting and poll.

Description of Measure (WHAT data were used to measure the outcome?): Advisory Committee input and poll to see if the Graphic Design Certificate program is addressing market-place needs and is an appropriate length.

Acceptable Target and Rationale: 80% of Advisory Committee agrees, program addressed market-place needs.

Ideal Target and Rationale: 95% Advisory Committee agrees, program addressed market-place needs.

What steps were taken to analyze the data?: Annual Advisory Committee meeting and subsequent poll to evaluate current industry needs; discussions of success rates based upon courses in certificate and current industry needs.

Key/Responsible Personnel (WHO analyzed the data?): Jerry Graves, certificate program director/area head, with input from all full-time and several adjunct (working for free) digital
Program Review
Digital Media

design instructors in VAMS and the advisory committee.

Supporting Attachments:

advisory board vote on 48units.doc (Microsoft Word)
shows advisory board input on certificate length... too long.

Findings for Advisory Committee meeting and poll.

Summary of Findings: 90% of Advisory Committee and faculty agreed program addressed market-place needs, but 100% agreed that at 48units the Certificate Program is too long and hard for students to complete. Also the 50C Exit Poll indicates students think the 48 units is too long

Results: Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded

Recommendations for Improvement: The Certificate Program is addressing market-place needs, and our students are very well trained. But the 48 units requirement is too long for some students to accomplish. The Advisory Committee also agreed 100% that we should cut down the 48 units for the main certificate, and also add a mini certificate (16units) for retraining students who already have foundational skills. I have discussed which classes could be dropped and we agree some are antiquated for the programs needs, and should be dropped anyway.

Reflections/Notes: All the in-pit we are getting, from all sources, say our students are very well trained, but the 48units is too long for most students’ time and goals. We feel we should cut down the 48units required for the certificate, and also create a mini certificate (16units) for retraining students who already have base skills. Also the data provided by the school show currently 12 certificates were attained by students last year (that is an 300% increase over the previous year), I believe with the above recommendations we can increase our student achievement.

Substantiating Evidence:

50C Exit Poll Excerpts .doc (Microsoft Word)
50C Exit Poll Excerpts indicate students think the 48 units is too long

Outcome 2
Program Curriculum is current

Description of Measure (WHAT data were used to measure the outcome?): Existing PCC catalog digital media course descriptions compared to what technology and practices are used in the classroom. Digital media changes changes faster than the C&I process: so faculty keep courses current by changing what is taught in the classroom faster than they update published curriculum.

Acceptable Target and Rationale: Some PCC catalog course descriptions are current and reflect what is actually taught in the classroom

Ideal Target and Rationale: All PCC catalog course descriptions are current and reflect what is actually taught in the classroom

What steps were taken to analyze the data?: Comparison of existing PCC catalog course descriptions with current technologies and practices actually taught in the classroom

Key/Responsible Personnel (WHO analyzed the data?): Rachel Fermi, Jerry Graves

Supporting Attachments:

Digital Media Course descriptions (Word Document (Open XML))
Current course descriptions and proposed course description changes

Findings for Digital Media: Course catalog descriptions

Summary of Findings: Photo 30 and Photo 130 have been updated through the C&I process.

Results: Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching

Recommendations for Improvement: To take out specific software and hardware references in course descriptions as well as updating curriculum for these courses: Art 56, Art 154, Art 155A and 155B, Art 156, Art 158, Art 198.
**Reflections/Notes:** All the Digital Media courses that are in need of curriculum updates are taught by part-time adjunct instructors, each of whom is a specialist in the course content area. These courses cover very different aspects of digital media.

**Substantiating Evidence:**
- Digital Media Course descriptions (Word Document (Open XML))
  
  Current course descriptions and proposed course description changes

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**Category II. Institutional Support**

**A. Cutting-Edge Learning Environments**

Are we providing cutting-edge learning environments; Labs (Pedagogy, Technology, and Facilities)

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**Provide students with current digital labs**

Are we providing students with Cutting-Edge digital and analogue quality supportive lab learning environments?

- **Measure:** No 1 Exit poll for the Graphic Design Certificates’ capstone class 50C

**Description of Measure (WHAT data were used to measure the outcome?):** We polled students in the Certificates’ capstone class.

**Acceptable Target and Rationale:** 75% of students polled are experiencing excellent technology in the digital labs.

**Ideal Target and Rationale:** 90% of students polled are experiencing excellent technology in the digital labs.

**What steps were taken to analyze the data?:** Evaluated statistics provided by an exit poll of student in the programs capstone graphic design class, 50C.

**Key/Responsible Personnel (WHO analyzed the data?):** Jerry Graves, head of the certificate area, with input from all full-time and several adjunct digital design instructors in VAMS.

**Findings for No 1 Exit poll for the Graphic Design Certificates’ capstone class 50C**

**Summary of Findings:** 95% of students polled are experiencing excellent technology in the digital labs.

**Results:** Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded

**Recommendations for Improvement:** Keep the schools support for the digital labs in the VAMS areas on a three-year replacement cycle. Support secondary tech needs such and printer ink, printers, scanners, etc. And also we need continued funding for the Teaching Assistants who help the teachers and students in the labs.

**Reflections/Notes:** The Certificate Program depends on PCC to support students with current hardware and software for the digital labs to remain viable. The school is currently very supportive (new labs each 3 years), but as budgets get tighter if we do not get new hardware every three years we will not be able to run the current design software (which is updated on a 1.5 yearly cycle. And also we need continued funding for the Teaching Assistants who help the teachers and students in the labs.

Other secondary support examples: Printers, printer ink, scanners, projectors, screens... etc.

**Substantiating Evidence:**
- 50C Exit Poll Excerpts .doc (Microsoft Word)
  
  50C Exit Poll Excerpts

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**Measure:** No 2 Exit poll for the Graphic Design Certificates’ capstone class Art 50C

**Description of Measure (WHAT data were used to measure the outcome?):** We polled students for the Certificates’ capstone class.

**Acceptable Target and Rationale:** 90% of students polled are experiencing instructors that are up to date on digital software.

**Ideal Target and Rationale:** 100% of students polled are experiencing instructors that are up to date with digital labs software.

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**Are instructors up to date on lab software?**

Are we providing students with experienced design instructors who are up to date on their digital software skills?
What steps were taken to analyze the data?: Evaluated statistics provided by an exit poll of student in the programs capstone graphic design class, 50C.

Key/Responsible Personnel (WHO analyzed the data?): Jerry Graves, certificate program director/area head, with input from all full-time and several adjunct (working for free) digital design instructors in VAMS and the advisory committee.

Findings for No 2 Exit poll for the Graphic Design Certificates’ capstone class Art 50C

Summary of Findings: 82% of students polled are experiencing instructors that are up to date with digital labs software.

Results: Acceptable Target Achievement: Not Met; Ideal Target Achievement : Approaching

Recommendations for Improvement: For success the Certificate Program needs PCC to support instructors in digital classes with money for training, a current computer, and up-to-date design software in order to stay up to date in the class.

Reflections/Notes : The Certificate Program depends on PCC to support instructors in digital classes with money for training, a current computer, and up-to-date design software in order to stay up to date in the class.

Substantiating Evidence: 50C Exit Poll Excerpts .doc

B. Space Allocation

Outcome 1
Digital Media Labs: R420 & R421 scheduling and lab use is allocated appropriately.

Measure: Digital Media Labs: R420 & R421

Description of Measure (WHAT data were used to measure the outcome?): Actual space allocations for five semesters from Spring 2009 - Spring 2011 in the digital labs. 15-17 3-unit sections. 12 1-unit sections.

Acceptable Target and Rationale: Most space appropriately allocated and used

Ideal Target and Rationale: All space appropriately allocated and used

What steps were taken to analyze the data?: Study of space allocation and utilization during each semester, for design and photography classes offered, as well as the Art 110A-D, Skills for success in Digital Media.

Key/Responsible Personnel (WHO analyzed the data?): Rachel Fermi, Jerry Graves, Heather Kurze.

Supporting Attachments: R420 and R421 Digital Media Labs 2009-2011 (Excel Workbook (Open XML))

Findings for Digital Media Labs: R420 & R421

Summary of Findings: The R420 and R421 labs are very tightly scheduled with almost no time for maintenance, and no space for additional courses. Two new digital media courses have been developed: Art 80 (Introduction to Game Design) and Art 152 (Vodcasting). Even with the section cutbacks due to budget cuts there is no time slot available to offer both these courses without impacting current offerings. In addition there are no agreed procedures between the areas whose courses are offered in the lab to accommodate scheduling changes.

Results: Acceptable Target Achievement: Not Met; Ideal Target Achievement : Approaching

Recommendations for Improvement: The plans for the new Arts building with an additional digital lab should alleviate the scheduling problems, but still leave little room for growth if the current workstation arrangement is still to be offered to students. Scheduling procedures should be developed, implemented and regulated by one person who understands the needs of the different classes and the staffing issues.

Reflections/Notes : The digital media courses are mostly taught by part-time faculty from three different areas: Design, Photography and Cinema, this means that there is no one person overseeing this as the division is currently arranged.
Category III. Student Success and Achievement

A. Evaluate Certificate Program completion trends
Evaluate Certificate Program completion trends to see if more students are achieving certificates.

**Measure:** Certificate Completion Data

**Description of Measure (WHAT data were used to measure the outcome?):** Certificate Completion Data: Statistics provided by PCC in the Certificates—Digital_Media_Review.xls document.

**Acceptable Target and Rationale:** 5% increase of students achieving a Certificate over the previous year.

**Ideal Target and Rationale:** 10% increase of students achieving a Certificate over the previous year.

**What steps were taken to analyze the data?:** Evaluated statistics provided by PCC in the Certificate Completion Data (Certificates—Digital_Media_Review.xls document). Discussed findings with colleagues and Industry Advisory Committee.

**Key/Responsible Personnel (WHO analyzed the data?):** Jerry Graves, certificate program director/area head, with input from all full-time and several adjunct (working for free) digital design instructors in VAMS and the advisory committee.

**Supporting Attachments:**

- Certificates completion data (Microsoft Excel)
- Certificates completion data

**Findings for Certificate Completion Data**

**Summary of Findings:** In the year 08-09: 4 awards given. In the year 09-10: 25 awards given. That is a 300% increase of students achieving a Certificate over the previous years.

**Results:** Acceptable Target Achievement: Exceeded; Ideal Target Achievement: Exceeded

**Recommendations for Improvement:** We saw growth in Certificates given as we explained the program more in the classes. It looks like some of the students are unaware of the program and we need to promote it more.

**Reflections/Notes:** The Certificate Program is addressing market-place needs, and our students are very well trained. (see Catagory I). We did see a big jump in certificates awarded as we promoted the program more with in the classes. It looks like some of the students are unaware of the program and we need to promote it more.

Why the 300% increase? We think at that time we were making a better effort to promote the awareness of the certificate programs in the design classes.

**Substantiating Evidence:**

- Certificates—Digital_Media_Review.xls (Microsoft Excel)
  Shows number of certificates achieved over time.

**Measure:** Exit poll for the Graphic Design Certificates’ capstone class Art 50C

**Description of Measure (WHAT data were used to measure the outcome?):** We polled for the Certificates’ capstone class, 50C, to see how we can better the program. Is it too long, when did you hear about the certificate. Was the certificate name clear. Etc.

**Acceptable Target and Rationale:** Only 30% of students polled are aware of the Certificate early on in their experience at PCC. The question was in the context of asking if the certificate had proper promotion and if the name of the certificate is confusing.

**Ideal Target and Rationale:** 100% of students polled are aware of the Certificate early on in their experience at PCC due to promotion and naming.

**What steps were taken to analyze the data?:** Evaluated statistics provided by an exit poll of
student in the program's capstone graphic design class, 50C.

Key/Responsible Personnel (WHO analyzed the data?): Jerry Graves, head of the certificate area, with input from all full-time and several adjunct digital design instructors in VAMS.

Supporting Attachments:
- 50C Exit Poll Excerpts (Microsoft Word)

Findings for Exit poll for the Graphic Design Certificates' capstone class Art 50C

Summary of Findings: Only 30% of students polled are aware of the Certificate early on in their experience at PCC. The question was in the context of asking if the certificate had proper promotion and if the name of the certificate is confusing.

Recommendations for Improvement: 1) Explore a name change for the Certificate Program. In order to distinguish from other programs on campus, to stay current dropping the “digital media” part, and to align with names used in other schools with similar design programs. For example: Graphic Design & Advertising, or Advertising & Graphic Design, as the current name does not mention advertising. 2) Explore how to best make the certificate program more visible, for example, a website to promote and inform. This promotion needs funding by PCC.

Reflections/Notes: In the survey students indicate they were confused by the current name of the certificated program. A name change would help to distinguish our program from others on campus, stay current by perhaps dropping the “digital media” part, and to align with names used in other schools with similar design programs by adding advertising.

Another problem the students expressed is the need for promotion, the program is buried too deep on the PCC website. We need to explore how to best promote the program. For example: we could build a Certificate Program website that promotes and informs. Currently there is no budget to get it done.

Substantiating Evidence:
- 50C Exit Poll Excerpts (Microsoft Word)

B. Student Enrollment

Outcome 1

The program demonstrates consistent enrollment based on demand and market

Measure: Course enrollment

Description of Measure (WHAT data were used to measure the outcome?): Enrollment data for the last five years 2005-2010 for all three Digital Media certificate courses.

Acceptable Target and Rationale: Courses meet minimal enrollment targets set by PCC each semester.

Ideal Target and Rationale: All courses are closed before the first day of the semester.

What steps were taken to analyze the data?: Numbers for each certificate for each year were reviewed.

Key/Responsible Personnel (WHO analyzed the data?): Rachel Fermi

Supporting Attachments:
- Digital Media Student Enrollment, Success and Retention 2005-2010 (Excel Workbook (Open XML))

Findings for Course enrollment

Summary of Findings: All courses meet the acceptable target. All but two courses currently meet the ideal target. For the Interactive Multimedia Design certificate, Art 155A and Art 154 do not always close full.

Results: Acceptable Target Achievement: Met; Ideal Target Achievement: Approaching

Recommendations for Improvement: Updating of course descriptions; promotion of courses by faculty in pre-requisite classes.

Reflections/Notes: The hiring of a new full-time faculty member in Digital Media has been
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approved this semester and the division is currently in the process of hiring for the Fall 2011 semester.

**Substantiating Evidence:**

- Digital Media Course enrollments (Excel Workbook (Open XML))
  Enrollment data for courses in the Digital Media Certificates

**Overall Recommendations for Improvement**

2. Devise and implement a method to identify students intending to pursue the Digital Media certificates.
3. Hire new Digital Media Instructor. (Currently in interviews with candidates as of this writing).
4. Take proposed course catalog description changes through C&I.
5. Revise certificates to include newly developed courses in Digital Tools (Art 40), Game Design (Art 80) and Vodcasting (Art 152).
6. Revise certificates to meet needs of both students developing their portfolios for transfer and those returning to school update their skills in Digital Media.
7. Consolidate scheduling of digital media labs.
8. Devise and implement methods to track student awards, transfer and employment.

**Overall Reflection**

**Program Responsiveness**

**Data Sets and Reference Materials**

**File Attachments:**