



**Annual Unit Plan Template
2013-2014 Academic Year
Digital Media Arts Department**

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The Digital Media Arts Department currently offers a Web Design Associate of Science degree and certificates in both Web Design and Digital Media Skills. At this time, the certificates and degree are being revised to comprise a Web Fundamentals Certificate, a Web Professional Certificate and a Web Professional Associate Degree; these changes are expected to be published in the 2013-2014 catalog. Although the certificates and degree offered are being revised, the mission of the department remains essentially the same: to provide students with the opportunity to develop the foundation skills and master the tools and processes necessary for entry level employment in the field of web design, or for university transfer, while simultaneously nurturing their artistry and creative vision. Students work alongside experienced professionals and undergo industry standard production experiences in the classroom that reflect current industry needs and trends. The certificate and degree programs are structured to provide students with a comprehensive educational approach to the field of web design and development, and will teach students to become flexible professionals who can adapt to a variety of design projects and roles in a constantly changing field. The curriculum is structured so as to afford students a balance between aesthetic and practical design applications.

b. Program Applicability

While Web Design is the primary program supported by Digital Media Arts, DMA courses also complement the current programmatic offerings in the Art, Business Administration, Computer Information Systems, and English discipline areas. Some course offerings from each of those programs are part of the current Digital Media Arts program curricula.

c. Partnerships

The Digital Media Arts Department has 11 articulation agreements that are complete or pending completion with high schools in our service area. These



schools include Burroughs High School, Lone Pine High School, Big Pine High School, Bishop Unified High School, and Mammoth High School.

The department also maintains close ties to organizations and individuals in industry through regular meetings of the Web Design Program Advisory Group.

d. Distance Education

The current Web Design Certificate, AS degree and Digital Media Skills Certificate can be completed entirely online. The revisions now taking place will not alter this aspect of the program: the Web Fundamentals Certificate, Web Professional Certificate and Web Professional Associate Degree can be completed entirely online. See Proposed Program Changes, attached.

The Web Design Program utilizes the online learning environment as its principal mode of instructional delivery for two primary reasons. First, the online environment is central to the pedagogy of the program. Professional working conditions in the field of Web Design demand the ability to effectively function, collaborate and communicate online. Thus, acquiring familiarity and achieving competency in these areas is essential for a student's preparation for work as a web professional. Second, offering the program online provides the opportunity to achieve a degree or certificate to students from across the vast expanse of our service area, which directly supports the mission of our college.

STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (of last completed academic year)

The goals listed in the 2012-2013 Annual Unit plan included: increasing student retention, success and degree/certificate completion; improving Student Learning Outcomes in the areas of intermediate Photoshop skills, describing core XHTML/CSS concepts and aesthetic design; and redesigning the Digital Media Skills Certificate to meet the educational needs of a larger population of students.

Overall student success is increasing (from 48.4% to 51.3%); retention remains essentially steady (from 74.4% to 74.3%). Degree/certificate completion has been low during the past 2 years; however, this is expected to increase substantially at the end of the 2012-2013 year (5 students are currently able to apply for degree/certificate completion, with an expected 17 by the end of the fall 2012 semester).



Student Learning Outcomes for DMA C102 Digital Imaging with Photoshop were not assessed in the last cycle, though a perusal of the assignments used to assess SLOs indicates an increase in achievement in both intermediate Photoshop skills and web layout. However, student success in the area of web layout remains significantly higher in the slicing and graphics optimization aspects of this assessment than in design, and thus the additional emphasis on helping students strengthen their aesthetic criteria should be maintained.

Notably, DMA C117 Web Design with Dreamweaver has been assessed 3 times to date, focusing on the outcome, “Design and produce visually attractive, usable, accessible, and interactive Web content that takes the intended audience needs and expectations into account.” The first time it was assessed in 2009, the result was 40% achievement. Greater instructional emphasis was placed on design principles and more opportunities for design and critique were built into the course content. In 2011, there was 47% achievement. The same strategies were implemented with greater intensity, and the outcome in 2012 was 85%, exceeding the target threshold of achievement. Most other outcomes that were assessed last year were met. Exceptions indicated the need for instructional enhancements.

The Digital Media Skills certificate was not redesigned. In the program revision currently taking place, the Digital Media Skills Certificate will no longer be offered. The Web Fundamentals Certificate, Web Professional Certificate and Web Professional Associate Degree will comprise the entirety of the program offerings.

b. Review of Overall Department/Unit

What is working in Digital Media Arts:

- ✓ Full time faculty in the department respond rapidly and effectively to industry trends, advances in technology and changes in institutional emphases.
- ✓ The Web Design program remains closely aligned with the mission and the Strategic Plan of the college.
- ✓ Curriculum is updated regularly to reflect evolving web design standards and practices.
- ✓ We receive regular input from our Advisory Group, as well as industry conferences and publications, through which we maintain a standard of relevance and timeliness in the field of web design.
- ✓ All faculty teaching in the department regularly use a variety of modes of delivery for instruction, which both meets the varied learning needs of students and establishes at a programmatic level a high degree of technological currency. In addition, all faculty utilize these varied modes of delivery to maintain a high level of communication with students in the online environment.
- ✓ The primarily online delivery of the Web Design program provides access to educational opportunities to students throughout our vast geographical service area, and also serves as a foundation for the development of skills necessary for students to achieve success as a web professional.



What improvements need to be made:

- Student retention and success rates continue to need improvement across the spectrum of DMA course offerings.
- Although degree and certificate completions are expected to increase significantly this year, continued work to maintain a robust complement of graduates is necessary.
- Changes in the field of web design and development, as well as labor market data, indicate the need for a program that is more closely aligned with industry certification, that includes more CIS components, and with less emphasis on general graphic design and multimedia topics.
- As the department adopts the planned program changes, it is apparent that Professor Lisa Darty's skill set in digital art topics would have a greater positive impact within the Visual and Performing Arts department (in which she has split her teaching obligations over the past few years, and in which she has an FSA), while maintaining support of the Web Design program through teaching one of its gateway courses in digital imaging.
- The adjunct pool for DMA will need to be increased to include more instructors with varied web programming skills, in order to increase the department's ability to respond to rapidly changing industry and employment need trends.
- Student learning outcomes continue to need improvement in the areas of aesthetic design and describing core XHTML/CSS concepts.

In addition to the synopsis above, continued review of the Web Design Program reveals the needs and opportunities categorized and listed below.

Curriculum Development

Needs:

- Web design industry trends and labor market data indicate that IT is a major growth sector, with a concomitant decline in traditional graphic design; thus, the Web Design Program needs to be revised to more strongly emphasize web design, programming and development, rather than provide a breadth of traditional graphic design and multimedia topics.
- Input from our Advisory Group identified a need for students to acquire industry certification; thus, our students will require specific instruction that prepares them for such certification.
- Advisory Group members also indicated a need for students to be able to utilize or easily adapt to using multiple software programs, including open source.

Related Opportunities:

- The revisions to the Web Design program will include the addition of CSCI C101 to the required courses for the Web Fundamentals Certificate, the Web Professional Certificate and the Web Professional Associate Degree. All electives will be removed from the line up, resulting in a program designed to address industry trends and employment needs, and structured to maximize efficiency and completion.
- Course outlines will be revised to align more closely with topics identified as requirements for Certified Internet Web Professional (CIW)



certification.

- DMA C102, Digital Imaging with Photoshop, will be revised to include instruction in additional software programs; specifically, Adobe Fireworks (web graphics) and at least one open source image editing program. This class will also be renamed to DMA C102, Digital Imaging (removing the Photoshop label).

Student Performance

Needs:

- Student success has increased slightly over the past year; however, success numbers are still significantly lower than desired, and there remains a clear need for both assessment of computer competency, and training when assessment indicates insufficient skill in this area.
- Student retention rates have remained stable; again, however, retention numbers are lower than desired.
- Student completion rates need to be increased, and then maintained at a higher level.

Related Opportunities:

- We believe the adoption of the SmarterMeasure assessment tool will enable students to more accurately self-assess in terms of computer competency, as well as readiness to learn successfully in the online environment.
- Students could be provided with additional assistance in creating and completing an education plan. This is particularly true in the online environment, in which students do not have as much access to face- to-face counseling services as do on campus students. The implementation of Degree Works could assist students, staff and faculty to negotiate curriculum requirements, resulting in greater numbers of graduates in all college programs.
- The planned revisions to the Web Design program will provide students with more rigidly structured and stronger pathways of required courses. The addition of a third, smaller certificate (Web Fundamentals) will also provide students with a more rapidly achievable milestone of success.



c. Goals for Upcoming Year (next academic year). *If more goals needed, copy and paste additional boxes.*

Goal 1- Increase student retention, success and degree/certificate completion

1. Connection to College Strategic Goals:

- 1B - Improve student success rates and productivity numbers in CTE programs and classes
- 1C - Analyze and improve student success rates for Distance Education
- 2A - Analyze the needs of under-prepared students in our communities
- 2A - Create a program which meets those needs
- 4B - Secure regular and dependable research data

2. Specific internal or external condition(s) the goal is a response to:

Student success rates in Digital Media Arts have increased over the past year, while retention rates remain steady. Although success rates are increasing, many students in DMA classes continue to exhibit a lack of preparedness with respect to computer and self-efficacy skills. While completion rates are expected to increase significantly this year, those rates will need to be maintained next year.

3. Action Plan:

- a. Complete and launch a revision to the Web Design Program, the components of which include:
 - a. A Web Fundamentals mini-certificate, a Web Fundamentals Certificate and a Web Professional Associate Degree.
 - b. Closer alignment with topics required for industry certification.
 - c. More CIS components; specifically, the addition of CSCI C101 to the list of required courses for all certificates and degrees.
 - d. The elimination of electives, to promote stronger career pathways.
 - e. The addition of DMA C111 Fundamentals of Web Development as a prerequisite for all courses in the program, with the exception of two entry level courses, DMA C102 Digital Imaging and CSCI C101 Introduction to Computer Information Systems.
- b. Utilize the forthcoming SmarterMeasure application to help students assess their preparedness for success in the Web Design program.
- c. Utilize the forthcoming DegreeWorks application to identify students nearing milestones of success, and provide them with assistance in reaching those milestones.

4. Measure of Success:

Increase in the number of students successfully completing Web Design courses and receiving degrees and certificates.



STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. **1000 Category.** Please indicate below any requests for temporary or new permanent certificated positions. (Do not request adjunct instructors for normal teaching assignments as this is captured in the Academic Affairs division plan.) *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Description	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	If a full-time faculty member is being requested, use the box below. Use this space to provide a detailed rationale for temporary certificated positions only. The rationale should refer to your unit's mission and goals, recent program review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.	Estimated amount of funding requested (temporary positions only)	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>):	
							G = General Fund, O = Other	G O

Full-Time Faculty Staffing Justification:

1. Are there too few or too many students enrolling for particular classes or majors?
2. Are there too many courses or programs that are under capacity?
3. Are courses "core mission"?
4. Are courses overscheduled?
5. Is there capacity to offer courses or programs at different times and/or locations?
6. Is there a workforce shortage in the service area or region?
7. What are the costs and/or lost revenue from gaps between student demand and course or program capacity?
8. In support of your proposal, provide the following data:
 - a. Size of wait lists in the discipline
 - b. Department productivity
 - c. Number of faculty currently in the department



- d. Number of adjunct faculty
- e. Number of certificates awarded
- f. Number of degrees awarded
- g. Core curriculum classes
- h. CTE classes with workforce data (wage/high demand)
- i. Number of students at first day and census

b. 2000 Category. Please indicate below any requests for temporary or new permanent classified staff. Include labor amounts only; benefits will be calculated separately. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Position Title	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this position	Salary Grade	Number of Months	Number of Hours per Week	Salary Amount	Are alternate funding sources available? G = grant (specify) V = VTEA

Classified Staffing Justification. *If more than one position requested, copy and paste additional boxes.*

1. Describe how the position is linked to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's strategic plan.

2. Explain why the work of this position cannot be assigned to current staff.

3. Describe the impact on the college if the position is not filled.

c. 4000 Category. Use the space below to itemize and explain budget requests in the category of supplies and equipment. *If more lines are needed, place cursor in the bottom right box and press [Tab].*



Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O

d. 5000 Category. Use the space below to itemize and explain budget requests in the category of service, utilities, and operating expenses. If more lines are needed, place cursor in the bottom right box and press [Tab].

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O
Lynda.com subscription	All	2	1A, 1C, 6D	Digital Media Arts encompasses multiple topic areas, most of which continuously undergo rapid evolution. These subscriptions assist faculty in maintaining technological and topical currency in the field, as well as providing access to ongoing training in a multitude of instructional delivery techniques.	2100.00	Ongoing, annual		O
Bluehost PHP Server	All	2	1A, 1B, 1C	Some course offerings require students to utilize a web hosting service; this ability is an integral component of preparing students to successfully deliver web content.	191.76	Biennial	G	



e. 6000 Category. Use the space below to itemize and explain budget requests in the category of capital outlay. *If more lines are needed, place cursor in the bottom right box and press [Tab].*

Describe resource requested	Location	Priority: 1 = high 2 = med 3 = low	Strategic Plan goal addressed by this resource	Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan	Estimated amount of funding requested	Will this be one-time or on-going funding?	Funding Source (check <u>one</u>): G = General Fund, O = Other	
							G	O

STEP 4: ATTACH NARRATIVE SUMMARY OF PRIOR YEAR'S SLO ASSESSMENTS

See Digital Media Arts SLO Summary, attached.

STEP 5: ATTACH COMPLETED BUDGET WORKSHEET (provided separately)

See Budget Worksheet, attached.

STEP 6: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (as provided)

See DMA AUP DETRAD Aug 2012, and DMA crsbk AUP Aug 2012, attached.

Proposed Program Changes

Web Fundamentals Certificate (new)

• CSCI C101 - Introduction to Computer Information Systems	3
• DMA C102 – Digital Imaging	3
• DMA C111 – Fundamentals of Web Development	3
• DMA C113 – Accessibility and Usability	3
• DMA C117 – Web Design with Dreamweaver	3
• DMA C211 – Web Scripting with Javascript	3
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Web Professional Certificate

• CSCI C101 - Introduction to Computer Information Systems	3
• DMA C102 – Digital Imaging	3
• DMA C111 – Fundamentals of Web Development	3
• DMA C113 – Accessibility and Usability	3
• DMA C117 – Web Design with Dreamweaver	3
• DMA C119 – Advanced Web Development	3
• DMA C201 – eCommerce Development	3
• DMA C211 – Web Scripting with Javascript	3
• DMA C213 – Web Development with PHP and MySQL	3
• CSCI C143 – Network+ Fund. of Network Technologies	3
• DMA C280 – Web Production Management	3
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Web Professional Associate Degree

• CSCI C101 - Introduction to Computer Information Systems	3
• DMA C102 – Digital Imaging	3
• DMA C111 – Fundamentals of Web Development	3
• DMA C113 – Accessibility and Usability	3
• DMA C117 – Web Design with Dreamweaver	3
• DMA C119 – Advanced Web Development	3
• DMA C201 – eCommerce Development	3
• DMA C211 – Web Scripting with Javascript	3
• DMA C213 – Web Development with PHP and MySQL	3
• CSCI C143 – Network+ Fund. of Network Technologies	3
• DMA C280 – Web Production Management	3
• ENGL C151 – Technical Communications	3
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