Digital Media Arts Annual Unit Plan
2012-2013 Academic Year

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

The Digital Media Arts Department offers a Web Design Associate of Science degree and certificates in both Web Design and Digital Media Skills. The Web Design program provides students with the opportunity to develop the foundation skills and master the tools and processes necessary for entry level employment or 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 industry needs and current industry trends. The Digital Media Skills Certificate program is designed to provide students with a range of important skills related to digital media that enhance individual employability and augment organizational effectiveness.

The programs are structured to provide students with a comprehensive educational approach to the field of Digital Media Arts 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, Music and English discipline areas. Some course offerings from each of those programs are part of the 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

Both the Web Design AS degree and Certificate can be completed entirely online, as can the Digital Media Skills Certificate.

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 future development strategies listed in the 2011-2012 Annual Unit plan included paring down the number of course offerings in the Web Design program, submitting the Digital Media Skills certificate program to the State Chancellor's Office for approval, reviewing and revising the advisory and/or requisites for some courses, and improving the schedule of all course offerings to better serve student needs.

Course offerings have been trimmed as much as possible, while retaining enough diversity to retain demand for the Web Design program. The Digital Media Skills certificate program was not submitted to the State Chancellor's Office for approval. Requisites for some classes were changed to advisory status, in order to remove obstacles to enrollment for students who had obtained the necessary skills through professional experience or courses completed at other institutions. The scheduling of classes has allowed for core courses to be offered at least once a year, with entry level courses being offered every semester.

b. Review of Overall Department/Unit

What is working in Digital Media Arts:

- ✓ 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.
- ✓ 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 need to be improved across the spectrum of DMA course offerings.
- ➢ Degree and certificate completions need to be increased.

- A broader view of the department reveals a gap in the effectiveness of the staffing in Digital Media Arts, which needs to be addressed in the coming year. Given the restructuring of the department - with the inactivation of Digital Animation and the resulting primary focus on Web Design - Professor Lisa Darty's contribution to teaching in the web design program has become somewhat peripheral. It is proposed therefore that she be assigned to the Visual and Performing Arts Department, where her skill set in digital art topics will have a greater positive impact on the college's mission.
- Student learning outcomes need to be improved in the areas of aesthetic design, intermediate Photoshop skills, and describing core XHTML/CSS concepts.
- The Digital Media Skills Certificate program needs to be redesigned to meet the needs of a larger population of students, including those who attend on campus classes at all sites. The certificate then needs to be submitted to the State Chancellor's Office for approval.

In addition to the synopsis above, the most recent Web Design Program Review, completed in 2010, revealed the needs and opportunities categorized and listed below.

Curriculum Development

Needs:

- Industry trends outline the need for HTML5 content to be integrated into the program. HTML5 is still under development, but will become the standard language for presenting content on the Web, and thus will be a required component of the Web Design program. Currently, HTML5 content is best suited to an advanced development course; in the future, it will need to be incorporated into courses across all learning levels.
- Input from our Advisory Group specified a need for instruction in AJAX, another advanced web development concept.
- Advisory group members also suggested that some classes with esoteric titles (e.g. XHTML/CSS) be designated with less technical names, to clarify their entry-level nature and make them more accessible to students.
- Finally, group members identified a strong student interest in learning graphic design fundamentals.

Related Opportunities:

- The creation of an Advanced Web Development class would address the need for both HTML5 and AJAX content in our course offerings.
- Renaming courses to increase perceived accessibility has already begun, with the recent change in title of XHTML/CSS to Fundamentals of Web Development.
- DMA C109, Desktop Publishing with InDesign, provides a strong foundation in graphic design theory, with specific emphasis on typography and the design of multi-page documents. Rebranding of DMA C109 as a graphic design course would be an effective and efficient response to the indicated student need for a class in this topic area.

Student Performance

Needs:

- Student retention and success have been in decline over the past several years. We believe that this is corollary to the increasing number of students who are returning to college to develop skills or retrain as a result of unemployment. A significant number of these students are underprepared with respect to computer and self-efficacy skills, and there is a clear need for both assessment of computer competency, and training when assessment indicates insufficient skill in this area.

Related Opportunities:

- We believe retention and success can be directly improved by developing and launching a skills-based assessment, to be completed by students prior to registration. If students do not meet the competency standard, they can be guided into an appropriate course, such as CSCI C070.
- 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.
- More broadly, the Digital Media Skills certificate, redesigned to offer a decreased number of courses across fewer categories of digital media, could also serve to increase student achievement in areas related to computer competency, as well as providing students with an attainable milestone of success.

Student Learning Outcomes

All four program learning outcomes for the Web Design Program were assessed in 2009: A) demonstrate technical and creative mastery of the creation of web media, such as graphics, motion graphics, and interactive media; B) use valid markup, cascading style sheets, semantic encoding, accessibility compliance, and error-free scripting in the creation of web content; C) apply design principles to solve visual communication problems; and D) demonstrate lifelong learning skills in effective collaboration, leadership, written communication, management, and information search and retrieval.

Needs:

- Related to Outcome A, results of the assessment indicated a need for augmented instruction in specific Photoshop skills, and identified student interest in classes centered on additional Adobe applications that we do not currently teach.
- Related to Outcome B, we identified a need for greater instructional emphasis to be placed on accurately describing core XHTML/CSS concepts. A survey of graduates also indicated a desire for additional advanced classes in the program, particularly in the area of web programming.
- In regard to Outcome C, we identified a gap in the expected level of achievement with regard to design skills, and identified student interest in an advanced class to extend the learning opportunities in this topic area.

- No changes to curriculum are required in regard to the Outcome D; 100% of the assessed students achieved this outcome at a success rate of 85% or greater.

Related Opportunities:

- Revision to the current structure of DMA C102, Digital Imaging with Photoshop, should include additional instruction in masking and making selections, as well as an increased focus on imaging concepts related to web design. Historically, this class served as a core in both the Web Design and Digital Animation programs; with the inactivation of the Digital Animation Program, stronger focus on editing and creating graphic solutions for web delivery is needed.
- Although we have significantly pared down course offerings in an effort to increase productivity and help the college avoid exceeding its enrollment cap, the results of the above assessment suggest that additional courses providing learning opportunities in advanced web design concepts should be considered.

c. Goals for Upcoming Year (next academic year). ***Three goals not required. 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 retention rates have decreased slightly over the past several years, and student success has exhibited a significant decline. We believe this is due in some part to the growing number of college students who are underprepared with respect to computer and self-efficacy skills, corollary to the increase in students who are returning to college to develop skills or retrain as a result of unemployment.

3. Action Plan:

a. Develop and implement a skills-based assessment to be completed by students prior to registration. If students do not meet the competency standard in computer and self-efficacy skills, they can be guided into appropriate courses to address these learning needs.
b. Increase personal interactions with students taking courses in the department, and offer them additional guidance in navigating the route to degree completion. In the fall 2011 semester, Professor Suzie Ama developed an online survey that was launched in all DMA courses. The survey allowed students to identify their major, and to provide contact information if they desired assistance from our department in developing and completing their educational plan. Response to the survey was excellent, and it is our intention to contact each of the respondents individually.
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 DMA courses and receiving degrees and certificates.

Goal 2 - Improve Student Learning Outcomes in the areas of intermediate Photoshop skills, describing core XHTML/CSS concepts and aesthetic design.

1. Connection to College Strategic Goals:

1A - Strengthen instructional programs and services
1B - Improve student success rates and productivity numbers in CTE programs and classes
1C - Analyze and improve student success rates for Distance Education

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

Assessment of Student Learning Outcomes across a spectrum of classes identified three areas in which students are achieving lower than targeted levels of proficiency:

a. Intermediate Photoshop skills such as masking and making selections.
b. Core XHTML/CSS concepts, such as ranking style sheet priority, defining semantic encoding, identifying valid type selectors and identifying valid inline and block elements.

c. Applying design principles to solve visual communication problems.

3. Action Plan:

a. Additional instruction will be provided in Photoshop masking and selection techniques, and specific formative and summative assessments of these skills will be developed.
b. Greater instructional emphasis will be placed on the problematic concepts identified, including more formative assessment with feedback.
c. Online workshops within the class environment will be used to help students calibrate and develop their aesthetic assessment criteria. In addition, greater instructional emphasis will be placed on design styles and trends.

4. Measure of Success:

Increase in the number of students achieving the target level of proficiency in the identified three areas.

Goal 3- Redesign the Digital Media Skills Certificate to meet the educational needs of a larger population of students, including those who attend on campus classes at all sites.

1. Connection to College Strategic Goals:

1A - Maintain availability of comprehensive quality associate degrees and transfer program
1B - Continue to assess the needs of our communities
1B - Improve student success rates and productivity numbers in CTE programs and classes

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

The courses in the certificate program were initially selected from those already offered through Digital Media Arts and Computer Information Systems. We believe that new courses for the program should be developed that specifically address the needs of a larger student population (i.e. those not seeking a web design degree, but who nonetheless need training in various aspects of digital media). In addition to serving a larger student group, the redesign could reduce the need for students in this program to purchase high-end software packages, which will significantly reduce their expenses.

3. Action Plan:

The redesign will be discussed at the next meeting of the Web Design Advisory Group, tentatively scheduled for November 9th, 2011. With the input

provided at that meeting, as well as continued discussions with other departments and deans, the Digital Media Skills Certificate will be modified as to offer a decreased number of courses across four broad categories of digital media: presentation; document creation; imaging and video; and web content. It is our hope that a more rigidly structured but broadly based lineup of entry level courses will make the certificate more widely useful, accessible and achievable.

4. Measure of Success:

Completion of the certificate program revision, as well as the submission of the program to the State Chancellor's Office for approval.

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

a. New Classified Staffing. ***If more lines are needed, Tab over from the bottom-right box.***

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	Funding Source: G=General Fund R=Restricted (be specific)

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.

b. New Full-Time Faculty Staffing

Discipline	Affected Programs	Location	Priority	Strategic Plan goal addressed by this position	Funding Source: G=General Fund R=Restricted (be specific)

Full-Time Faculty Staffing Justification:

[Refer to the separate handout listing criteria for new faculty hiring.]

c. Supplies (per unit cost less than $1000). ***Enter requests on lines below. If more rows needed, Tab over from box on bottom right.***

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: G=General Fund R=Restricted V = VTEA

d. Non-Technology Equipment (per unit cost greater than $1000). ***Enter requests on lines below. If more rows needed, Tab over from box on bottom right.***

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: G=General Fund R=Restricted V = VTEA

e. Technology Equipment (computers, data projectors, document readers, etc.). ***Enter requests on lines below. If more rows needed, Tab over from box on bottom right.***

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: G=General Fund R=Restricted V = VTEA
Replacement motherboard	CI	2	1B, 1C	A new motherboard will upgrade a computer that is currently unusable; this computer will be helpful for creating media for the development of the Mac track of the planned computer competency skills assessment.	200.00	One time	G
Adobe Connect licenses	All	1	1A, 1B, 1C	The Digital Media Arts Department uses Adobe Connect to deliver synchronous instruction in online classes and in multisite synchronous campus classes. It is	1800.00	Ongoing, annual	G

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: G=General Fund R=Restricted V = VTEA
				a mature product, exhibiting technological stability, robust features, and an intuitive user interface. Historically, this budget item has been paid through the IT GUI budget; we've received some indication that this might not be the case in the future, and we wish to ensure that DMA faculty are able to provide instruction using Connect without interruption.			
Adobe Creative Suite licenses	All	1	1A, 1B, 1C	We offer a regular pattern of entry-level and elective classes on campus and in hybrid format to meet the needs of on campus students, students not ready for online learning, and students who take DMA courses as general electives or for personal development. We have modified our licenses to save money in the long term, and will continue to examine different software packages that will help us provide students with instruction using	$2,282 and $7,306 on alternating academic years. During the 2012-2013 year, $2,282 will be due.	Ongoing, annual	G

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: G=General Fund R=Restricted V = VTEA
				industry standard software in the most cost-effective manner.			

f. Facilities. ***Enter requests on lines below. If more rows needed, Tab over from box on bottom right.***

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: G=General Fund R=Restricted V = VTEA

g. Travel (inter-campus, intra-district, conferences, etc.). ***Enter requests on lines below. If more rows needed, Tab over from box on bottom right.***

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: G=General Fund R=Restricted V = VTEA
2 Industry Conferences (1 conference per year per full time faculty member)	IWV	1	1F	The field of web design and digital media arts changes rapidly.	$4,800	Ongoing, annual	V

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: G=General Fund R=Restricted V = VTEA
				Industry conferences are an important way that faculty can maintain current knowledge of industry standards and development tools and network with others in the industry.			

h. Marketing (brochures, radio spots, promotional travel, etc.). ***Enter requests on lines below. If more lines needed, Tab over from box on bottom right.***

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: G=General Fund R=Restricted V = VTEA
Brochure Web Site Hosting Service	All	1	1A, 1B, 1D, 1E	Chief marketing tool for the program. Includes long term schedule, degree/cert patterns, labor market information, instructions for incoming students, information about successful online learning, faculty biographies, and a gallery of	$406.80	Biennial (next due Dec. 2012)	V

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: G=General Fund R=Restricted V = VTEA
				student work.			

i. Other (institutional fees, library books). ***Enter requests on lines below. If more lines needed, Tab over from box on bottom right.***

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: G=General Fund R=Restricted V = VTEA
lynda.com subscription	All	1	1A, 1C	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	V
Bluehost PHP Server	All	2	1A, 1B, 1C	Some course offerings require students to utilize a web hosting service; this ability is an integral	$190.80	Biennial (next due Dec. 2011)	V

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: G=General Fund R=Restricted V = VTEA
				component of preparing students to successfully deliver web content.			

STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

Course Name: DMA C102 Digital Imaging with Photoshop

Assessors:

- Suzie Ama
- Lisa Darty
- Vickie Taton

Assessment Definitions and Plan

Outcome and Assessment Definitions		Assessment and Data Collection		
	Condition of Outcome, Target Level of Performance, Learning Outcome, Assessment Tool/Scoring Method	**Detailed Description of Assessment Plan**	**Results**	**Plan for Improvement and Reassessment**
A.	Upon successful completion of the course, 80% of students will be able to critique fine art, digital paintings, and iconography for use of design elements and principles. This will be assessed with a written assignment, scored by a rubric.	**Description** Student papers will be collected from Lisa Darty. The files will be uploaded to the FTP server for web viewing. Suzie Ama and Lisa Darty will use a rubric to assess the student work, first norming. **Timeline** Assessment will be conducted Finals Week, Spring 2011. **Sample** All students who were enrolled in Fall 2010 and Spring 2011 sections will be assessed. **Pending Tasks:** • None	Average scores for this written assignment for three sections of this class were 86%, 86% and 87%. A fourth section, at the KRV campus, averaged 65%. Three out of four classes exceeded the target; one section fell significantly below target.	For the sections with a successful outcome, no curriculum or instructional changes are indicated. This outcome will be reassessed during the next assessment cycle, following the 2012 accreditation visit. We believe that the low scores garnered by the fourth section at the KRV campus were a result of the class comprising students with lower than average reading, writing and computer skills.
B.	Upon successful completion of the course, 80% of students will be able to apply design elements and principles to	**Description** Student projects will be collected from Lisa Darty. The project files will be converted to .jpg format if they are not already in that format.	43 out of 49 (88%) of students attained this outcome.	With a successful outcome, no curriculum or instructional changes are indicated. This outcome will be reassessed during the

	construct composite digital images with layers, layer blending modes, layer styles, layer masks, vector masks, clipping masks, adjustment layers, type layers, and filters. This will be assessed with a project, scored with a rubric.	The files will be uploaded to the FTP server for web viewing. Suzie Ama and Lisa Darty will use a rubric to assess the student work, first norming. **Timeline** Assessment will be conducted Finals Week, Spring 2011. **Sample** All students who were enrolled in Fall 2010 and Spring 2011 sections will be assessed. **Pending Tasks:** • None		next assessment cycle, following the 2012 accreditation visit.
C.	Upon successful completion of the course, 80% of students will be able to apply design elements and principles to construct effective iconography and optimized Web graphics. This will be assessed with a project, scored with a rubric.	**Description** Student projects will be collected from Lisa Darty. The project files will be converted to .jpg format if they are not already in that format. The files will be uploaded to the FTP server for web viewing. Suzie Ama and Lisa Darty will use a rubric to assess the student work, first norming. **Timeline** Assessment will be conducted Finals Week, Spring 2011. **Sample** All students who were enrolled in Fall 2010 and Spring 2011 sections will be assessed. **Pending Tasks:** • None	28 out of 49 (57%) of students attained this outcome. The component, design and optimization, were assessed separately and then averaged to arrive at an overall percentage. While 90% of students mastered web graphic optimization skills, only 24% of them exhibited master of design principles for iconography.	Additional activities will be developed to help students strengthen their aesthetic assessment criteria, and greater instructional emphasis will be placed on design principles.

D.	Upon successful completion of the course, 80% of students will be able to demonstrate mastery in selection techniques and use of tools and brushes. This will be assessed with a project, scored with a rubric.	**Description** Artifacts from DMA C102 (Photoshop) were collected and assessed. For each software tool, several essential skills and operations were evaluated in each artifact. Students who do not exhibit mastery over all criteria will not be deemed to have met the outcome. **Timeline** May 2009 **Sample** All students who completed DMA C102 **Pending Tasks:** • None	12 out of 29 students exhibited mastery over essential Photoshop skills.	It was discussed that Photoshop masking and selection requires more instructional emphasis, as well as specific formative and summative assessments. We discussed that the recent addition of Lynda.com training videos may also improve this outcome. This will be reassessed in Spring 2011.
E.	Upon successful completion of the course, 80% of students will be able to evaluate the application of copyright law to specific scenarios. This will be assessed with a quiz, scored with a rubric.	**Description** A quiz will be developed and launched for all sections of this class, and quiz scores will be collected from Lisa Darty. **Timeline** Assessment will be conducted Finals Week, Fall 2011. **Sample** All students who were enrolled in Fall 2011 sections will be assessed. **Pending Tasks:** • Quiz scores to be collected in Finals Week, Fall 2011		

Course Name: DMA C103 Digital Photo Enhancement with Photoshop

Assessors:

- Suzie Ama
- Lisa Darty

Assessment Definitions and Plan

Outcome and Assessment Definitions		Assessment and Data Collection		
	Condition of Outcome, Target Level of Performance, Learning Outcome, Assessment Tool/Scoring Method	**Detailed Description of Assessment Plan**	**Results**	**Plan for Improvement and Reassessment**
A.	Upon successful completion of the course, 80% of students will be able to evaluate a photograph based on its relative color cast, tonal distribution, saturation, and apply software techniques to correct imbalances. This will be assessed with a project, scored by a rubric.	**Description** Final projects will be collected from the Adjunct Professor, Vickie Taton. The project files will be converted to .jpg format if they are not already in that format. The files will be uploaded to the FTP server for web viewing. Suzie Ama and Lisa Darty will use a rubric to assess the student work, first norming. **Timeline** Finals Week, Spring 2011 **Sample** All students in the class will be assessed. **Pending Tasks:** • None. Assessment is ready for next week.	24 out of 44 (55%) of students successfully attained this outcome.	
B.	Upon successful completion of the course, 80% of students will be able to apply software techniques to repair damaged,	**Description** Final projects will be collected from the Adjunct Professor, Vickie Taton. The project files will be converted to .jpg format if they are not	21 out of 35 (60%) of students successfully attained this outcome.	

	distorted, or undesirable areas of a photograph and to apply special photographic effects. This will be assessed with a project, scored by a rubric.	already in that format. The files will be uploaded to the FTP server for web viewing. Suzie Ama and Lisa Darty will use a rubric to assess the student work, first norming. **Timeline** Finals Week, Spring 2011 **Sample** All students in the class will be assessed. **Pending Tasks:** • None. Assessment is ready for next week.		
C.	Upon successful completion of the course, 80% of students will be able to acquire digital photographs through a variety of input devices and prepare images for print or Web output. This will be assessed and scored with a quiz.	**Description** A 5-question quiz was administered in Week 12 that solely measured understanding of concepts of input and output of digital image. The quiz is self-scoring. **Timeline** Spring 2011 **Sample** All students in the class **Pending Tasks:** • Discuss results during Assessment Meeting, Finals week.	The class-wide average score for this quiz was 75%, which was slightly below the target. Students tended to do more poorly on the following questions: 1. Your options for inputting an image larger that the scanner surface will accommodate include: 2. When scanning images for eventual output by an ink jet printer your scan resolution should be at least pixels per inch.	Students were only exposed to this information through assigned readings. We discussed the benefit of also delivering this instruction via a live Connect lecture. The lecture material and the quiz will also be more closely examined to ensure that they align well. This outcome will be reassessed in Spring 2012, when the course is next offered.
D.	Upon successful completion of the	**Description**	The class-wide average	With a successful outcome,

	course, 80% of students will be able to explain Copyright and Fair Use as the law applies to digital photographs. This will be assessed and scored with a quiz.	A 5-question quiz was administered in Week 13 that solely measured understanding of concepts of copyright and fair use. The quiz is self-scoring. **Timeline** Spring 2011 **Sample** All students in the class. **Pending Tasks:** • None.	score for this quiz was 88%, which exceeded the target.	no curriculum or instructional changes are indicated. This outcome will be reassessed during the next assessment cycle, following the 2012 accreditation visit.

Course Name: DMA C111 XHTML/CSS

Assessors:

- Suzie Ama
- Elaine Rudis-Jackson

The original SLOs for this course were:

1. Define block and inline elements and classify XHTML elements according to each category. This will be assessed with a final project, scored with a rubric.
2. Write valid and semantically correct XHTML code. This will be assessed with a final project, scored with a rubric.
3. Apply CSS concepts to the box model effectively. This will be assessed with a final project, scored with a rubric.
4. Write valid CSS code to control page appearance and layout. This will be assessed with a final project, scored with a rubric.
5. Describe microformats and apply several types to web pages. This will be assessed with a final project, scored with a rubric.

Suzie and Elaine decided that outcomes 1 and 3 would better be assessed with an exam, rather than a project. These will be assessed in the Spring 2011. It was also decided that outcome 2 needed to be separated into 2 outcomes to assess validation and semantic encoding. Finally, it was decided that it is not necessary to have an SLO for microformats. That content will still be taught, but it is not central to the course and need not be assessed as an SLO.

Assessment Definitions and Plan

Outcome and Assessment Definitions		**Assessment and Data Collection**		
	Condition of Outcome, Target Level of Performance, Learning Outcome, Assessment Tool/Scoring Method	**Detailed Description of Assessment Plan**	**Results**	**Plan for Improvement and Reassessment**
A.	Upon successful completion of the course, 80% of students will be able to define block and inline elements and classify XHTML elements according to each	**Description** Originally, this outcome was defined to be measured with a project. However, it was discussed that an objective exam would be a more effective measure. The exam will be	16 out of 17 students (94%) met this outcome.	Students exceeded the target for this outcome. However, only 2 exam questions addressed these concepts. Two additional questions should be added to ensure a

	category. This will be assessed with an exam.	prepared for Spring 2011 students. **Timeline** Spring 2011 **Sample** **All students enrolled in the class.** **Pending Tasks:** • None.		breadth of understanding. This outcome will be reassessed in Fall 2012
B.	Upon successful completion of the course, 80% of students will be able to write valid XHTML code. This will be assessed with a final project, scored with a rubric.	**Description** Suzie and Elaine used a simple scoring rubric to determine whether or not each student satisfactorily met the SLO. Prior to assessment they looked at several samples and discussed where the threshold would be between having met and not having met the outcome. **Timeline** Fall 2010 **Sample** 20 students were randomly selected from Fall 2010 sections, offered online or in hybrid format. **Pending Tasks** • None. Assessment complete.	15 out of 20 students (75%) met this outcome.	Students fell below the target percentage. Suzie and Elaine are meeting during Spring 2011 Finals Week to analyze the results and identify strategies to improve the outcome. This SLO will be reassessed in Fall 2012.

C.	Upon successful completion of the course, 80% of students will be able to write semantically correct XHTML code. This will be assessed with a final project, scored with a rubric.	**Description** Suzie and Elaine used a simple scoring rubric to determine whether or not each student satisfactorily met the SLO. Prior to assessment they looked at several samples and discussed where the threshold would be between having met and not having met the outcome. **Timeline** Fall 2010 **Sample** 20 students were randomly selected from Fall 2010 sections, offered online or in hybrid format. **Pending Tasks** None. Assessment complete.	14 out of 20 students (70%) met this outcome.	Students fell below the target percentage. Suzie and Elaine are meeting during Spring 2011 Finals Week to analyze the results and identify strategies to improve the outcome. This SLO will be reassessed in Fall 2012.
D.	Upon successful completion of the course, 80% of students will be able to define the box model. This will be assessed with an exam.	**Description** Originally, this outcome was defined to be measured with a project. However, it was discussed that an objective exam would be a more effective measure. The exam will be prepared for Spring 2011 students. **Timeline** Spring 2011 **Sample**	15 out of 17 students (88%) met this outcome.	Students exceeded the target for this outcome. However, only 2 exam questions addressed these concepts. Two additional questions should be added to ensure a breadth of understanding. This outcome will be reassessed in Fall 2012

		Pending Tasks: Create exam questions and incorporate into Final Examination.		
E.	Upon successful completion of the course, 80% of students will be able to write valid CSS code to control page appearance and layout. This will be assessed with a final project, scored with a rubric.	**Description** Suzie and Elaine used a simple scoring rubric to determine whether or not each student satisfactorily met the SLO. Prior to assessment they looked at several samples and discussed where the threshold would be between having met and not having met the outcome. **Timeline** Fall 2010 **Sample** 20 students were randomly selected from Fall 2010 sections, offered online or in hybrid format. **Pending Tasks** None. Assessment complete.	15 out of 20 students (75%) met this outcome.	Students fell below the target percentage. Suzie and Elaine are meeting during Spring 2011 Finals Week to analyze the results and identify strategies to improve the outcome. This SLO will be reassessed in Fall 2012.
F.	Upon successful completion of the course, 80% of students will be able to describe microformats and apply several types to web pages. This will be assessed with a final project, scored with a rubric.	**Description** Suzie and Elaine used a simple scoring rubric to determine whether or not each student satisfactorily met the SLO. Prior to assessment they looked at several samples and discussed where the threshold would be between having met and not having met the outcome.	13 out of 15 students (65%) met this outcome.	Students did not meet this outcome at the target percentage, however, this SLO has removed from the course outline of record because it is a supplemental concept, rather than a core concept. This SLO will not be reassessed.

		Timeline Fall 2010 **Sample** 20 students were randomly selected from Fall 2010 sections, offered online or in hybrid format. **Pending Tasks** None. Assessment complete.		

Course Name: DMA C113 Accessibility and Usability

Assessors:

- Suzie Ama

Assessment Definitions and Plan

Outcome and Assessment Definitions		Assessment and Data Collection		
	Condition of Outcome, Target Level of Performance, Learning Outcome, Assessment Tool/Scoring Method	**Detailed Description of Assessment Plan**	**Results**	**Plan for Improvement and Reassessment**
A.	Upon successful completion of the course, 80% of students will be able to evaluate the usability of web content and apply usability principles, taking into account such issues as user technology, visual hierarchy, legibility and readability, writing style, site structure, navigation, search engine optimization, Intranets, eCommerce, and internationalization. This will be assessed with a project, scored by a rubric.	**Description** Students will be given the option to produce a web site or write a term paper. The scoring rubric evaluated usability concepts of visual hierarchy, technology, legibility and usability, content, site structure, navigation, and search engine optimization. Analysis was done for each student's overall mastery of the group, and there was analysis for each usability concept, as well. **Timeline** Spring 2011 **Sample** All students **Pending Tasks:** • None.	Students exhibited 81% overall mastery of the outcome. Analysis of the individual usability concepts revealed weakness in visual hierarchy (56%) and navigation design (67%). All of the other areas were 80% or above.	Although the overall outcome met the target level of performance, student learning for this outcome can be improved by providing more focus on visual hierarchy and navigation design. The development of these skills needs to be scaffolded and students need more opportunity to critique and articulate how the principles are applied. Exercises will be developed and implemented in Spring 2012 and students will be reassessed.
B.	Upon successful completion of the course, 80% of students will be able to identify disabilities that impede access to web content and categorize appropriate	**Description** Students were given a matching question in an exam, in which they were asked to match the specific disability with the appropriate accommodation. There were 5	Students averaged 76% correctness across all 5 pairs, falling below the 80% target. Macular degeneration	Greater emphasis is being placed on these concepts in Spring 2011, including a live Adobe Connect mini-lecture to provide this instruction in a supplemental format and

	accommodations for each. This will be assessed and scored with a quiz.	disabilities and 5 accommodations to match. **Timeline** Spring 2010 **Sample** All students who were enrolled in the class (32 respondents). **Pending Tasks** • None.	(69%), multiple sclerosis (72%), and blindness (63%) and their corresponding accommodations were problematic concepts for students.	to implement formative assessment.
C.	Upon successful completion of the course, 80% of students will be able to defend the position that sites should be accessible from a legal and ethical perspective. This will be assessed by an exam essay question, scored with a rubric.	**Description** Students were given an essay question in an exam with the following scenario: "Ms. Smith has started a new dog grooming business and launched a web site to promote her services. Should she make her web site accessibility compliant? If so, why?" **Timeline** Spring 2010 **Sample** All students who were enrolled in the class (32 respondents). **Pending Tasks:** • None. Assessment complete.	87% of students provided a correct answer, reflecting knowledge of accessibility law and sensitivity toward ethical reasons for making a site accessible.	Students met the target threshold for this outcome, and this SLO will not be reassessed until the entire course inventory has completed the assessment cycle.
D.	Upon successful completion of the course, 80% of students will be able to apply XHTML coding techniques to make a site compliant with the strictest accommodation standard.	**Description** Students will be given the option to produce a web site or write a term paper. However, this outcome cannot be assessed with a paper. This outcome should be revised to evaluate a students ability to use	4 out of 6 students (67%) mastered this outcome.	My observation is that students XHTML coding skills are not strong enough. Making DMA C111/CSCI C181 a prerequisite, rather than an advisory would improve this outcome.

	This will be assessed with a project, scored with a rubric.	accessibility testing software. **Timeline** Spring 2011 **Sample** All students who chose the web site project as their final project. **Pending Tasks:** • None.		
E.	Upon successful completion of the course, 80% of students will be able to Develop a usability and accessibility testing plan. This will be assessed with a written report, scored with a rubric.	**Description** Students will be given the option to produce a web site or write a term paper. A rubric will be developed for each to score students' work. **Timeline** Spring 2011 **Sample** All students enrolled in DMA C113. **Pending Tasks:** • None.	11 out of 12 (92%) students mastered this outcome.	This exceeds the target level of performance. No changes to curriculum or instruction are required.

Course Name: DMA C117 Web Design with Dreamweaver

Assessors:

- Suzie Ama
- Elaine Rudis-Jackson

Assessment Definitions and Plan

Outcome and Assessment Definitions		Assessment and Data Collection		
	Condition of Outcome, Target Level of Performance, Learning Outcome, Assessment Tool/Scoring Method	**Detailed Description of Assessment Plan**	**Results**	**Plan for Improvement and Reassessment**
A.	Upon successful completion of the course, 80% of students will be able to design and produce visually attractive, usable, accessible, and interactive Web content that takes the intended audience needs and expectations into account. This will be assessed by a project, scored with a rubric.	**Description** Final projects from the Spring 2011 DMA C117 class were collected and assessed. **Timeline** Spring 2011 **Sample** All students enrolled in DMA C117. **Pending Tasks:** • Review appropriateness of the rubric. • Reassess in Spring 2011.	8 out of 17 students (47%) met this outcome. This is a 7% increase compared to when this outcome was last assessed in 2009.	The previous plan to improve student learning involved placing greater emphasis on design and provide students will more opportunities to evaluate their own work with a rubric. Students' Photoshop skills seem to be somewhat weak and this limits their ability to design rich interfaces and page design. Suzie is developing a lesson and assignment that Lisa can adopt in DMA C102.
B.	Upon successful completion of the course, 80% of students will be able to Use Dreamweaver's features to create Web content that correctly separates semantic encoding from content. This will be assessed by a project, scored with a rubric.	**Description** Student projects from the Spring 2009 DMA C117 class were collected and assessed. For each software tool, several essential skills and operations are evaluated in each artifact. Students who did not exhibit mastery over all criteria were not deemed to have met the outcome.	7 out of 7 students exhibited mastery over Dreamweaver software.	There is no need to reassess until the entire course inventory has completed the assessment cycle.

		Timeline Spring 2013 **Sample** All students enrolled in DMA C117. **Pending Tasks** • None, Assessment complete.		
C.	Upon successful completion of the course, 80% of students will be able to use Dreamweaver for collaboration and testing. This will be assessed and scored by an exam.	**Description** Final projects from the Spring 2011 DMA C117 class were collected and assessed. **Timeline** Spring 2011 **Sample** All students enrolled in the class. **Pending Tasks:**	88% of students met this outcome.	There is no need to reassess until the entire course inventory has completed the assessment cycle.

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

Subject:DMA	Top_Code:<All>	Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2008-2009			37	744	20.1	115.1	11.5	7.6	10.0	737	563	76.4%	405	55.0%
	200850		4	79	19.8	13.0	1.3	1.0	9.8	82	62	75.6%	47	57.3%
		Digital Media Arts	4	79	19.8	13.0	1.3	1.0	9.8	82	62	75.6%	47	57.3%
	200870		17	365	21.5	60.9	4.6	2.4	13.4	358	271	75.7%	187	52.2%
		Digital Media Arts	17	365	21.5	60.9	4.6	2.4	13.4	358	271	75.7%	187	52.2%
	200930		16	300	18.8	41.2	5.6	4.2	7.3	297	230	77.4%	171	57.6%
		Digital Media Arts	16	300	18.8	41.2	5.6	4.2	7.3	297	230	77.4%	171	57.6%
2009-2010			31	711	22.9	108.2	8.4	4.9	12.8	711	522	73.4%	351	49.4%
	200950		5	79	15.8	10.1	1.7	1.3	6.1	79	65	82.3%	47	59.5%
		Digital Media Arts	5	79	15.8	10.1	1.7	1.3	6.1	79	65	82.3%	47	59.5%
	200970		15	317	21.1	52.7	3.8	2.3	13.9	316	234	74.1%	162	51.3%
		Digital Media Arts	15	317	21.1	52.7	3.8	2.3	13.9	316	234	74.1%	162	51.3%
	201030		11	315	28.6	45.3	3.0	1.2	15.2	316	223	70.6%	142	44.9%
		Digital Media Arts	11	315	28.6	45.3	3.0	1.2	15.2	316	223	70.6%	142	44.9%
2010-2011			34	585	17.2	88.9	7.1	3.9	12.5	587	437	74.4%	284	48.4%
	201050		4	93	23.3	13.0	0.8	0.5	15.6	93	68	73.1%	42	45.2%
		Digital Media Arts	4	93	23.3	13.0	0.8	0.5	15.6	93	68	73.1%	42	45.2%
	201070		16	243	15.2	42.1	3.3	1.8	12.8	243	182	74.9%	118	48.6%
		Digital Media Arts	16	243	15.2	42.1	3.3	1.8	12.8	243	182	74.9%	118	48.6%
	201130		14	249	17.8	33.8	3.0	1.6	11.4	251	187	74.5%	124	49.4%
		Digital Media Arts	14	249	17.8	33.8	3.0	1.6	11.4	251	187	74.5%	124	49.4%
Sum			101	2,040	20.2	312.2	27.0	16.4	11.5	2,035	1,522	74.8%	1,040	51.1%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

Subject:MA	Top_Code:<All>	Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			39	663	17.0	100.6	7.3	4.5	13.7	586	495	84.5%	358	61.1%
	200750		5	62	12.4	6.4	1.3	0.7	4.8	62	53	85.5%	44	71.0%
		Media Arts	5	62	12.4	6.4	1.3	0.7	4.8	62	53	85.5%	44	71.0%
	200770		19	321	16.9	50.3	3.8	2.3	13.4	288	239	83.0%	160	55.6%
		Media Arts	19	321	16.9	50.3	3.8	2.3	13.4	288	239	83.0%	160	55.6%
	200830		15	280	18.7	43.8	2.2	1.5	19.6	236	203	86.0%	154	65.3%
		Media Arts	15	280	18.7	43.8	2.2	1.5	19.6	236	203	86.0%	154	65.3%
2008-2009			1	7	7.0	0.5	0.1	0.0	3.7	7	7	100.0%	6	85.7%
	200850		1	7	7.0	0.5	0.1	0.0	3.7	7	7	100.0%	6	85.7%
		Media Arts	1	7	7.0	0.5	0.1	0.0	3.7	7	7	100.0%	6	85.7%
Sum			40	670	16.8	101.0	7.5	4.5	13.6	593	502	84.7%	364	61.4%