
Digital Media/Multimedia Technology

Comprehensive Academic Program Review
2008-09

Associate in Science Degrees:

Digital Media Production

Digital Video Production

Video Game Foundations

Certificates:

*Digital Media/Multimedia Production, Digital Media/Multimedia,
Video Production, Video Game Foundations*



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Digital Media/Multimedia Technology
2008-09 Comprehensive Academic Program Review
Department of Institutional Research and Effectiveness

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Executive Summary

Introduction

The program review process at St. Petersburg College (SPC) is a collaborative effort designed to continuously measure and improve the quality of educational services provided to the community.

Program Description

The Digital Media Technology program at St. Petersburg College meets the needs of one of the fastest growing sectors in the computer industry. Digital Media pertains to the convergence of communication technologies, including television, the World Wide Web, and computer-based interactivity and nonlinear structure. It extends well beyond the scope of the business world. Interactive games, education, CD-ROMs, DVDs, digital video, and dynamic Websites are changing the way we learn and entertain ourselves. The Digital Technology program was created in partnership with skilled and talented professionals drawing on their leadership in digital technology. The program was also designed in collaboration with the Interactive Media Technology Project consortium commissioned to update the Student Performance Standards and Curriculum Frameworks for AS/AA degrees throughout Florida. Students enrolled in the program not only receive a well-rounded general education with an emphasis on originality and creativity, but also acquire the specific skills essential to working in today's digital media industry and the future. Graduates from this program will be able to start careers in digital media production, digital video, instructional integration, interactive and educational media production and other areas utilizing digital media technology.

Degrees Offered

An Associate in Science Degree is offered in Digital Media Production, Digital Video Production, and Video Game Foundations. Certificates are also offered for Digital Media/Multimedia Production, Digital Media/Multimedia, Video Production, and Video Game Foundations.

Program Performance

- Fall 2007-08 had the highest *Actual Course Enrollment* (128) for the same term over the last three years. Spring 2007-08 increased (152) from the previous year, while Summer 2007-08 showed a slight decrease (18).
- The Spring 2007-08 semester had the highest *SSH Productivity* (0.85) of the last three Spring semesters. Fall and Summer 2007-08 showed a slight decrease from the same terms in 2006-07.
- The total *number of program graduates* (A.S. and Certificates) in the Digital Media/Multimedia Technology program has increased steadily over the last two years reaching a five-year high in the Digital Media A.S. program (6).
- The vast majority of students in the program *succeed* in the courses. In Spring of 2007, 91.7% of the students were successful, as compared to 89.5% in Spring of 2008. In Fall of 2007, 87.5% of the students succeeded as compared to 94.5% in Fall of 2008.
- *Fulltime Faculty* taught 36.2% of the ECHs in 2007-08, as compared to 25.4% in 2006-07. Adjunct Faculty taught 63.8% of the ECHs in 2007-08, as compared to

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74.6% in 2006-07. The highest semester for Adjunct ECHs was Spring 2006-07 in which adjunct faculty taught 80.4% of the program's course load. The 2007-08 three-semester average for adjunct faculty (63.8%) exceeded the College's general 65/35 Fulltime/Adjunct Faculty Ratio guideline.

Program Profitability

- The *Relative Profitability Index* (RPI-T) for the Digital Media/Multimedia Technology decreased (0.75) in 2007-08, and in 2006-07 (1.16) from a six-year high (1.43) in 2005-06. All but two of the six years had an RPI-T above 1.00 with the remaining years at 0.98, and 0.75. The program's 2007-08 RPI-T value of 0.75 was well above the college-wide target of 0.53 (SPC mean).

Program Improvements

- *Capital Expenditures* (Fund 10 & 16) for the Digital Media/Multimedia program (Org: 11260108) during the past three years totaled \$48,214. Program improvements made as a result of the capital expenditures included the leasing of 34 high-end computers, the purchase of video editing software, projectors, camera kits, camera control units, and software licenses.

Academic Outcomes

- The *2006-07 Academic Program Assessment Report* indicated that the desired results were primarily met for the four Major Learning Objectives (MLOs) assessed. Data was collected during Spring 2006 and Spring 2007. The Spring 2006 and Spring 2007 students exceeded the target in all areas.
- The *2006-07 follow-up Report* was completed in June 2008. Six of the seven action items were successfully completed and the results published in the December 2006-07 follow-up report.

Stakeholder Perceptions

- All the individual average content area scores for the *Student Survey of Instruction (SSI)* were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Digital media/Multimedia Technology program; specifically, as they relate to faculty/student interaction, course organization, course presentation, and evaluation methodologies.
- A Digital Media/Multimedia Technology *advisory committee meeting* was held on October 16, 2008. The advisory committee meeting discussions included a review of current Associate in Science (A.S) degrees, the new Digital Graphic Design option, the Videography option "Go Green" class project, old business, and new business.
- Nine *Alumni Surveys* were provided to the 2006-07 graduates of the Digital Media/Multimedia Technology program. Responses were received from two A.S. graduates and one Certificate completer.
- Two *Employer surveys* were sent out to employers based on the permission provided by recent graduates in the 2006-07 recent graduate survey. Since no



Employer Surveys were returned, there is no Employer Survey information available.

Occupation Profile

- Two *occupation descriptions* were located in the Bureau of Labor Statistics for the Digital Media/Multimedia Technology program. The first was the occupation description for Film and Video Editors and the second was the Camera Operators, Television, Video, and Motion Picture.
- The *median yearly income* for Film and Video Editors was \$47,900 in the United States, and \$40,100 in the local area. The median yearly income for Camera Operators, Television, Video, and Motion Picture was \$41,850 in the United States, and \$46,590 in the local area.
- *Employment trend information* for the Film and Video Editors suggests a significant average annual increase (13% - 17%) in employment for the profession over the next 7 years for the country and state. Employment trend information for the Camera Operators, Television, Video, and Motion Picture also suggests a significant average annual increase (12% - 20%) in employment for the profession over the next 7 years for the country and state.

State Graduates Outcomes

- Fifty-three students (53) students completed a state Digital Media/Multimedia Technology program in 2005-06, of those over forty (43) were employed. Sixty-three percent (27) of those state graduates were employed at least a full quarter.

Program Director's Perspective: Issues, Trends, and Recent Successes

The Digital Arts, Media, and Interactive Web program (formally known as Digital Media), has initiated changes necessary to meet current industry demands. These changes will align our current program with Florida's future economic growth as defined by *the Employ Florida Banner Center for Digital Media*. Digital Arts faculty is currently in the process of developing new courses in accordance with recent statewide pathways which have been defined and approved by other Florida colleges within the field. Our program also continues to explore articulation agreements with regional high schools in leading edge areas of graphics and Web design.

Current enrollment growth strategies intended to expand the program, include the following:

- Attending local and regional career fairs.
- Updating college web pages.
- Updating and publishing new promotional brochures.
- SPC faculty and administrators serving on advisory boards for similar programs in local high schools.
- Hosting area high school competitions.
- Continuing to provide individual tours upon request for potential students and parents.



Many online courses in the Digital Arts program will become the preferred course delivery mode. Since online is the nature of the digital program, students should thrive in this environment. Traditionally, our online courses quickly fill, often attracting non-traditional students outside the area, thus increasing the popularity of our program. *Employ Florida Banner Center for Digital Media* has identified and created a statewide list of over 11,000 Digital Media companies and employers. Beginning with Fall 2009, students in the capstone course, *Digital Portfolio*, will be required to select three businesses from this list which will review their portfolios using a rubric. Capstone courses will also continue to collaborate with area businesses thus providing students with hands-on experience.

The *Employ Florida Banner Center*, the *Center for Economic Development*, and local Florida colleges recently identified emerging jobs and immediate openings for the jobs. This new job position is referred to as a "technical artist", and it is in high demand within the Digital Media industry. According to the findings, "this position was the most sought after by the game industry and a vital link in the growth of the other digital media industries". The characteristics of this new job title identifies the required skills as graphics, video, web, 3-D, audio, and motion graphics, all of which are covered under our new Digital Arts program. We believe that our program provides SPC students the necessary tools to compete, and to thrive in the new and emerging Digital Media industry.

Program Action Plan

- Program Recommendations and action plans are compiled by the Provost and Program Director, and are located at the end of the document.





SPC Mission Statement

The mission of St. Petersburg College is to provide accessible, learner-centered education for students pursuing selected baccalaureate degrees, associate degrees, technical certificates, applied technology diplomas and continuing education within our service area as well as globally in program areas in which the College has special expertise. As a comprehensive, multi-campus postsecondary institution, St. Petersburg College seeks to be a creative leader and partner with students, communities, and other educational institutions to deliver enriched learning experiences and to promote economic and workforce development. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

Introduction

In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over seventy-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state, and beyond. This is due, in large part, to the College's institutional effectiveness.

Institutional Effectiveness

Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC, the Offices of Planning, Budgeting, and Research work with all departments and units to establish measurable statements of intent that





are used to analyze effectiveness and to guide continuous quality improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

The bottom-line from SPC's institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish its desired outcomes. The level of success of SPC's actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement, or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College's institutional effectiveness process.

Educational Assessment

Educational programs use a variety of assessment methods to improve their effectiveness. Assessment and evaluation measures are used at various levels throughout the institution to provide provosts, deans, program managers, and faculty vital information on how successful our efforts have been.

While the focus of a particular educational assessment area may change, the assessment strategies remain consistent and integrated to the fullest extent possible. The focus for Associate in Arts degrees is targeted for students continuing on to four-year degree programs as opposed to the Associate in Applied Science, Associate in Science, and Baccalaureate programs which are targeted towards students seeking employable skills. The General Education based assessments focus on the general learning outcomes from all degree programs, while Program Review looks at the viability of the specific programs.

The individual reports unique by their individual nature are nevertheless written to address how the assessments and their associated action plans



have improved learning in their program. The College has developed an Educational Assessment Website (<https://it.spcollege.edu/edoutcomes/>) to serve as repository for all SPC's educational outcomes reports and to systematically manage our assessment efforts.

Program Review Process

The program review process at St. Petersburg College is a collaborative effort to continuously measure and improve the quality of educational services provided to the community. The procedures described below go far beyond the "periodic review of existing programs" required by the State Board of Community Colleges; and exceeds the necessary guidelines within the Southern Association of Community Colleges and Schools (SACS) review procedures.

State guidelines require institutions to conduct program reviews every five years as mandated in chapter 1001.02(6) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

(6) ...The programs shall be reviewed every 5 years or whenever the state board determines that the effectiveness or efficiency of a program is jeopardized. The State Board of Education shall define the indicators of quality and the criteria for program review for every program. Such indicators include need, student demand, industry-driven competencies for advanced technology and related programs, and resources available to support continuation. The results of the program reviews must be tied to the university and community college budget requests.

In addition, Rule 6A-14.060 (5) states that each community college shall:

(5) ...Develop a comprehensive, long-range program plan, including program and service priorities. Statements of expected outcomes shall be published, and facilities shall be used efficiently to achieve such outcomes. Periodic evaluations of programs and services shall use placement and follow-up data, shall determine whether expected



outcomes are achieved, and shall be the basis for necessary improvements.

Recently, SPC reduced the recommended program review timeline to three years to coincide with the long-standing three-year academic program assessment cycle, producing a more coherent and integrated review process. Figure 1 represents the relationship between program assessment and program reviewing during the three-year assessment cycle.

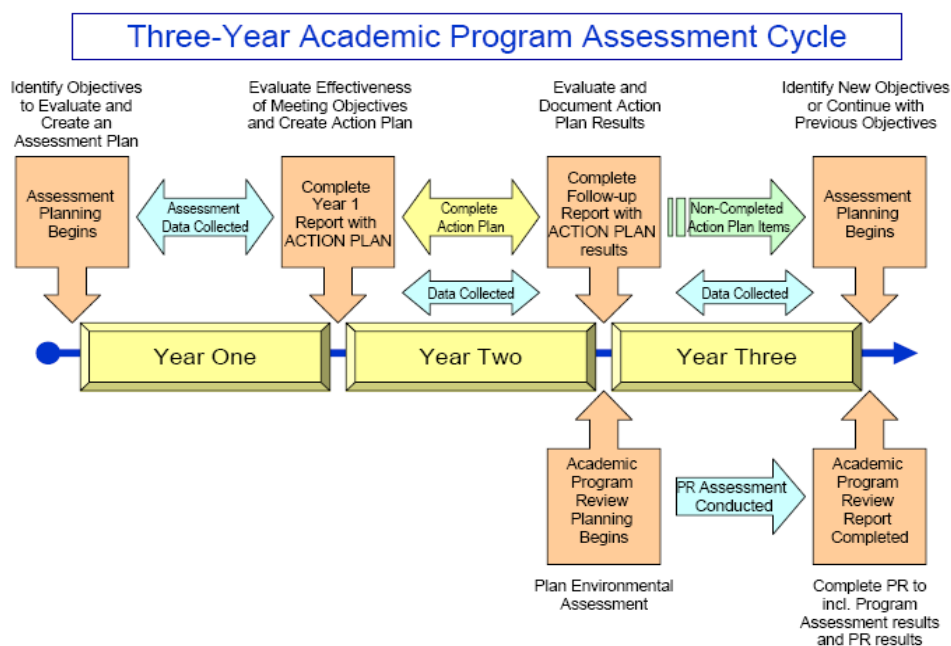


Figure 1: Three-Year Academic Program Assessment Cycle

Program Description

The Digital Media Technology program at St. Petersburg College meets the needs of one of the fastest growing sectors in the computer industry. Digital Media pertains to the convergence of communication technologies, including television, the World Wide Web, and computer-based interactivity and nonlinear structure. It extends well beyond the scope of the business world. Interactive games, education, CD-ROMs, DVDs, digital video, and dynamic Websites are changing the way we learn and entertain ourselves. The Digital Technology program was created in partnership with





skilled and talented professionals drawing on their leadership in digital technology. The program was also designed in collaboration with the Interactive Media Technology Project consortium commissioned to update the Student Performance Standards and Curriculum Frameworks for AS/AA degrees throughout Florida. Students enrolled in the program not only receive a well-rounded general education with an emphasis on originality and creativity, but also acquire the specific skills essential to working in today's digital media industry and the future. Graduates from this program will be able to start careers in digital media production, digital video, instructional integration, interactive and educational media production and other areas utilizing digital media technology. Each graduate will be required to create an industry standard digital portfolio that meets the approval of staff and advisory committee member(s). The program is open to all students who show an interest in digital media and who complete the general college admission procedures.

Degrees Offered

An Associate in Science Degree is offered in Digital Media Production, Digital Video Production, and Video Game Foundations. Certificates are also offered for Digital Media/Multimedia Production, Digital Media/Multimedia, Video Production, and Video Game Foundations.

For a complete listing of all courses within the Digital Media/Multimedia Technology program, please see Appendix A.

Accreditation

No accreditation information is on file for Digital Media/Multimedia Technology.



Program Performance

Actual Course Enrollment

Actual Course Enrollment is calculated using the sum of actual student enrollment for the courses within the program (Academic Organization Code). This number is a duplicated headcount of students enrolled in the program's core courses, and does not reflect the actual number of students enrolled in the A.S. program or its associated certificates (if applicable). Fall 2007-08 had the highest Actual Course Enrollment (128) for the same terms over the last three years. Spring 2007-08 increased (152) from the previous year, while Summer 2007-08 showed a slight decrease (18).

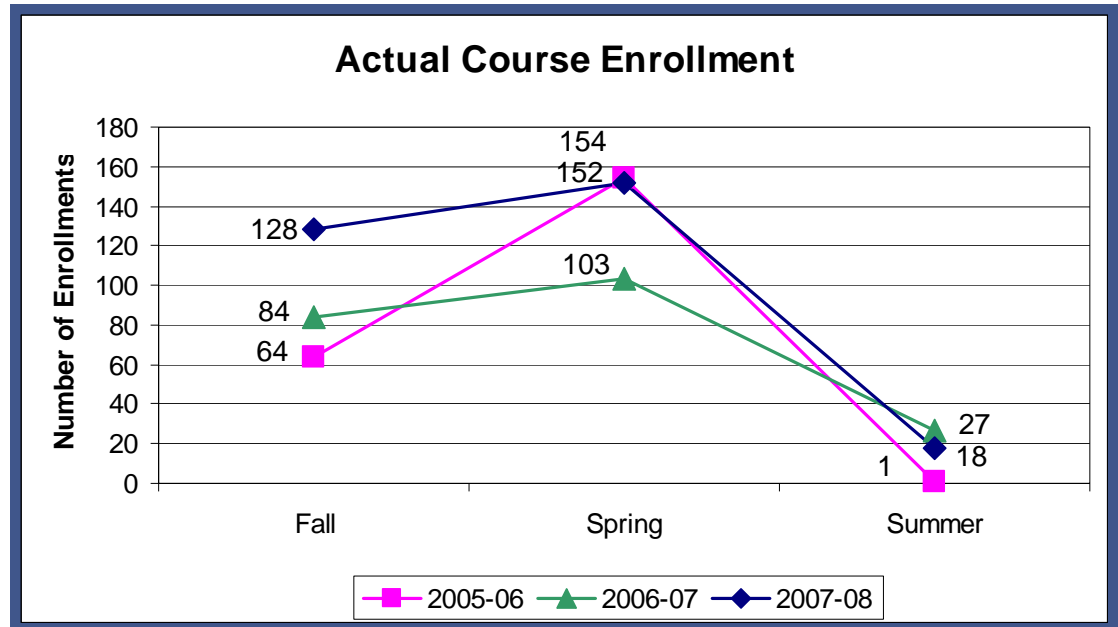


Figure 2: Actual Course Enrollment

Source: PeopleSoft Student Administration System: Course Management Summary Report (S_CMSUMM)



Productivity

Student Semester Hour (SSH) Productivity is calculated by dividing actual SSH by the budgeted SSH. The Spring 2007-08 semester had the highest SSH Productivity (0.85) of the last three Spring semesters. Fall and Summer 2007-08 showed a slight decrease from the same terms in 2006-07.

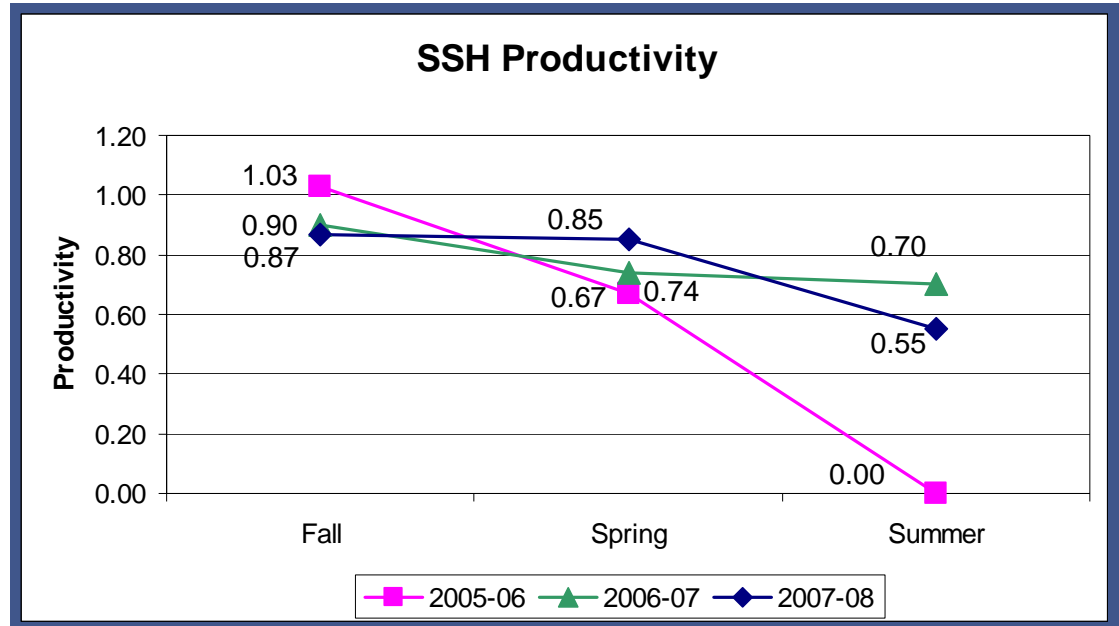


Figure 3: SSH Productivity

Source: PeopleSoft Student Administration System: Course Management Summary Report (S_CMSUMM)



Program Graduates

The total number of program graduates (A.S. and Certificates) in the Digital Media/Multimedia Technology program has increased steadily over the last two years reaching a five-year high in the Digital Media A.S. program (6) as shown in Figure 4.

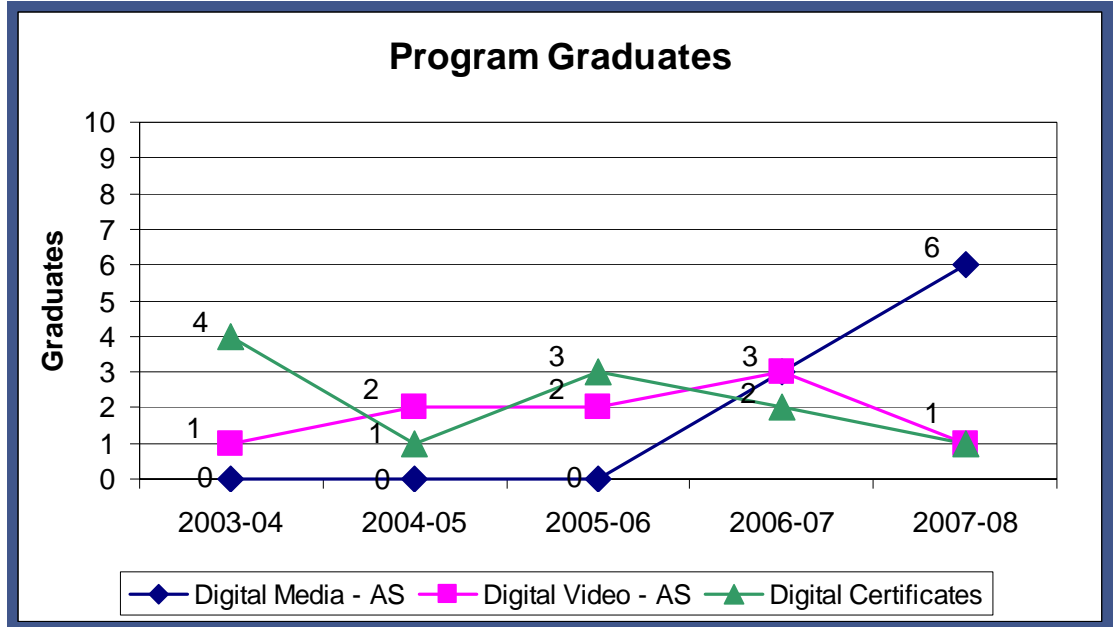


Figure 4: Program Graduates

Source: 2008-09 SPC Factbook, Table 31



Grade Distributions

To provide a reference for program performance at the classroom level, grade distributions are provided. Table 1 includes the percentage of students receiving an A, B, C, D, or F in the program core courses. The information was compiled from the college wide grade distribution report generated at the end of the session. Some course data, such as dual credit courses generally do not end at the same time as the regular campus courses and may be omitted. In addition, the number of enrollments is a duplicated headcount where students are counted for each class registered, however, only A, B, C, D, and F grades are included in the calculations.

Table 1
Program Core Course Grade Distributions

Semester	Grade Distributions				
	A	B	C	D	F
Spring 2007	63.5%	19.8%	8.3%	4.2%	4.2%
Spring 2008	61.3%	19.4%	8.9%	4.8%	5.6%
Fall 2007	53.8%	21.2%	12.5%	6.7%	5.8%
Fall 2008	66.4%	19.5%	8.6%	1.6%	3.9%

Source: Collegewide Grade Distribution Report (Generated at the end of the session)





Figure 5 provides a visual representation of the grade distributions for those students receiving a grade of A, B, or C.

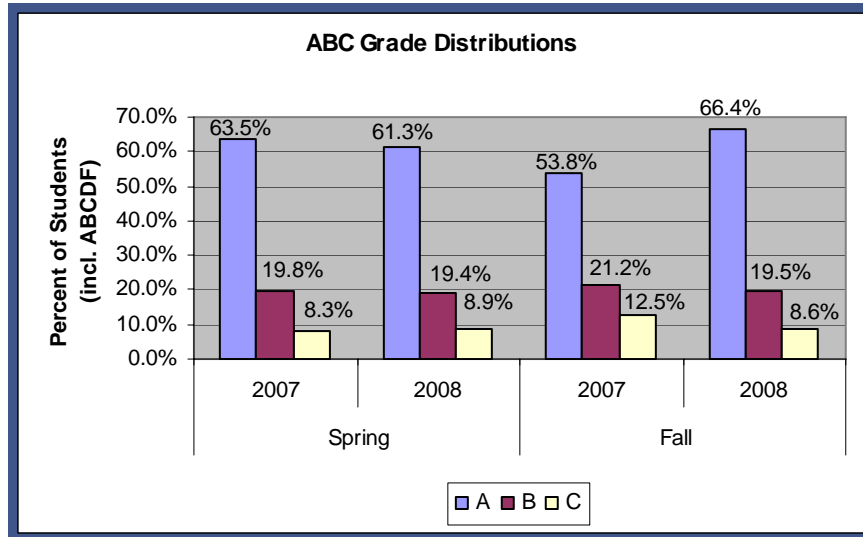


Figure 5: ABC Grade Distributions

Source: Collegewide Grade Distribution Report (Generated at the end of the session)



A classroom success rate was also calculated for the program. Classroom success is defined as the percent of students successfully completing the course and once again only A, B, and C grades are included in the calculations. The vast majority of students in the program succeed in the courses as shown by Figure 6. In Spring of 2007, 91.7% of the students were successful, as compared to 89.5% in Spring of 2008. In Fall of 2007, 87.5% of the students succeeded as compared to 94.5% in Fall of 2008.

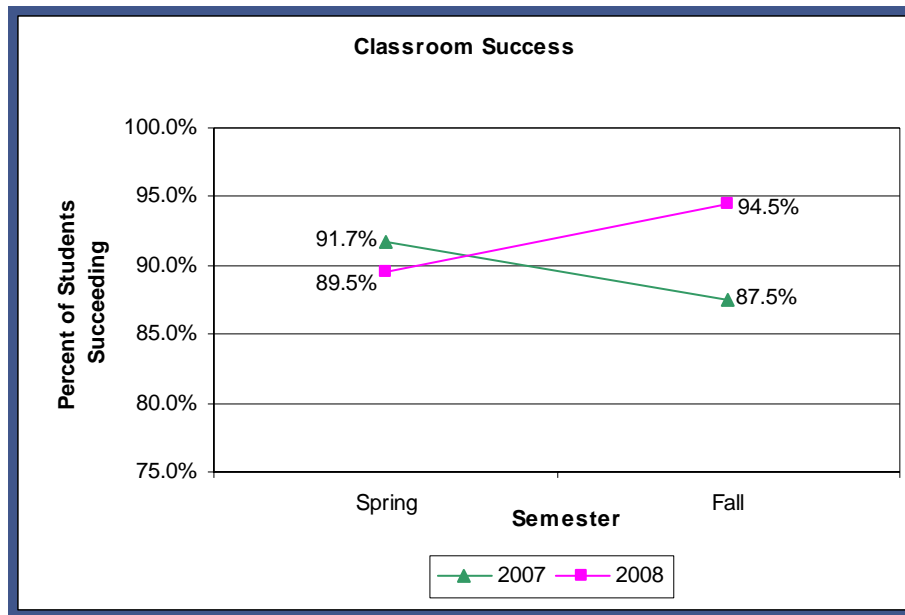


Figure 6: Classroom Success

Source: Collegewide Grade Distribution Report (Generated at the end of the session)



Fulltime/Adjunct Faculty Ratio

Table 2 displays the number and percentage of Digital Media/Multimedia Technology program equated credit hours (ECHs) taught by the individual faculty classifications. As shown, Fulltime Faculty taught 36.2% of the ECHs in 2007-08, as compared to 25.4% in 2006-07. Adjunct Faculty taught 63.8% of the ECHs in 2007-08, as compared to 74.6% in 2006-07.

Table 2
Equated Credit Hours by Faculty Classification

	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2005-2006	6.0	52.17%	0.0	0.00%	5.5	47.83%
Spring 2005-2006	13.0	40.63%	0.0	0.00%	19.0	59.38%
Summer 2005-2006	19.0	43.68%	0.0	0.00%	24.5	56.32%
2005-2006 Total	38.0	43.68%	0.0	0.00%	49.0	56.32%
Fall 2006-2007	3.0	20.00%	0.0	0.00%	12.0	80.00%
Spring 2006-2007	4.5	19.57%	0.0	0.00%	18.5	80.43%
Summer 2006-2007	3.8	60.00%	0.0	0.00%	2.5	40.00%
2006-2007 Total	11.3	25.42%	0.0	0.00%	33.0	74.58%
Fall 2007-2008	4.7	19.83%	0.0	0.00%	19.0	80.17%
Spring 2007-2008	13.0	46.43%	0.0	0.00%	15.0	53.57%
Summer 2007-2008	3.0	54.55%	0.0	0.00%	2.5	45.45%
2007-2008 Total	20.7	36.19%	0.0	0.00%	36.5	63.81%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT)





The Fulltime/Adjunct Faculty Ratio is calculated by dividing a program's adjunct's ECHs by the sum of the Adjunct's, Percent of Load's, and Fulltime Faculty's ECHs. Figure 7 displays the Fulltime/Adjunct Faculty Ratio information for the last three academic years. The highest semester for Adjunct ECHs was Spring 2006-07 in which adjunct faculty taught 80.4% of the program's course load as shown in Table 2. The 2007-08 three-semester average for adjunct faculty (63.8%) exceeded the College's general 65/35 Fulltime/Adjunct Faculty Ratio guideline.

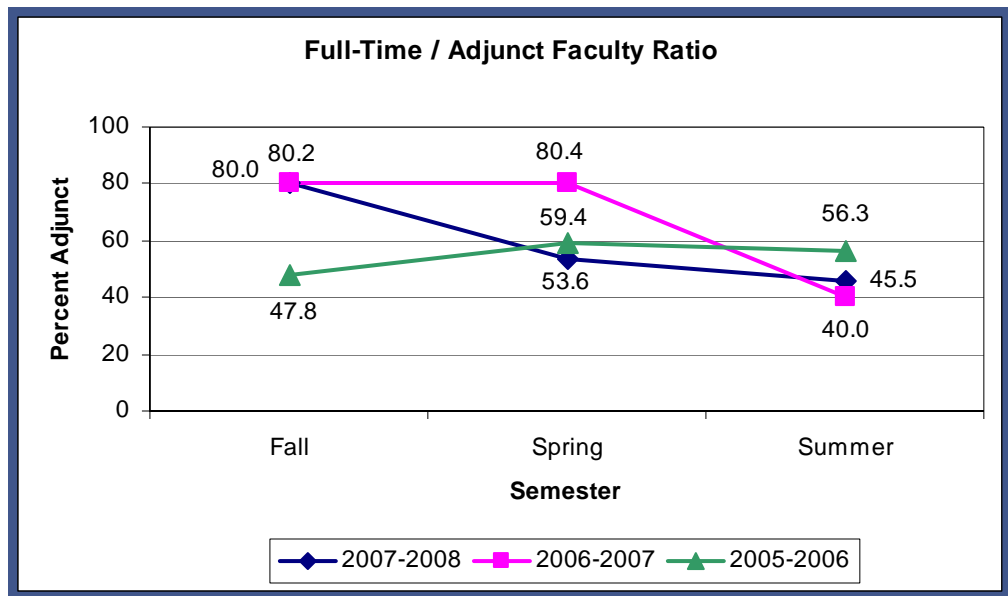


Figure 7: Full-time/Adjunct Faculty Ratio

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT)





Program Profitability

Relative Profitability Index (RPI-T)

Relative Profitability Index (RPI-T) is a measure of program profitability. It is calculated by dividing a program's income by the sum of its personnel expenses and current expenses. Only Fund 10 financials are used in the calculation of RPI-T; specifically, program revenues (GL 400000), personnel expenses (GL 500000), and current expenses (GL 600000).

Program revenues (GL 400000) can include (1) student application fees and tuition, (2) out of state fees, and (3) gifts from alumni and charitable organizations.

Personnel expenses (GL 500000) can include (1) personnel salary expenses for program management, and instructional staff, (2) personnel salary expenses for OPS and student assistants, and (3) personnel benefits. Personnel assigned to multiple programs may have partial personnel expenses assigned to an individual program.

Current expenses (GL 600000) can include operating expenses for (1) travel, (2) goods and services, and (3) materials and supplies. Current expenses can also include scholarship and fee waivers.



The RPI-T for the Digital Media/Multimedia Technology decreased (0.75) in 2007-08, and in 2006-07 (1.16) from a six-year high (1.43) in 2005-06. All but two of the six years had an RPI-T above 1.00 with the remaining years at 0.98 and 0.75. The program's 2007-08 RPI-T value of 0.75 was well above the college-wide target of 0.53 (SPC mean).

To provide a comparison of the program's RPI-T to other similar programs, three comparative measures were also calculated. The 2007-08 mean RPI-T for Trade and Industrial disciplines was 0.58, the 2007-08 mean RPI-T for the Seminole campus was 0.55, and the 2007-08 mean RPI-T for programs which offered 25-50% of their courses online was 0.64.

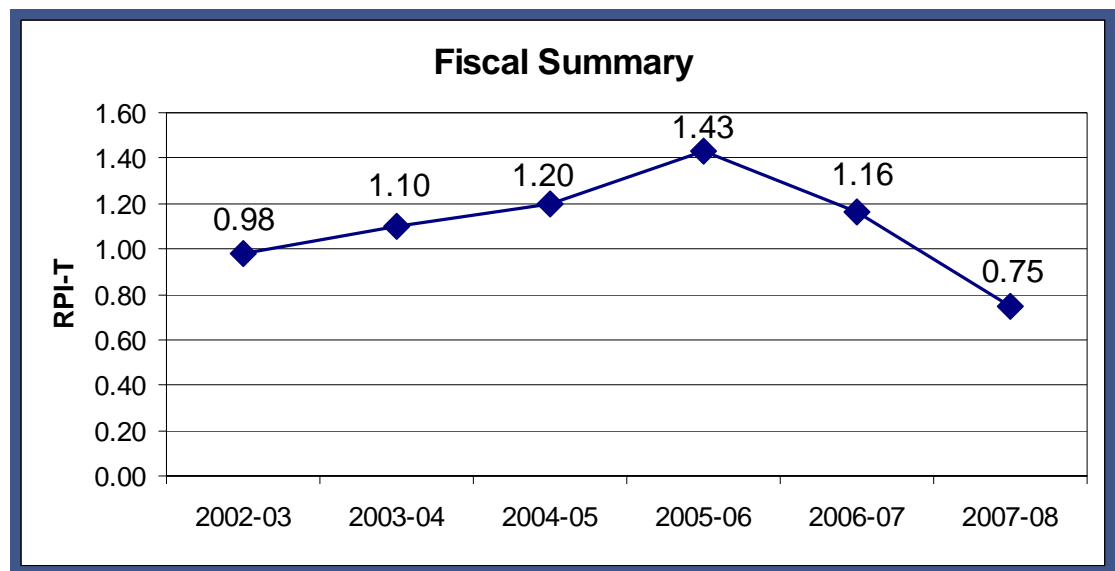


Figure 8: Fiscal Summary

Source: PeopleSoft Financial Production System: Summary of Monthly Organization Budget & Actuals Status Report (ORGBUDA1) from End of Fiscal Year



Program Improvements

Capital Expenditures

Capital Expenditures (Fund 10 & 16) for the Digital Media/Multimedia program (Org: 11260108) during the past three years totaled \$48,214 as shown on Table 3. Program improvements made as a result of the capital expenditures included the leasing of 34 high-end computers, the purchase of video editing software, projectors, camera kits, camera control units, and software licenses.

Table 3

Digital Media/Multimedia Technology Program Capital Expenditures

Capital Expenditures			
Year	Capital Outlay	Account	Purchase Description
2005-06	\$4,240	700000	Leased 34 high-end computers for SE Multi-media classroom.
2006-07	\$7,546	700000	Purchased <i>Final Cut</i> Software for use in video editing.
2007-08	\$36,428	700000	Purchased two projectors for SE Multi-media classroom; two Student Professional Camera Kits; three Camera Control Units for SE Production classroom; 10 <i>Final Cut</i> Licenses with maintenance; and <i>iLife-iWork</i> Software.
Total	\$48,214		

Source: PeopleSoft Financial Production System: Summary of Monthly Organization Budget & Actuals Status Report (ORGBUDA1) from End of Fiscal Year



Academic Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS program every three years to evaluate the quality of the program's educational outcomes. The Digital Media/Multimedia Technology program was evaluated through an Academic Program Assessment Report (APAR) in 2006-07.

Each of the program's four Major Learning Outcomes (MLOs) was evaluated during the 2006-07 assessment. Each of the four MLOs is listed below:

1. **MECHANICAL:** The students will design and create mechanically sound digital portfolios to showcase their best works. The portfolios will be free of technical problems, easy to navigate as well as adhere to the rules of standard English, proper punctuation and correct grammar.
2. **ELEMENTS:** The students will create an alluring interface which grabs the attention of the viewers and invites them to explore, to a deeper level, by using enhancements that enrich the showcase milieu as well as the students' ability and creativity.
3. **STRUCTURE:** The students will, through analysis, understand the need for logical sequencing of information and for the viewer to be able to hyperlink and control a portfolio's environment by using escape options and movement alternatives.
4. **CONTENT:** The students' portfolios will present sufficient information in a concise, original design to validate their skills and abilities. This information will include the following: a resume, a cover letter, documentation of education/training/certificates, personal/professional reference letters, samples of audience analysis, proposals, contracts, scripting writing, a shooting script, a budget development, storyboarding, evidence of participation in team projects and various projects which will illustrate critical thinking as well as a multiplicity of proficiency levels.

Means of Assessment

The Digital Media/ Multimedia Technology Department used the results of an industry standard digital portfolio suitable for presentation to a potential employer. This portfolio included examples of class exercises,



writing samples, resumes, cover letters as well as comprehensive web, video, and interactive projects. The student's portfolio must be designed to catch the eye of the viewer and help that viewer form a good impression of the student's skills and abilities; it must also reflect the individual characteristics of the student. The student will have accumulated much of the work for the portfolio as a result of completing the courses within his/her specific Digital Media program. The criteria for success required that students receive a mean greater than 70% (7 out of 10) or 50% (3.5 out of 5) depending on the sub skill area.

Data was collected during Spring 2006 and Spring 2007, and the data findings for each MLO and related sub skill results, are displayed in Table 4. The Spring 2006 and Spring 2007 students exceeded the target in all areas. As shown below, four sub skills are evaluated within MLO 1 and MLO 4, but only two sub skills are associated to MLO 2 and MLO 3.

Table 4
Digital Media/Multimedia Technology Assessment Results

Major Learning Objective Assessed (Sub Skill)	Spring 2006 and Spring 2007 Assessment Results							
	SPC Mean	Target	SPC Mean	Target	SPC Mean	Target	SPC Mean	Target
MLO 1 (1-4)	9.47	7.00	9.33	7.00	9.47	7.00	9.67	7.00
MLO 2 (1-2)	8.33	7.00	4.93	3.50	---	---	---	---
MLO 3 (1-2)	4.73	3.50	4.53	3.50	---	---	---	---
MLO 4 (1-4)	4.53	3.50	4.67	3.50	9.27	7.00	9.47	7.00

Source: Academic Outcomes from 2006-07 Academic Program Assessment Report (APAR)

The 2006-07 follow-up report was completed in June 2008. Six of the seven action items were successfully completed and the results published in the December 2006-07 follow-up report. The next assessment report is scheduled to be completed during the 2009-10 academic year.





Stakeholder Perceptions

Student Survey of Instruction (SSI)

Each Fall and Spring semester, St. Petersburg College (SPC) administers the Student Survey of Instruction. Students are asked to provide feedback on the quality of their instruction using a 7-point scale where 7 indicates the highest rating and 1 indicates the lowest rating.

Several variations of the SSI survey exist including lecture, non-lecture, clinical, and eCampus versions. Beginning in Fall 2008, all SSI forms (except Clinical B) have been administered electronically using an online format. The purpose of the SSI survey is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

As part of the instrument validation process, the results from the SSI over the last few years were recently assessed for reliability and validity. The results of this assessment suggest three underlying factors instead of the four originally proposed.

The three factors are faculty engagement, preparation and organization, and course instruction. The survey questions are grouped into these categories as defined below:

- **Faculty Engagement** - focuses on how successful the instructor was in encouraging student performance, the instructor's level of enthusiasm for the subject and respect for students, how well the instructor applied the stated grading policies including providing students appropriate information to determine their grades, and the instructor's responsiveness to student questions outside of the classroom.
- **Preparation and Organization** - focuses on the instructor's overall preparation for the course, the instructor's ability to start and end class on time, the amount of time spent on course-related activities by the instructor, and the even assignment and appropriateness of course material throughout the term.



- **Course Instruction** - focuses on the instructor's clarity of instruction, how well the course objectives were defined by the instructor, and how well the instructor met student expectations.

Lecture. The lecture version of the survey is distributed to all students enrolled in traditional classroom sections within the College. The average scores are all well above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales during both semesters. The average survey results by semester and content area are shown by Figure 9.

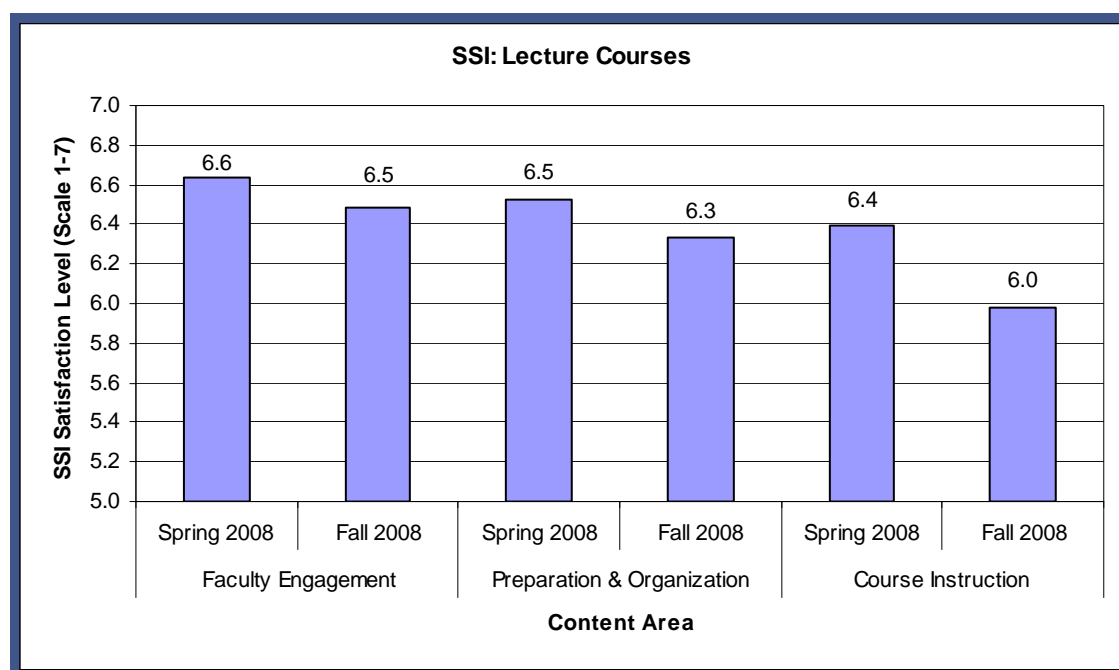


Figure 9: SSI Lecture Courses

Source: PeopleSoft Student Administration System: Query S_SSI_CHRT_QRY_CAMPUS

Non-Lecture. Lab courses and self-paced or directed individual study use the non-lecture version of the survey. There were no non-lecture classes in the Digital Media/Multimedia Technology program during the time of the review.

Clinical. The clinical version of the survey is distributed to all students enrolled in a clinical specific class. There were no clinical classes in the



Digital Media/Multimedia Technology program during the time of the review.

eCampus. The eCampus or on-line version of the SSI survey is electronically distributed to all students enrolled in on-line courses at the College. The Project Eagle Research Capsule #4 provides information on the difference in the wording of the questions (<http://www.spcollege.edu/eagle/research/perc/perc4.htm>). The average scores are all above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales during both semesters. The average survey results by semester and content area are shown by Figure 10.

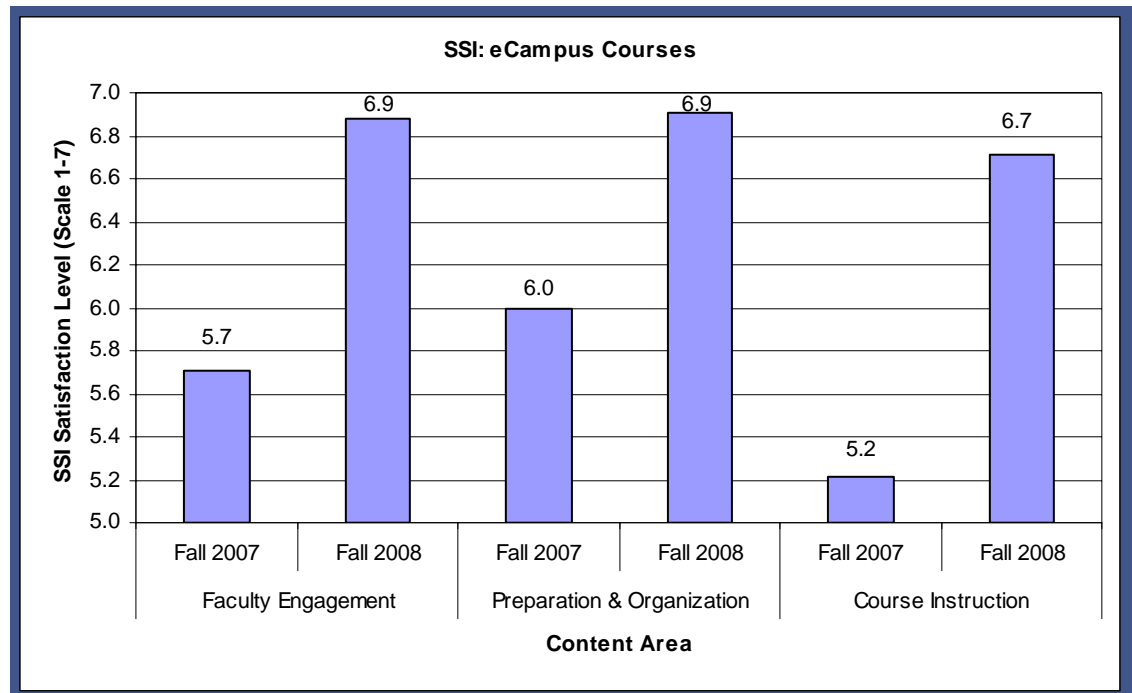


Figure 10: SSI eCampus Courses

Source: PeopleSoft Student Administration System: Query S_SSI_CHRT_QRY_CAMPUS

Summary. All the individual average content area scores were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general



overall satisfaction with the courses within the Digital Media/Multimedia Technology program; specifically, as they relate to faculty/student interaction, course organization, course presentation, and evaluation methodologies.

Technical Education Advisory Committee

Community input and participation is an important component of the educational process at the College. The technical education advisory committees are an example of community input. Advisory committees meet a minimum of twice annually with additional meetings as needed for good program coordination.

Advisory committee members are appointed by the College President to serve a one-year term of office and must have a demonstrated competency in the program specialty area or an understanding of the program and of the community at large. An exception to the above may be a lay person directly involved in a related program field such as counseling, public relations, or administration of a business or industry.

Specific Duties of Advisory Committees are to:

1. serve as a communication channel between the college and the community;
2. determine specific skills and suggest related and technical information for the program;
3. suggest ways for improving public relations and articulation of the program with other institutions;
4. assist in recruiting, providing internships, and in placing qualified graduates in appropriate jobs;
5. keep the program personnel informed on changes in labor market, specific needs (competencies), and surpluses;
6. recommend curriculum revisions as necessary to comply with current trends;
7. assist in assessing the program needs in terms of the entire community (long-range planning);
8. assist program personnel in searching for sources of funding for scholarships, equipment, etc.;
9. in general, to advise, recommend, and assist in assuring a quality program as determined by community needs; and



10. discuss proposed equipment purchases in excess of \$9,999.99.

Recent Meeting Summary.

A Digital Media/ Multimedia Technology advisory committee meeting was held on October 16, 2008. The advisory committee meeting discussions included a review of current Associate in Science (A.S) degrees, the new Digital Graphic Design option, the Videography option "Go Green" class project, old business, and new business.

Program Updates/Announcements

- Digital Graphic Design option - Paul Miehl discussed the new courses and rationale behind the track which will constitute a fourth option in the Digital Media A.S. degree program. Members discussed the option and voted unanimously to approve the Digital Graphic Design option.
- Digital Media Videography option "Go Green" class project - Jeremy Peplow, Jack Conely and Larry Jopek discussed the SPC & WEDU collaboration for the project. Jeremy showed a segment of his class project to the committee and explained steps involved in the production.

Old Business

- Ten recommendations and actions from the April meeting were discussed by Delynda Keefe.

New Business/Open Discussion

- Discussion regarding status of the Graphic Design option in Digital Media ensued. The course outlines for that option have not been completed as yet. Courses are expected to be approved and ready for the Spring 2008-2009 session. Karen Miller and Delynda Keefe will give the Committee an update on the progress of the Graphic Design curriculum at the April Committee meeting.
- Other Current DM activities - Delynda Keefe discussed the progress for each of the current Digital Media activities in which she, her students, and the Digital Media club are currently involved.
- Holiday Art Auction - Dr. Olliver discussed the upcoming Art Auction which will benefit the Seminole Campus Natural Habitat Park, and invited members to donate their original artwork to this cause.



- Open Discussions - The members discussed marketing ideas for the program, Committee Officer Elections/Nominations, and provided Curriculum/Software Recommendations.

Summary of Discussion and Board Recommendations

- Delynda Keefe reviewed the committee recommendations and agreed to provide the requested DM student status and Inventory for the April Meeting.

Setting of Next Meeting Date and Location

- Chairperson Mills will determine the best day/time for the spring meeting to be held on the Seminole Campus.

The complete committee minutes along with the minutes from previous meetings are located in Appendices B, C, and D.





Recent Graduate Survey Information

Nine Alumni Surveys were provided to the 2006-07 graduates of the Digital Media/Multimedia Technology program. Responses were received from two A.S. graduates and one Certificate completer.

Thirty-three percent (3 of the 9) graduates surveyed responded to the survey. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 66.7% of recent graduate survey respondents who were employed, were employed full-time.
- 66.7% of recent graduate survey respondents had a current position related to their studies.
- 66.7% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *'Change career fields'*; and 33.3% indicated their main goal in completing a degree or certificate at SPC was to *'Continue my education'*.
- 66.7% of recent graduate survey respondents indicated that their SPC degree allowed them to *'Change career fields'*; 66.7% *'Earn more money'*; and 33.3% indicated that their SPC degree allowed them to *'Obtain employment'*. [Note: The total may exceed 100% as this question allows multiple responses]
- 66.7% of recent graduate survey respondents indicated that SPC did *'Very well'* in helping them meet their goal; while 33.3 % thought that SPC did *'Exceptionally well'* in helping them meet their goal.
- 66.7% of recent graduate survey respondents indicated that they earned between \$15.00 and \$19.99 per hour (\$31,000 - \$41,999 annually); while the remaining 33.3% earned less than \$10.00 per hour (less than \$21,000 annually).
- 100.0% of recent graduate survey respondents would recommend SPC's Digital Media/Multimedia Technology program to another.

An evaluation of Digital Media/Multimedia Technology graduates' general education outcomes is displayed in Table 5. Graduates indicated high levels of satisfaction with their college preparation in the area of general education outcomes. Three outcomes received mean scores of 5.0, fourteen received mean scores between 4.0 and 4.3, seven received mean



scores between 3.0 and 3.7, while the remaining one received a mean score of 2.7.

Table 5
College Preparation Ratings for Digital Media/Multimedia Technology Program Graduates

<i>General Education Outcomes (Five point rating scale with five being the highest)</i>	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Communicating clearly and effectively with others through:</i>			
Speaking	3	4.0	1.00
Listening	3	4.0	---
Reading	3	4.0	1.00
Writing	3	3.7	0.58
<i>Your use of mathematical and computational skills:</i>			
Comfort with mathematical calculations	3	2.7	0.58
Using computational skills appropriately	3	3.7	1.15
Accurately interpreting mathematical data	3	3.0	---
<i>Using the following forms of technology:</i>			
Email	3	5.0	---
Word Processing	3	5.0	---
Spreadsheets	3	3.7	1.15
Databases	3	3.3	0.58
Internet Research	3	5.0	---
<i>Thinking logically and critically to solve problems:</i>			
Gathering and assessing relevant information	3	4.3	0.58
Inquiring about and interpreting information	3	4.0	1.00
Organizing and evaluating information	3	4.0	---
Analyzing and explaining information to others	3	4.0	1.00
Using information to solve problems	3	3.7	0.58





General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings		
	N	Mean	SD
<i>Working effectively with others in a variety of settings:</i>			
Participating as a team player (e.g., group projects)	3	4.3	0.58
Working well with individuals from diverse backgrounds	3	4.0	---
Using ethical courses of action	3	4.3	0.58
Demonstrating leadership skills	3	3.7	0.58
<i>Working effectively with others in a variety of settings:</i>			
Showing an interest in career development	3	4.3	1.15
Being open to new ideas and challenges	3	4.0	---
Willingness to take on new responsibilities	3	4.3	0.58
Pursuing additional educational opportunities	3	4.0	1.00

Employer Survey Information

Two surveys were sent out to employers based on the permission provided by recent graduates in the 2006-07 recent graduate survey. Since no Employer Surveys were returned, there is no Employer Survey information available.





Occupation Profile

Two occupation descriptions were located in the Bureau of Labor Statistics for the Digital Media/Multimedia Technology program. The first was the occupation description for Film and Video Editors and the second was the Camera Operators, Television, Video, and Motion Picture. The information below is separated by each occupation description.

Occupation Description

The occupation description for Film and Video Editors (27-4032.00) used by the Bureau of Labor Statistics is shown below:

Edit motion picture soundtracks, film, and video.

US, State, and Area Wage Information

The distribution of 2007 wage information for the Film and Video Editors is located in Table 6. The median yearly income for Film and Video Editors was \$47,900 in the United States, and \$40,100 in the local area. The wage information is divided by percentiles for hourly and yearly wages. This information is also separated by location.

Table 6
Wage Information for Film and Video Editors

Location	Pay Period	2007				
		10%	25%	Median	75%	90%
United States	Hourly	\$11.67	\$15.45	\$23.02	\$37.11	\$54.61
	Yearly	\$24,300	\$32,100	\$47,900	\$77,200	\$113,600
Tampa-St. Petersburg-Clearwater, FL MSA	Hourly	\$12.67	\$14.13	\$19.30	\$24.26	\$30.81
	Yearly	\$26,400	\$29,400	\$40,100	\$50,500	\$64,100

National Data Source: [Bureau of Labor Statistics, Occupational Employment Statistics Survey](#)
State Data Source: The Labor Market Information Office within the State Employment Security

National, State, and County Trends

Employment trend information for the Film and Video Editors is included in Table 7 and divided by country and state. A significant average annual increase (13% - 17%) in employment for the profession over the next 7 years for the country and state is shown.



Table 7
State and National Trends

United States	Employment		Percent Change	<u>Job Openings</u> ¹
	2006	2016		
Film and video editors	20,500	23,200	+ 13 %	640
Florida	Employment		Percent Change	<u>Job Openings</u> ¹
	2006	2016		
Film and video editors	1,000	1,170	+ 17 %	40

¹Job Openings refers to the average annual job openings due to growth and net replacement.

National Data Source: Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections
State Data Source: Florida Agency for Workforce Innovation

Occupation Description

The occupation description used for Camera Operators, Television, Video, and Motion Picture (27-4031.00) by the Bureau of Labor Statistics is shown below:

Operate television, video, or motion picture camera to photograph images or scenes for various purposes, such as TV broadcasts, advertising, video production, or motion pictures.

US, State, and Area Wage Information

The distribution of 2007 wage information for the Camera Operators, Television, Video, and Motion Picture is located in Table 8. The median yearly income for Camera Operators, Television, Video, and Motion Picture was \$41,850 in the United States, and \$46,590 in the local area. The wage information is divided by percentiles for hourly and yearly wages. This information is also separated by location.





Table 8
Wage Information for Camera Operators, Television, Video, and Motion Picture

Location	Pay Period	2007				
		10%	25%	Median	75%	90%
United States	Hourly	\$10.12	\$13.88	\$20.12	\$28.19	\$37.66
	Yearly	\$21,050	\$28,860	\$41,850	\$58,630	\$78,330
Tampa-St. Petersburg-Clearwater, FL MSA	Hourly	\$16.40	\$18.63	\$22.40	\$25.67	\$28.17
	Yearly	\$34,110	\$38,740	\$46,590	\$53,400	\$58,590

National Data Source: [Bureau of Labor Statistics, Occupational Employment Statistics Survey](#)
 State Data Source: The Labor Market Information Office within the State Employment Security

National, State, and County Trends

Employment trend information for the Camera Operators, Television, Video, and Motion Picture is included in Table 9 and divided by country and state. A significant average annual increase (12% - 20%) in employment for the profession over the next 7 years for the country and state is shown.

Table 9
State and National Trends

United States	Employment		Percent Change	Job Openings ¹
	2006	2016		
Camera operators, television, video, and motion picture	26,900	30,000	+ 12 %	810
Florida	Employment		Percent Change	Job Openings ¹
	2006	2016		
Camera operators, television, video, and motion picture	1,490	1,790	+ 20 %	60

¹Job Openings refers to the average annual job openings due to growth and net replacement.

National Data Source: [Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections](#)
 State Data Source: [Florida Agency for Workforce Innovation](#)

Major Employers

Recent graduates of SPC's Digital Media/Multimedia Technology program are employed at Advanced E-Learning Solutions, Bright House Networks, Dynamic Solutions Group, Sealund and Associates, and WEDU.

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State Graduates Outcomes

To provide reference information for the employment trend data, program graduate state outcome data is provided for all academic programs included within Digital Media/Multimedia Technology program. Digital Media/Multimedia Technology program graduate state outcome data is provided in Table 10.

Fifty-three students (53) students completed a state Digital Media/Multimedia Technology program in 2005-06, of those over forty (43) were employed. Sixty-three percent (27) of those state graduates were employed at least a full quarter as depicted in Table 10.

Table 10
Digital media/Multimedia Technology Program Graduates 2005-06 Outcomes by Florida Community College

Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed, Education, or Military)	Placement Rate
Daytona	8	5	4	80%	5	3	60%
FCCJ	5	4	3	75%	5	4	80%
Florida Keys	1	0	0	-	0	0	-
Gulf Coast	3	2	1	50%	2	1	50%
Miami Dade	2	2	2	100%	1	1	100%
Polk	2	2	0	0%	2	2	100%
Seminole	18	16	9	56%	16	3	19%
St. Petersburg	2	1	0	0%	1	0	-
Valencia	10	9	6	67%	10	6	60%
Hillsborough	2	2	2	100%	2	2	100%
Total	53	43	27	63%	44	22	50%

Source: Florida Education and Training Placement Information Program (FETPIP), Community College Vocational Reports (<http://www.fldoe.org/fetpip/pdf/0506pdf/cc0506asc.pdf>)





Program Director's Perspective: Issues, Trends, and Recent Successes

The Digital Arts, Media, and Interactive Web program (formally known as Digital Media), has initiated changes necessary to meet current industry demands. These changes will align our current program with Florida's future economic growth as defined by *the Employ Florida Banner Center for Digital Media*. Digital Arts faculty is currently in the process of developing new courses in accordance with recent statewide pathways which have been defined and approved by other Florida colleges within the field. Our program also continues to explore articulation agreements with regional high schools in leading edge areas of graphics and web design.

Current enrollment growth strategies intended to expand the program, include the following:

- Attending local and regional career fairs.
- Updating college web pages.
- Updating and publishing new promotional brochures.
- SPC faculty and administrators serving on advisory boards for similar programs in local high schools.
- Hosting area high school competitions.
- Continuing to provide individual tours upon request for potential students and parents.

Many online courses in the Digital Arts program will become the preferred course delivery mode. Since online is the nature of the digital program, students should thrive in this environment. Traditionally, our online courses quickly fill, often attracting non-traditional students outside our area, thus increasing the popularity of our program.

Employ Florida Banner Center for Digital Media has identified and created a statewide list of over 11,000 Digital Media companies and employers. Beginning with Fall 2009, students in the capstone course, *Digital Portfolio*, will be required to select three businesses from this list which will review their portfolios using a rubric. Capstone courses will also continue to collaborate with area businesses thus providing students with hands-on experience.



The *Employ Florida Banner Center*, the *Center for Economic Development*, and local Florida colleges recently identified emerging jobs and immediate openings for the jobs. This new job position is referred to as a “technical artist”, and it is in high demand within the Digital Media industry. According to the findings, “this position was the most sought after by the game industry and a vital link in the growth of the other digital media industries”. The characteristics of this new job title identifies the required skills as graphics, video, web, 3-D, audio, and motion graphics, all of which are covered under our new Digital Arts program. We believe that our program provides SPC students the necessary tools to compete, and to thrive in the new and emerging Digital Media industry.





Program Action Plan

Program: Digital Media/Multimedia Technology

Date Completed: April 1, 2009

	Action Item	Completion Date	Responsible Party
1	Include more Action Script to create media enriched, and complex interactivity within the program.	Fall 2009	Delynda Keefe
2	Add marketable, and critical thinking skills to course content each year to assure that the program remains current and viable.	Spring 2010	Delynda Keefe and appropriate Digital Arts & Media faculty
3	Continue to update software, textbooks, and faculty skills as required for specific courses within the program.	Summer 2010	Dean of Fine Arts & Humanities

Special Resources Needed:

Available funding for faculty to continue updating the skills required to prepare students for the continually changing technology in the industry.


Area(s) of Concern/Improvement:

The availability of software for Digital Arts & Media Students in specific online courses is a concern. Because of a merger between two big organizations, (Macromedia and Adobe) free trial software is no longer available for students. The software used to be provided with the textbooks but this is no longer the case. Some of the software is quite

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costly, and students find it difficult to purchase. In addition, there is a continued problem with teaching a skill using four or five different versions of a program that is constantly changing. Some software programs are not compatible making it difficult when student use multiple versions. Because the software changes so rapidly the campuses cannot update it on a timely basis. The latest version was released in October 2008, and it has yet to be installed for student use. This issue causes some students to purchase older versions, and others to use textbooks that do not align with the software. One resolution would be to provide keyed check-out for software needed in the class. Students could either check out the software, or it could be made available electronically with an expiration date.



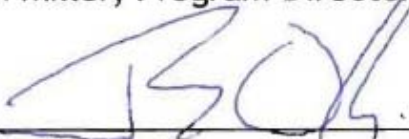
Delynda Keefe, Lead Instructor

4/13/09
Date



Karen Miller, Program Director

4/13/09
Date



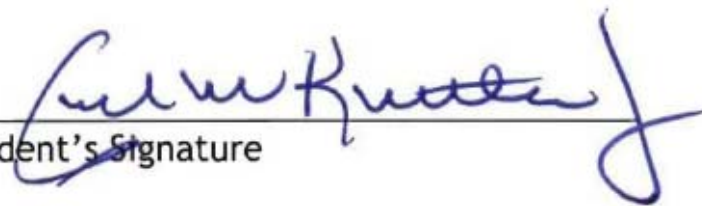
James Olliver, Provost

4/13/09
Date

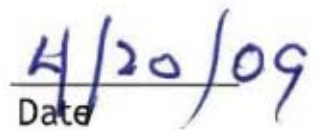


President's Cabinet Review

Summary of observations, recommendations, and decisions:



President's Signature



Date



Action Plan Follow-up and Evaluation Report

Program: Digital Media/Multimedia Technology

Date Completed:

Prepared By:

I. Action Plan Item Status

	Action Item	Completion Date	Completion Status
1			
2			
3			
4			

II. Non-Completed Action Plan Items and Plan for Completion

	Action Item	Completion Date	Completion Status
1			
2			
3			
4			



III. Evaluation of the Impact of Action Plans on Program Quality

Delynda Keefe, Lead Instructor

Date

Karen Miller, Program Director

Date

James Olliver, Provost

Date



References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards*. Retrieved October 2002, from the Division of Community Colleges
Web site: <http://www.firn.edu/doe/rules/6A-14.htm>

Contact Information

Please address any questions or comments regarding this evaluation to:

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Appendix A: Program Overview, 2009

LAST TERM VALID 0410 20083 **DIGITAL MEDIA PRODUCTION (DMPRD-AS) OR** **DIGITAL VIDEO PRODUCTION (DVPRD-AS) OR** **VIDEO GAME FOUNDATIONS (VGF-AS)**

ASSOCIATE IN SCIENCE DEGREE

(Courses offered on the Seminole Campus)

Deiyada Keefe, Instructor-in-Charge, SE (727) 294-8127
Dr. James Olliver, Provost, SE (727) 294-8111

The Digital Media Technology program at St. Petersburg College meets the needs of one of the fastest growing sectors in the computer industry. Digital Media pertains to the convergence of communication technologies, including television, the World Wide Web, and computer-based interactivity and nonlinear structure. It extends well beyond the scope of the business world. Interactive games, education, CD-ROMs, DVDs, digital video, and dynamic Websites are changing the way we learn and entertain ourselves. The Digital Technology program was created in partnership with skilled and talented professionals drawing on their leadership in digital technology. The program was also designed in collaboration with the Interactive Media Technology Project consortium commissioned to update the Student Performance Standards and Curriculum Frameworks for AS/AA degrees throughout Florida. Students enrolled in the program not only receive a well-rounded general education with an emphasis on originality and creativity, but also acquire the specific skills essential to working in today's digital media industry and the future. Graduates from this program will be able to start careers in digital media production, digital video, instructional integration, interactive and educational media production and other areas utilizing digital media technology. Each graduate will be required to create an industry standard digital portfolio that meets the approval of staff and advisory committee member(s). The program is open to all students who show an interest in digital media and who complete the general college admission procedures.

****GENERAL EDUCATION AND SUPPORT COURSES (16 credits)**

ENC 1101	Composition I or (Honors)	3
SPC 1600	Introduction to Speech Communication OR (SPC 1600H, 1016, 1060 or 1060H)	3
	Humanities/Fine Arts Approved Course	3
	Mathematics One college-level course with an MAC, MAP, MAS, MGF, MTG or STA prefix	3
	Social and Behavioral Sciences Approved Course	3
PHI 1600	Studies in Applied Ethics OR (PHI 1602H, 1631, 2635 or 2649)	3
	Computer/Information Literacy Competency Requirement	

MAJOR COURSES (31 credits)

ART 1300C	Drawing I	3
CGS 1000	Introduction to Computers and Programming	3
CGS 1874	Introduction to Flash	3
CGS 2525	Introduction to Multimedia	2
COP 1822	Introduction to Web Page Creation	1
COP 1826	Web Graphics Design I	3
COP 2823	Advanced Web Page Creation	3
COP 2840	Scripting for Browsers	2
DIG 2580	Digital Media Portfolio	1
DIG 2109	Digital Graphics	3
DIG 2030	Survey of Digital Video	3
DIG 2545	Media Planning	2
DIG 2091	Legal Issues in Media Development	2

Option A: Digital Media Production (DMPRD) (15 credits)

COP 1827	Web Graphics II	3
DIG 2285	Advanced Multimedia/Digital Media Using Director	3
DIG 2360	Advanced Adobe Flash	3
DIG 2141	Encoding and Streaming Media	3
DIG 2560	Planning and Management of Digital Media Authoring	3

TOTAL PROGRAM HOURS 64

OR

Option B: Digital Video Production (DVPRD) (15 credits)

DIG 2200	Basic Video Camera	3
DIG 2205	Basic Video Editing	3
DIG 2141	Encoding and Streaming Media	3
DIG 2410	Basic Scripting for Video	3
DIG 2284	Advanced Videography	3

Digital Media/Multimedia Technology
 2008-09 Comprehensive Academic Program Review
 Department of Institutional Research and Effectiveness





Appendix A: Program Overview, 2009 (con't)

TOTAL PROGRAM HOURS 64

OR

Option C: Video Game Foundations (VGF) (15 credits)

ART	2370	Drawing for Animation	3
DIG	2040	Survey of Game Development	3
DIG	2430	Storyboarding and Conceptualizing for Game Creation	3
DIG	1710	Introduction to Game Development Programming	3
DIG	2364	3-D Animation for Game Development	3

TOTAL PROGRAM HOURS 64

^{***} To provide students with an enhanced world view in light of an increasingly globalized economy, students must include at least one of the following courses as part of the general education requirements for the Associate in Science degree:

LIT	2110	World Literature I
LIT	2110H	Honors World Literature I
LIT	2120	World Literature II
LIT	2120H	Honors World Literature II
HUM	2270	Humanities (East-West Synthesis)
HUM	2270H	Honors Humanities (East-West Synthesis)
REL	2300	World Religions
INR	2002	International Relations
INR	2002H	Honors International Relations
WOH	2040	The Twentieth Century
WOH	2040H	Honors The Twentieth Century





Appendix B: Advisory Board Committee Minutes and Recommendations, 2008-09

DIGITAL MEDIA ADVISORY COMMITTEE MEETING
DATE: October 16th, 2008
9:00 a.m., EPI Center/Advisory Committee Breakfast

Committee Members in Attendance: Karen Miller, Program Director; Delynda Keefe, Lead Instructor for Digital Media; Sandy Alford-Mills; Jack Conely; Katherine Humphries; Lisa Inserra; Larry Jopek; Mary O'brien

Guests: Jeremy Peplow, college Videographer and adjunct instructor; Paul Miehle, Graphic Design Instructor; James Olliver, SE Campus Provost; Jesse Corragio, Director Institutional Research & Effectiveness.

Topic	Discussion/Recommendations	Action
Welcome/Introductions	Members and guest introductions.	Welcome message given by Karen Miller and Delynda Keefe.
Program overview	Delynda Keefe reviewed A.S. Degree programs/options.	No action required.
Digital Graphic Design option description	Paul Miehle discussed the new courses and rationale behind the courses which will constitute a fourth option in the Digital Media A.S. degree program.	Members discussed the option and voted unanimously to approve the Digital Graphic Design option.
Digital Media Videography option "Go Green" class project.	Jeremy Peplow, Jack Conely and Larry Jopek discussed the SPC & WEDU collaboration for the project.	Jeremy Peplow showed a segment of his class project to the committee and explained steps involved in the production.
New Business <ul style="list-style-type: none"> • Merging Graphic Design into DM Program as fourth option 	Discussion regarding status of the Graphic Design option in Digital Media. The course outlines for that option have not been completed as yet. Courses are expected to be	Karen Miller and Delynda Keefe will give the Committee an update on the progress of the Graphic Design





Appendix B: Advisory Board Committee Minutes and Recommendations, 2008-09 (con't)

	approved and ready for the Spring 2008-2009 session.	curriculum at the April Committee meeting.
<p>Other Current DM activities</p> <ul style="list-style-type: none"> • Logo Contest • Pending Projects • Upcoming April SEmmy Awards 	Delynda Keefe discussed the progress for each of the current Digital Media activities in which she, her students and the Digital Media club are currently involved.	Delynda Keefe and Karen Miller will bring samples of students work from these activities to the next Advisory meeting.
Holiday Art Auction	Dr. Olliver discussed the upcoming Art Auction which will benefit the Seminole Campus Natural Habitat Park.	Dr. Olliver invited members to donate their original artwork to this cause.
Old Business: Recommendations from April Meeting	Ten recommendations and actions from the April meeting were discussed by Delynda Keefe.	
New Business/Open Discussion	<ol style="list-style-type: none"> 1. Digital Media Program: <ol style="list-style-type: none"> a. Ideas for marketing Digital Media via internet (i.e. streaming the video off the Digital Media site) b. Bringing Professionals in to the classroom and possible field trips 2. Committee Officer Elections/Nominations <ol style="list-style-type: none"> a. Sandy Alford-Mills accepted nomination as Committee Chair and was unanimously elected. 	





Appendix B: Advisory Board Committee Minutes and Recommendations, 2008-09 (con't)

	<p>3. Curriculum/Software Recommendations</p> <ul style="list-style-type: none"> a. Need for more equipment (i.e. Light Kits) for the Videography program. b. Need for a Streaming server and/or FTP Server for student use. c. List of equipment and Software inventory for the April meeting. 	
Summary of Discussion and Recommended Actions	Delynda Keefe reviewed the committee recommendations and agreed to provide the requested DM student stats and Inventory for the April Meeting.	
Setting of Next Meeting Date and Location	Chairperson Mills will determine the best day/time for the spring meeting to be held on the Seminole Campus.	
Closure	Meeting adjourned @ 10:20 a.m.	





Appendix C: Advisory Board Committee Minutes and Recommendations, 2007-08

DIGITAL MEDIA ADVISORY COMMITTEE MEETING

DATE: April 18th, 2008

9:00 a.m., UP 176

Committee Members in Attendance: Karen Miller, Program Director; Delynda Keefe, Lead Instructor for Digital Media; Miroslav Beck, Robert Rieszi for Sandy Alford-Mills

Guests: Susan Burnett, Tech Prep Coordinator; Ken Hayward, SE TRS; Katherine Humphreys, adjunct instructor; Jeremy Peplow, college Videographer and adjunct instructor.

Topic	Discussion/Recommendations	Action
Welcome/Introductions	Members and guest introductions.	Welcome message given by Dr. James Oliver, SE campus Provost.
Functions of the Advisory Committee Members and Nomination for Chairperson	Members reviewed function of committee.	Nomination for Chairperson tabled until October 16 th meeting.
Program Updates and Announcements	Delynda Keefe gave updates on the following Digital Media Activities: <ul style="list-style-type: none"> • Digital Media Club • Video Game Tournament • Jeremy Peplow's WEDU Advanced Videography class project • SEmmy Awards Ceremony • Summer Digital Media Academy 	Members asked specific questions about each of the Digital Media activities and a brief discussion ensued. Jeremy Peplow gave a brief summary of his Advanced Videography class' WEDU "Going Green Project" as well as the upcoming screening on the SE campus of that project.
Old Business	Karen Miller gave an overview of the Fall 2007 recommendations as listed in the minutes from that meeting.	Committee updated on the status of each of the Fall 2007 recommendations.



Appendix C: Advisory Board Committee Minutes and Recommendations, 2007-08 (con't)

		The two not completed are the inclusion of a Graphic Design fourth option and addition of more field trips to the curriculum.
<p>New Business</p> <ul style="list-style-type: none"> Merging Graphic Design into DM Program as fourth option 	<p>Discussion regarding status of the Graphic Design option in Digital Media. The course outlines for that option have not been completed as yet. Courses are expected to be approved and ready for the Spring 2008-2009 session.</p>	<p>Karen Miller and Delynda Keefe will give the Committee an update on the progress of the Graphic Design curriculum at the October Committee meeting.</p>
<p>New Business</p> <ul style="list-style-type: none"> Curriculum and Software Recommendations 	<ol style="list-style-type: none"> More Digital Media Professionals to visit classes. Replace a basic 3-D (Maya) class place of the DIG 2141 in the Production Option. Discontinue DIG 2285 and replace with an ActionScript class. Continue with basic Director in CGS 2525 until we know the direction of that software program Include Intro to 3D class with Intro to Multimedia as prerequisite. Offer the two classes, Editing and Basic Camera during the same session until sequence is changed and Camera can be offered first. Smaller class sizes recommended for new classes. 	<p>Delynda Keefe and Karen Miller will begin looking at the curriculum in order to begin the process of course updates and course development.</p> <p>Ken Hayward, the SE campus TRS, will investigate the possibility of joining a local professional organization for purposes of networking our program and our students.</p>





Appendix C: Advisory Board Committee Minutes and Recommendations, 2007-08 (con't)

	<p>8. Program needs more marketing in order to create a distinct identity.</p> <p>9. Faculty and students need to join local Professional organizations; this helps in placing students in jobs.</p>	
Summary of Discussion and Recommended Actions	Ken Hayward discussed the need to purchase new equipment for the Videography program. Susan Burnett told the committee that it must vote on whether or not to approve the purchase.	The committee voted to approve the purchase of equipment recommended by Ken Hayward. This will be submitted to Susan Burnett for Perkins Money.
Next Meeting Date and Location	October 16 th – Breakfast meeting at the college EPI Center.	
Adjournment		Meeting adjourned at approximately 10:35 a.m.





Appendix C: Advisory Board Committee Minutes and Recommendations, 2007-08 (con't)

Digital Media Advisory Board Minutes 7:00 p.m. Tuesday, October 2nd, 2007 *Directly following the College-wide Advisory Board Dinner at EPI*

Attendees: Karen Miller, Program Director; Delynda Keefe, Lead Instructor for Digital Media; Paul Sorice; Sandy Mills-Alford; Lisa Inserra

Guests: Amy Brush, SPC Outreach Coordinator

I. Welcome and Introductions:

- Meeting called to order at 7:15 p.m.
- Introductions – Karen Miller

II. Program Updates/Announcements

- Delynda Keefe reviewed the following events and updates for the Digital Media program since the April 2007 meeting:
 - The SEmmy Awards Ceremony in April. Lisa Inserra was also recognized for her leadership in organizing and overseeing this event.
 - The spring Video Game Tournament for SPC students and eligible area high school students
 - The summer Digital Media Academy for regular and Dual Credit SPC students
 - A Digital Media tutor who is now available on a weekly basis in the Seminole campus Commons
 - The weekly Gaming Lab for Digital Media/Seminole campus students

III. Old Business

- Karen Miller reviewed the Board's recommendations from the April meeting
- A discussion followed regarding the progress of those recommendations



Appendix C: Advisory Board Committee Minutes and Recommendations, 2007-08 (con't)

IV. New Business/Open Discussion

- Need for more D.M. classes to teach/review skills in reading, writing, communication, presentation, negotiation & product pitching as well as working collaboratively.
- Verify that the D.M. Legal Issues class covers contracts in its curriculum
- Field trips are a necessity but often difficult to arrange: D. M. faculty should brainstorm a list of possibilities for students. D.M. students could, as a possible project, video places and bring that tape in to share with other students as "field trips"
- The third floor studio is under-utilized
- D.M. students should learn to shoot for iPod projects.
- The upcoming merging of Graphic Design as a fourth option in D.M.
- Curriculum and Software recommendations:
 - Explore the possibility of eliminating advanced Director & using something else, i.e. styles based programming. A final decision on this will be made during the spring meeting.

V. Summary of Discussion and Board Recommendations

- Recommendations:
 - Include in D. M. curriculum reading, writing, communication, presentation, negotiation & pitching a product as well as learning to work collaboratively.
 - Verify that the D.M. Legal Issues class covers contracts
 - Include field trips in the curriculum
 - Include more student/class use of the third floor studio
 - Include shooting for iPod projects
 - Graphic Design becoming a fourth option in the D. M. program
 - Curriculum and Software recommendations: Explore the possibility of eliminating advanced Director

VI. Setting of Next Meeting Date and Location

- Next meeting will be set for a late Friday afternoon meeting during the first week of April

VII. Adjournment: Meeting adjourned at 8:15 p.m.



Appendix D: Advisory Board Committee Minutes and Recommendations, 2006-07

Advisory Board Recommendations 2006 - 2007

Name of Advisory Board: Digital Media - Seminole Campus

<u>Recommendation for 2006 - 2007</u>	<u>SPC Response</u> (If we didn't act on recommendations, give reason why not.)
<p><u>November 17th Meeting:</u></p> <ul style="list-style-type: none"> • Cross platform knowledge and experience – students familiar with Windows operating systems as well as Macs • Gathering feedback from faculty and students regarding program hardware/software needs. • Experiential Learning Program (ELP) as an important need for some students entering the DM programs from industry • Certificate in select software and skill areas needed • More variety should be included in final DM portfolios • Incorporating into DM program curriculum the following: <ol style="list-style-type: none"> 1. Storytelling incorporated in select course curriculums 2. Classroom and business experience not necessarily the same – it is all about production, production, production. 3. Importance of meeting the needs of business clients 	<ul style="list-style-type: none"> • Our main Digital Media classroom (312) now has 20 PC and 20 IMacs • We wanted to first establish industry needs as will be advised during the Spring Advisory meeting • Established contact with ELP. Services can be established when needed. • The hours required to receive a certification does not fit with the parameters of a 64 credit A.S. degree program. Perhaps other certificate programs can be established as additional options. • Students are encouraged to provide portfolio format using a variety of delivery tools including webpage, video, electronic, hardcopies. <ol style="list-style-type: none"> 1. Storytelling will be an established unit within DIG 2410 Scripting for Video and DIG 2545 Media Planning. 2. In DIG 2569 Planning & Management, all students work on a 40-hour project outside of the classroom. Co-ops are highly encouraged. 3. Students are instructed in developing written contacts to define the needs of a client in DIG 2545 Media Planning.

<p><u>April 13th Meeting:</u></p> <ul style="list-style-type: none"> • Include a 3 credit course in the program that include skills for running a business (i.e. interview skills, closing deals) • Importance of continuing the Legal Issues course within the program as a Major Course • Career Placement component added to the program • More field trips • Creation of "elite course" beyond the current Advanced Videography class 	<p>Because the second meeting was held in April, it is too early to determine actions for these recommendations. Therefore, they are currently under advisement.</p>
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Appendix D: Advisory Board Committee Minutes and Recommendations, 2006-07 (con't)

Digital Media Advisory Board Committee Minutes 3:00 p.m., Friday, April 13, 2007

Attendance: Dr. James Olliver, Karen Miller, Delynda Keefe, Miroslav Beck, Paul Sorice

Guests: Kenneth Hayward, Seminole Campus TRS and Jeremy Peplow, SPC Videographer

I. Welcome and Introductions:

- Meeting called to order at 3:15 p.m.
- Introductions – Karen Miller, Program Director
- November minutes approved with no corrections

II. Program Updates and Announcements:

- Delynda Keefe reviewed the following:
 - currently no curriculum updates since the November meeting, but there were 5 current courses designed for online delivery
 - the updated Digital Media website and the Digital Media Club ANGEL Community Group
 - the results of the successful April 12th Video Game Tournament sponsored by the Digital Media club
 - upcoming April 19th Fourth Annual SEMmy Awards.

III. Old Business

- Karen Miller reviewed the Board's recommendations from the November meeting and the responses for those recommendations
- The Board then reviewed the 2004-2005 Digital Media/Multimedia Technology Program Review report
- Ken Hayward discussed the current software and hardware availability on the Seminole campus for Digital Media students

IV. New Business/Open Discussion

- One committee member currently in DM program at UCF remarked on the quality of SPC "hands-on" instruction that gave him an advantage over his current classmates
- Committee discussed the importance of Target Marketing for program growth
- Committee pleased that DM students were using dual platforms in the classroom





Appendix D: Advisory Board Committee Minutes and Recommendations, 2006-07 (con't)

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V. Summary of Discussion and Board Recommendations

- Recommendations:
 - Include a 3 credit course in the program that include skills for running a business (i.e. interview skills, closing deals)
 - Importance of continuing the Legal Issues course within the program as a Major Course
 - Career Placement component added to the program
 - More field trips
 - Creation of "elite course" beyond the current Advanced Videography class

VI. Setting of Next Meeting Date and Location

- Dr. Olliver explained that the college will be hosting an October 2 or 3 meeting day where all Advisory Boards will meet collaboratively. Details will follow.

VIII. Adjournment

- Meeting adjourned at 5:00 p.m.





Appendix D: Advisory Board Committee Minutes and Recommendations, 2006-07 (con't)

**Digital Media
Advisory Board Committee Minutes
3:00 p.m.
Friday, November 17, 2006**

Attendance: Dr. James Olliver, Karen Miller, Delynda Keefe, Jeremy Davis for Barbara Sealund, Sandy Mills, Ted LoCascio, James Brown, William Blain, Evelyn Manak, Sandy Mills, Dr. Martin Shapiro, Paul Sorice

Guest: Kenneth Hayward, Seminole Campus TRS

I. Call to Order:

- Meeting called to order at 3:05 p.m.

II. Welcome and Introductions:

- Introductions – Karen Miller, Program Director
- History of the Digital Media Program – Dr. James Olliver, Provost

III. Major Functions of the Advisory Committee Members:

- Roles and responsibilities of the Digital Media Advisory Committee members – Karen Miller
- Introduction of members – each member introduced himself/herself and discussed their positions/business affiliations within the community. Some also offered suggestions and comments during the introductions (see **Open Discussion**)

IV. Digital Media Program Description:

- A.S. & Certificates—discussion of options, courses, and program software – Delynda Keefe, Instructor-in-Charge/Digital Media
- Current Digital Media extra-curricular activities – Current Digital Media club (James Brown is president of this club)
- Future Activities – the *Semmy Awards* coming in the spring



Appendix D: Advisory Board Committee Minutes and Recommendations, 2006-07 (con't)

V. Open Discussions/Advisory Committee Initial Recommendations:

- Storytelling is a needed skill which should be incorporated in some of the program's classes
- Cross platform knowledge and experience important – students should know both Windows operating systems as well as Macs
- It is important to listen carefully to the feedback from faculty and students alike regarding program hardware/software needs.
- Experiential Learning Program (ELP) discussed and noted as an important need for some students entering the DM programs from industry
- Certificate in select software and skill areas needed

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- Importance of stressing to students that in business, it is the need of the client that must be met
- More of a variety should be included in final portfolios
- Classroom and business not necessarily the same. It is all about production, production, production.

VI. Chairman Election by Secret Ballot

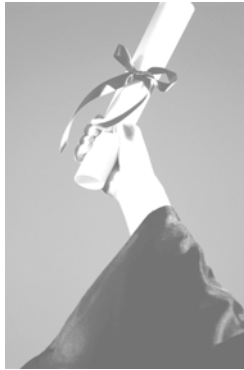
- Ted LoCascio elected Chairperson for the two-year term of this Advisory Committee

VII. Setting of Next Meeting Date and Locations

- Friday, April 13th, 3:00 p.m. at the Seminole Campus
- Agenda and packet for the April meeting will be mailed out mid-March

VIII. Adjournment

- Meeting adjourned at 4:30 p.m.



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