

Digital Arts, Media and Interactive Web Design - AS

Enhanced Comprehensive Academic Program Review 2017-18

Associate in Science Degree:

Digital Arts, Media and Interactive Web Design

Certificates:

Digital Graphic

Digital Media Technology Interactive Web Design

Digital Media/Multimedia Foundations

Digital Media Technology Production

Digital Media Video Production

Video Game Foundations



Academic Effectiveness and Assessment
St. Petersburg College



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Enhanced Comprehensive Academic Program Review Produced by

Digital Arts, Media and Interactive Web Design - AS Program

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Digital Arts, Media and Interactive Web Design - AS
2017-18 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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Table of Contents

Executive Summary	1
SPC Mission Statement.....	5
Introduction	5
<i>Institutional Effectiveness</i>	5
<i>Educational Assessment</i>	6
<i>Program Review Process</i>	7
Program Description	9
<i>Degrees Offered</i>	9
<i>Accreditation</i>	9
<i>Program Learning Outcomes</i>	9
Measure Descriptions	11
Program Performance	16
<i>Actual Course Enrollment</i>	17
<i>Unduplicated Headcount</i>	18
<i>SSH Enrollment</i>	19
<i>Percent Full</i>	20
<i>Course Success</i>	21
<i>Grade Distribution</i>	22
<i>Industry Certification Attainment</i>	23
<i>Internship Enrollment</i>	24
<i>Program Plans Taken by Plan</i>	25
<i>Program Graduates</i>	26
<i>Faculty/Adjunct Ratio</i>	27
Occupation Profile	29
<i>Occupation Descriptions</i>	30
<i>State and County Trends and Wage Information</i>	30
<i>Major Employers</i>	32
<i>Total Placement</i>	33
<i>State Graduates Outcomes</i>	34
Academics	40
<i>Educational Outcomes</i>	41
Stakeholder Perceptions	43
<i>Student Survey of Instruction (SSI)</i>	44
<i>Recent Alumni Survey</i>	45
<i>Employer Survey</i>	48
Program Action Plan	57
References.....	59



Contact Information	59
Appendix A: Program Outline.....	61
Appendix B: Program Assessment Report.....	67
Appendix C: 2017 Advisory Committee Minutes and Recommendations.....	78





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

SPC's Associate in Science Degree in Digital Arts, Media and Interactive Web Design gives students a broad, transferable skills for working in the digital and multimedia industry. Student gain technical and production skills, planning, management, finance, principles of technology, labor and community issues. In addition, students will also learn about specific technical skills in your area of specialization; managing skills to help oversee institutional and industrial multiple media projects; how to design and produce digital media/multimedia projects with multimedia hardware and software; and production analysis.

Degrees Offered

An Associate in Science Degree in Digital Arts, Media and Interactive Web Design is offered at SPC. Certificates in Digital Graphic, Digital Media Technology Interactive Web Design, Digital Media/Multimedia Foundations, Digital Media Technology Production, Digital Media Video Production, and Video Game Foundations are also available at SPC.

Program Performance

- *Actual Course Enrollment* decreased in 2016 (1,177) from the previous year (1,186).
- *Unduplicated Headcount* increased in 2016 (449) from the previous year (433).
- *SSH Enrollment* decreased in 2016 (3,307) from the previous year (3,351).
- Comparisons between the Fall semesters indicated that the *Percent Full Metric* remained consistent in Fall 2017 (77.0%) from Fall 2016 (77.1%).
- The *course success rate* increased in 2016 (81.1%) from the previous year (80.5%).
- *Grade Distribution* indicated that almost three-quarters of the students (74.9%) received an 'A', 'B' or 'C' during 2016.
- The Digital Arts, Media and Interactive Web Design - AS program has identified the following *Industry Certifications*: Adobe Photoshop CC (ACA) and Adobe Premier Pro CC (ACA). Annual attainment goals for this industry are provided within the body of this document.
- *Internship Enrollment* for DIG 2284 increased between Fall 2016 (7) and Spring 2017 (13), but decreased in Fall 2017 (5). *Internship Enrollment* for DIG 2940 increased between Fall 2016 (10) and Spring 2017 (15), but decreased between Summer 2017 (9) and Fall 2017 (4).
- *Program Plans Taken by Plan* revealed that less than half of the students who were enrolled in the program during Fall 2015, and had not graduated, remained in the program by Fall 2016. By Fall 2017, less than a quarter of the original (Fall

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2017-18 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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2015) DIG-AS students remained in the program. This measure does not display the number of students who graduated during any given term.

- The number of *program graduates* in the DIG-AS program increased in 2016 (28) from the previous year (22). The number of *program graduates* in the DIG-CT program decreased in 2016 (10) from the previous year (12). The number of *program graduates* in the DIGIWD-CT program increased in 2016 (1) from the previous year (0). The number of *program graduates* in the DMFND-CT program increased in 2016 (55) from the previous year (5). The number of *program graduates* in the DMPRD-CT program remained the same between 2016 (1) and the previous year (1). The number of *program graduates* in the DVPRD-CT program decreased in 2016 (16) from the previous year (19). The number of *program graduates* in the VGF-CT program decreased in 2016 (4) from the previous year (12).
- *Fulltime Faculty* taught 51.4% of the ECHs in 2016-17 as compared to 53.2% in 2015-16. Adjunct Faculty taught 48.6% of the ECHs in 2016-17 as compared to 46.8% in 2015-16.
- The highest semester for Adjunct ECHs was Spring 2014-15 in which adjunct faculty taught 55.3% of the program's course load. The three-semester average for adjuncts (48.6%) is not consistent with the College's general 55/45 Fulltime/Adjunct Faculty Ratio guideline.

Occupation Profile

- Five *occupation descriptions*, Film and video editors; Camera operators, television, video, and motion picture; Multi-media artists and animators; Graphic designers; and Producers and directors were located in the Florida Department of Economic Opportunity (DEO) website for the Digital Arts, Media and Interactive Web Design - AS program.
- The *2017 median hourly earnings* for Film and video editors was \$20.73 in Florida and \$22.04 in Pinellas County. The *2017 median hourly earnings* for Camera operators, television, video, and motion picture was \$23.36 in Florida and \$19.45 in Pinellas County. The *2017 median hourly earnings* for Multi-media artists and animators was \$26.38 in Florida and \$26.70 in Pinellas County. The *2017 median hourly earnings* for Graphic designers was \$21.12 in Florida and \$21.57 in Pinellas County. The *2017 median hourly earnings* for Producers and directors was \$30.81 in Florida and \$29.82 in Pinellas County.
- *Employment trend information* for Film and video editors showed an average annual increase (15.9% - 17.9%) for the period between 2017 and 2025 across the state and county. *Employment trend information* for Camera operators, television, video, and motion picture showed an average annual increase (5.9% - 7.4%) for the period between 2017 and 2025 across the state and county. *Employment trend information* for Multi-media artists and animators showed an average annual increase (11.1% - 11.6%) for the period between 2017 and 2025 across the state and county. *Employment trend information* for Graphic designers showed an average annual increase (6.4% - 8.6%) for the period between 2017 and 2025 across the state and county. *Employment trend information* for Producers and directors showed an average annual increase

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2017-18 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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(9.6% - 12.8%) for the period between 2017 and 2025 across the state and county.

- The *major employers* of the Digital Arts, Media and Interactive Web Design - AS graduates are Bealls, Inc.; Osgood Industries, Bosch Group; Corporate Benefits Network; Team Blends/Social Media; Hollywood Wheels; SPC Career Services; Quest Corp. of America; Pinellas County; Gulfstream Custom Tees; and Color Pages.
- *Total Placement* comparison information for the Digital Arts, Media and Interactive Web Design - AS program between 2015-16 and the previous year was not available.
- *State Graduates data* indicated that ninety-two students completed one of the thirteen state Digital Arts, Media and Interactive Web Design - AS programs in 2015-16, of those 36 had some matching state data and were employed. Information on how many state graduates were employed for a full quarter was not available.

Academics

- The *2016-17 Academic Program Assessment Report* indicated that the desired results were met for all four Program Learning Outcomes (PLOs) assessed in the Digital Arts, Media and Interactive Web Design - AS Program. The criteria for success were met for all three years for PLOs 2 and 4; however, for PLOs 1 and 3, the criteria for success were met for specific years and not others.
- The *2016-17 Academic Program Assessment Follow-Up Report* has not yet been completed for the Digital Arts, Media and Interactive Web Design - AS program.

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 Arts, Media and Interactive Web Design - AS program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.
- Fifty-six *Recent Alumni surveys* were provided to the 2014-15 graduates of the Digital Arts, Media and Interactive Web Design - AS program. Twenty-one percent of the graduates responded to the survey (12 of the 56). 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:

- 41.7% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to “Continue my education”; 25.0% selected “Earn more money”; 16.7% selected “Change career fields”; while the remaining 16.7% selected “Obtain employment”.
- 75.0% of recent graduate survey respondents indicated that SPC did “Very well” in helping them meet their goal; while the remaining 25.0% said “Adequately”.

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2017-18 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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- 91.7% of recent graduate survey respondents would recommend SPC's Digital Media/Multimedia Technology program to another.
- One *employer survey* was sent based on permission provided by recent graduates in the 2014-15 recent alumni survey. Since no employer surveys were returned, there is no employer survey information available.

Dean's Perspective: Issues, Trends, and Recent Successes

Issues:

We have found that it is a regular occurrence for students in the DIG-AS program to leave the program when they find employment and when they decide to enter an AA transfer plan to pursue a Bachelor's degree. Our planned Bachelor's degree in Arts and Entertainment was designed to retain those students but was not approved by the State. This negatively affects our Perkins metrics, so we need to improve our counseling at the front end to make sure students are properly advised.

Survey data of students and employers, some who are graduates and internship partners, have been incomplete or skewed, partly due to lack of responsiveness, and partly due to the high number of students and graduates who work in self-employed (1099) positions.

There is much anecdotal data available about student success, graduate placements, and professional accolades. The SPC Digital Media program is proud of our student accomplishments and successes, and can implement a standardized data gathering tool imbedded in our capstone course.

Adding a mandatory questionnaire/survey to DIG 2940 Internship Course, with a report window of one year, can be a simple and accurate way to track our graduates and learn about their successes.

Trends:

Re-naming and re-branding the A.S. program, as **Digital Media** was a step in the direction of expanding into the foreseeable future to include spin off and stand-alone sub-programs such as animation, and gamification. These two areas are the fastest growing areas of the Digital Media industry, showing growth rates of more than 10% annually.

The SPC Digital Media program also re-designed and re-organized curriculum to reflect a reduction in credits, from 64 to 60, in an effort to comply with State mandates. This reduction further reflects an A.S. degree program curriculum with emphasis upon global application of technological and pragmatic learning objectives, rather than specification in areas such as: animation, video story-telling, game design/programming, and gamification.

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2017-18 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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With the closure of the Photographic Technology AS program, a new Digital Photography sub-plan is now part of the Digital Media-AS program. This allows our photography students to earn a practical degree program to serve as a valid credential as they seek professional employment.

Media industry growth and demand will be in these areas mentioned above, and SPC Digital Media program can begin to plan for the future by developing/strengthening programming the following areas:

- **Increase the footprint of the SPC Video Subplan.**

Developing programmatic additions/expansions targeting aspects of the video program based upon national growth trends. Video is becoming the most popular and influential form of digital content for businesses. YouTube viewers watch [a billion hours of video](#) each day. Facebook users consume [over 8 billion videos](#) every day and [82% of Twitter's audience](#) views video content on the platform

Prospective students are served marketing strategies on daily basis. Targeted advertising is becoming more purposed in nature, with specific goals for mobile or desktop experience. Trends suggesting mobile ad platforms will show major growth in 2018, including Facebook, Instagram, Snapchat, etc. Remaining competitive in targeted marketing efforts in a necessary step toward enrollment growth and program success.

- **Target marketing with specific purpose for User Interface/User Experience.**

Develop a visually competitive SPC Digital Media webpage, tied to the College-wide Arts pages, where prospective students may be able to:

- View faculty work/accomplishments/accolades;
 - Compare department programming and courses;
 - Evaluate student works produced in the various disciplines.
- **Develop partnerships with SPC Computing and Information Technology and Visual Art department to design programs specific for User Interface/User Experience and Animation featuring:**
 - Integrated curriculum;
 - Shared Faculty;
 - Broader reach and scope.

SPC Digital Media Program remains focused upon industry trends and works within the parameters of a College-wide curriculum window for program changes, including teach-outs. Staying abreast of new media technologies and implementing new programs for growth and development will remain challenging, and success is inevitable if we commit to the highest standards. Keeping up with educational trends and industry demands are essential in a work-force program and must be supported with:

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2017-18 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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- Technology/equipment;
- Software and hardware;
- Seasoned professionals/faculty.

Instructional Successes:

Implementation of new Digital Drawing course, DIG 2119 - teaches drawing using the tools of the trade, currently Microsoft Surface Pro computer lab.

Re-working the Interactive design course: DIG 2500 and DIG 2502C to accommodate a new focus on User Experience/User Interface, in keeping with industry demands.

In the area of student SSI data collection: The 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 reporting successes reflect a department standard and a faculty who are engaging students and working toward a common goal of student success.

These results, not only suggest general overall satisfaction with the courses within the Digital Media AS program, but specifically as they relate to faculty engagement, preparation and organization, and course instruction.

The Digital Media department reflects reported data increases in completion rates, graduation rates, and placement rates.

The State of Florida employment data below reflects a county-wide hourly rate very competitive with state hourly standards. These competitive hourly rates support growth in the Digital Media industry county-wide and further empowers SPC Digital Media program graduates earning a living in their chosen field:

- The median hourly earnings for Film and video editors: \$18.39 in Florida and/ 18.29 in Pinellas County.
- The median hourly earnings for Camera operators, television, video, and motion picture: \$22.80 in Florida and/ \$26.75 in Pinellas County.
- The median hourly earnings for Multi-media artists and animators: \$26.83 in Florida and/ \$26.63 in Pinellas County.
- The median hourly earnings for Graphic designers: \$20.93 in Florida and/ \$21.14 in Pinellas County.
- The median hourly earnings for Producers and directors: \$31.54 in Florida and /\$30.52 in Pinellas County.

Recommendations/Action Plan

Program Recommendations and action plans are compiled by the Dean and Program Administrators, and are located at the end of the document.

Digital Arts, Media and Interactive Web Design - AS
2017-18 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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SPC Mission Statement

The mission of St. Petersburg College is to promote student success and enrich our communities through education, career development and self-discovery. 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 eighty-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 Department of Academic Effectiveness works 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

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2017-18 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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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 of Associate in Arts degrees is students continuing on to four-year degree programs. The Associate in Science programs are targeted towards students seeking employable skills, which does not require but may include continuing on to a four-year program. 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 <http://web.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 Florida College System, and exceed the necessary guidelines within the Southern Association of Community Colleges and Schools Commission on Colleges (SACSCOC) review procedures.

State guidelines require institutions to conduct program reviews every seven years as mandated in chapter 1001.03(13) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

(13) ...CYCLIC REVIEW OF POSTSECONDARY ACADEMIC PROGRAMS.--The State Board of Education shall provide for the cyclic review of all academic programs in Florida College System institutions at least every 7 years. Program reviews shall document how individual academic programs are achieving stated student learning and program objectives within the context of the institution's mission. The results of the program reviews shall inform strategic planning, program development, and budgeting decisions at the institutional level.

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.

The recommended program review timeline at SPC is four years and is aligned with the long-standing three-year academic program assessment cycle, producing a coherent and integrated review process. Figure 1

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represents the relationship between program assessment, program review, and the viability report processes that comprise the academic program assessment cycle.

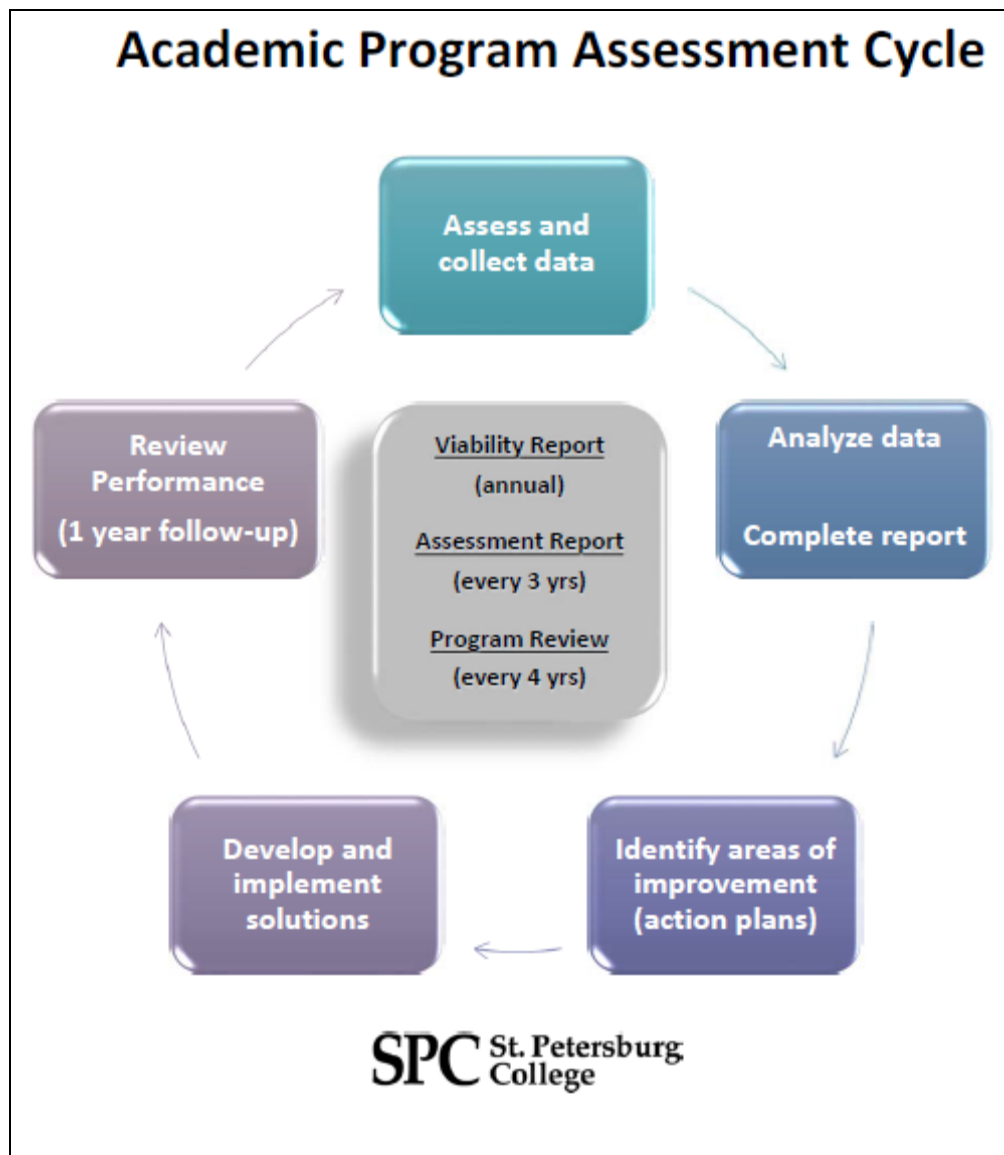


Figure 1: Academic Program Assessment Cycle



Program Description

SPC's Associate in Science Degree in Digital Arts, Media and Interactive Web Design gives students a broad, transferable skills for working in the digital and multimedia industry. Student gain technical and production skills, planning, management, finance, principles of technology, labor and community issues. In addition, students will also learn about specific technical skills in your area of specialization; managing skills to help oversee institutional and industrial multiple media projects; how to design and produce digital media/multimedia projects with multimedia hardware and software; and production analysis.

Degrees Offered

An Associate in Science Degree in Digital Arts, Media and Interactive Web Design is offered at SPC. Certificates in Digital Graphic, Digital Media Technology Interactive Web Design, Digital Media/Multimedia Foundations, Digital Media Technology Production, Digital Media Video Production, and Video Game Foundations are also available at SPC.

For a complete listing of all courses within the Digital Arts, Media and Interactive Web Design Program, please see Appendix A.

Accreditation

No accreditation information is on file for the Digital Arts, Media and Interactive Web Design - AS program.

Program Learning Outcomes

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 effective interface which invites viewers to explore to a deeper level by using enhancements that enrich the design as well as the students' ability and creativity.
3. Structure: The students will apply logical sequencing of information enabling the viewer to hyperlink and control a portfolio's environment by using escape options and movement alternatives.

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2017-18 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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4. Content: The student will produce a professional portfolio with sufficient information in a concise, original design to validate their skills and abilities.





Measure Descriptions

The CAPR reports include twenty-two measures designed to provide an overview of all the various elements pertaining to the program. The source of the information for nine of the first ten measures is the Program Review CAPR Dashboard in the SPC Pulse/Business Intelligence system. Sources for the remaining measures can be found within their measure description. Measures obtained from SPC Pulse/Business Intelligence were extracted in fall 2017. Each measure is described in detail below.

Measure #1: *Actual Course Enrollment (Enrollment Count)*

Actual Course Enrollment is the sum of actual student enrollment for the courses within the specified Academic Organization during the selected academic years. This number is a duplicated headcount of students enrolled in the program's courses, and does not reflect the actual number of students enrolled in the program or its associated certificates (if applicable). The filters for the Actual Course Enrollment measure are as follows:

- **Academic Year - Term Desc - Multi:** 2013, 2014, 2015, 2016
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

Measure #2: *Unduplicated Headcount*

Unduplicated Headcount is the total number of unduplicated students enrolled in courses within the specified Academic Organization during the selected academic years. The filters for the Unduplicated Headcount measure are as follows:

- **Academic Year - Term Desc - Multi:** 2013, 2014, 2015, 2016
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

Measure #3: *SSH Enrollment*

Student Semester Hours (SSH) Enrollment is defined as the total number of student semester hours in the specified Academic Organization during the selected academic years. The filters for the SSH Enrollment measure are as follows:

- **Academic Year - Term Desc - Multi:** 2013, 2014, 2015, 2016
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

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2017-18 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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Measure #4: Percent Full

The Percent Full metric is the actual enrollment count of the specified Academic Organization divided by the Standard Course Load (SCL) for the selected academic terms. The filters for the Percent Full metric are as follows:

- **Academic Year - Term Desc - Multi:** 2016-17 Fall, Spring, Summer; 2017-18 Fall
- **College - Group - Acad Org - Subject:** Academic Organization
- **Class Status:** Active, Full, Stop Further Enrollment
- **All other filters:** All

Measure #5: Course Success (Performance)

The Performance measure is defined as the number of students successfully completing a course with a grade of A, B, or C (success rate), divided by the total number of students enrolled in courses within the Academic Organization during the selected academic years. The filters for the Performance measure are as follows:

- **Academic Year - Term Desc - Multi:** 2013, 2014, 2015, 2016
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

Measure #6: Grade Distribution

The Grade Distribution measure reports the number of students receiving an A, B, C, D, F, N, W, or WF in courses within the academic program plan during the selected academic years. The filters for the Grade Distribution measure are as follows:

- **Academic Year - Term Desc - Multi:** 2013, 2014, 2015, 2016
- **Academic Plan - Multi:** Program Plan
- **All other filters:** All

Measure #7: Industry Certification Attainment

The Industry Certification Attainment measure reports the number of students in the program plan that have attained an industry certification or have passed a licensing exam. *Source: SPC Factbook, Table 9; Workforce database of student certifications.*



Measure #8: Internship Enrollment (Course Groups)

The Internship Enrollment measure reports the number of students enrolled in clinical, practicum, or internship courses within the program plan during the selected academic years. The filters for the Internship Enrollment measure are as follows:

- **Academic Year - Term Desc - Multi:** 2016-17 Fall, Spring, Summer; 2017-18 Fall
- **Academic Plan - Multi:** Program Plan
- **All other filters:** All

Measure #9: Program Plans Taken by Plan

The Program Plans Taken by Plan measure reports the number of students in the specified program plan in a selected cohort (by Term) that have continued in the plan, and the number of students that have since transferred to other plans, for the selected academic terms or years. The filters for the Program Plans Taken by Plan measure are as follows:

- **Student Cohort Student Term History Academic Year-Term Desc:** 2015-16 Fall
- **Enroll History Acad Term Desc (must be same as above):** 2015-16 Fall
- **Student Term History Academic Plan:** Applicable Program plan
- **Comparison Filters**
Academic Year - Term Desc - Multi: 2015-16 Fall, Spring, Summer; 2016-17 Fall, Spring, Summer; 2017-18 Fall
- **All other filters:** All

Measure #10: Graduates

The Graduates measure depicts the total number of graduates within specified program plan(s) associated with the Academic Organization, for the selected academic years. The filters for the Graduates measure are as follows:

- **Academic Year - Term Desc - Multi:** 2013, 2014, 2015, 2016
- **Graduation Degree Plan Subplan - Multi:** All Applicable Program Plans
- **All other filters:** All



Measure #11: Faculty/Adjunct Ratio

The Faculty/Adjunct Ratio measure reports the number and percentage of program equated credit hours (ECHs) taught by the individual faculty classifications. Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

Measure #12: Revenue and Expenses (will be available by December 2019)

Measure #13: Capital Expenditures (will be available by December 2019)

Measure #14: State and County Trends and Wage Information

Employment trend information is reported by state and county. Jobs (2017) refers to the average annual job openings due to growth and net replacement; % Change (2017-2025) depicts the percent change in the number of annual job openings during the eight-year period; and Median Earnings refers to the average earnings for the specified job title. Source: Florida Department of Economic Opportunity (DEO) <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

Measure #15: Major Employers

Major employers consist of the primary local employers of SPC graduates. These names are obtained from the Recent Alumni Survey Report and Program Administrators.

Measure #16: Total Placement

Total Placement is the percentage of students who have enlisted in the military, are continuing their education, or are employed in their field within the first year of graduation. Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.shtml>.

Measure #17: State Graduates Outcomes

State graduates outcomes provide reference data for the employment trend data. Specifically, data on former students and program participants who have graduated, exited or completed a public or training program within the State of Florida are documented. Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.shtml>.

Measure #18: Educational Outcomes

End-of-program assessment data that are reported in the program's most recent Academic Program Assessment Report (APAR) are summarized and reported with

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2017-18 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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the program's learning outcomes, means of assessment, and information about the program's next assessment report.

Measure #19: Three-Year Course Review (*will be available by December 2019*)

Measure #20: Student Survey of Instruction

The Student Survey of Instruction (SSI) is electronically distributed to all students enrolled in traditional classroom sections, lab courses and self-paced or directed individual study, and online courses at the College. The purpose of the SSI is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

Measure #21: Recent Alumni Survey

Recent alumni surveys are administered to measure alumni satisfaction with SPC's education programs. The Recent Alumni Survey collects information related to career preparation, preparation for continuing education, and the current employment information and educational status of former students. Recent Alumni are surveyed six months after they graduate from SPC.

Measure #22: Employer Survey

Employer surveys are used to measure employer satisfaction with SPC graduates. Employers evaluate graduates from Bachelor of Science/Bachelor of Applied Science (BS/BAS), Associate in Science/Associate in Applied Science (AA/AS), and certificate programs. Surveys are sent to employers of recent graduates annually each spring semester.





Program Performance



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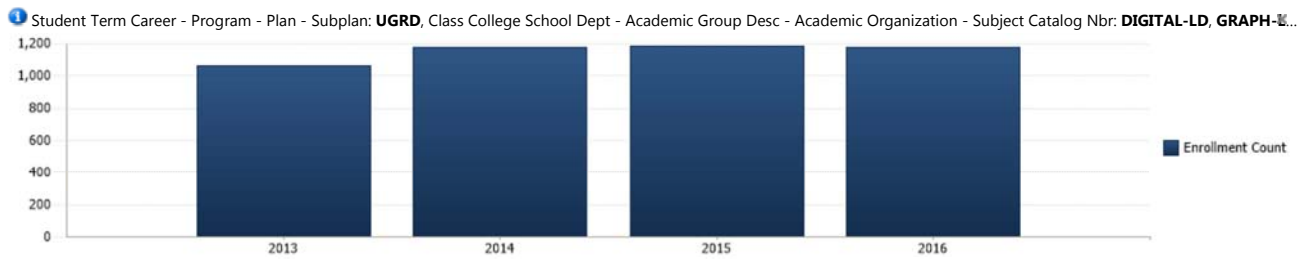
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SharePoint

Newsfeed OneDrive Sites Robert Mohr III ?

Enrollment | Performance | Percent Full | Graduates | Grade Distribution | Course Groups | Program Plans Taken by Plan

Enrollment Count Graph



Enrollment Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **DIGITAL-LD, GRAPH-LD**

Term Academic Year - Term Desc	Enrollment Count
▸ 2013	1,065
▸ 2014	1,176
▸ 2015	1,186
▸ 2016	1,177

Student System Cube Refresh

Last Refresh: 10/17/2018 7:21:34 AM

CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi

Campus Description

Academic Plan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Class Academic Group

Age Group

Ethnic Group

Gender

Custom Cohort

Student Group

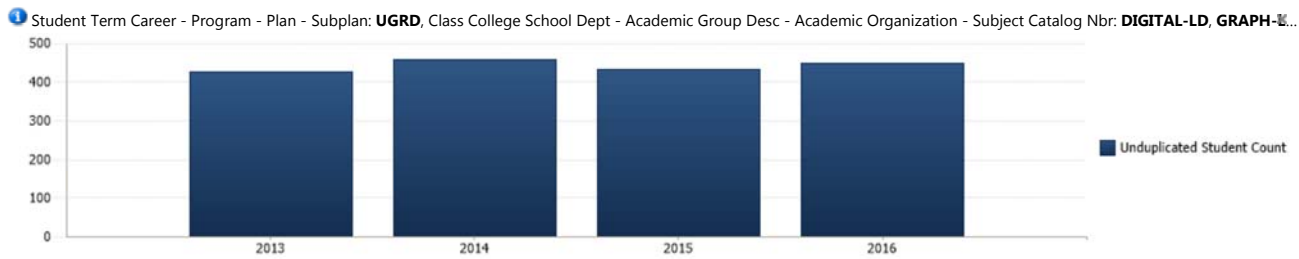
Course Group

SharePoint

Newsfeed OneDrive Sites Robert Mohr III ?

Enrollment | Performance | Percent Full | Graduates | Grade Distribution | Course Groups | Program Plans Taken by Plan

Unduplicated Student Count Graph



Unduplicated Student Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **DIGITAL-LD, GRAPH-LD**

Term Academic Year - Term Desc	Unduplicated Student Count
▸ 2013	426
▸ 2014	458
▸ 2015	433
▸ 2016	449

Student System Cube Refresh

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CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi

Campus Description

Academic Plan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Class Academic Group

Age Group

Ethnic Group

Gender

Custom Cohort

Student Group

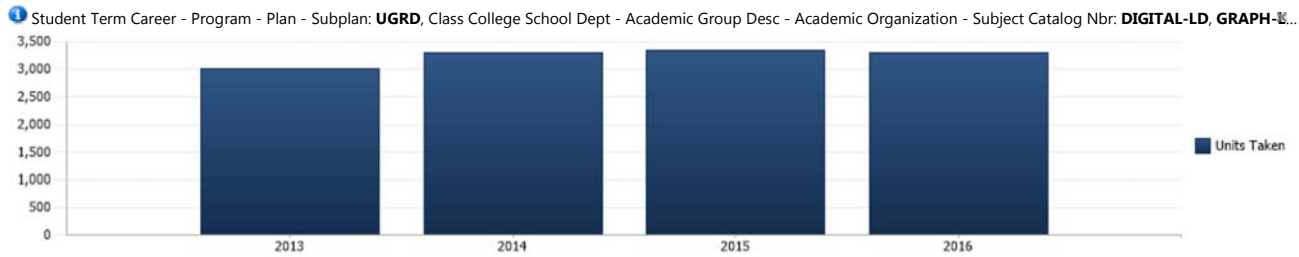
Course Group

SharePoint

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Enrollment | Performance | Percent Full | Graduates | Grade Distribution | Course Groups | Program Plans Taken by Plan

SSH Enrollment Graph



SSH Enrollment

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **DIGITAL-LD, GRAPH-LD**

Term Academic Year - Term Desc	Units Taken
2013	3,010
2014	3,299
2015	3,351
2016	3,307

Student System Cube Refresh

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CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi

Campus Description

Academic Plan - Multi

College - Group - Acad Org - Subject

Course Instructional Method

Student Type (FTIC)

Class Academic Group

Age Group

Ethnic Group

Gender

Custom Cohort

Student Group

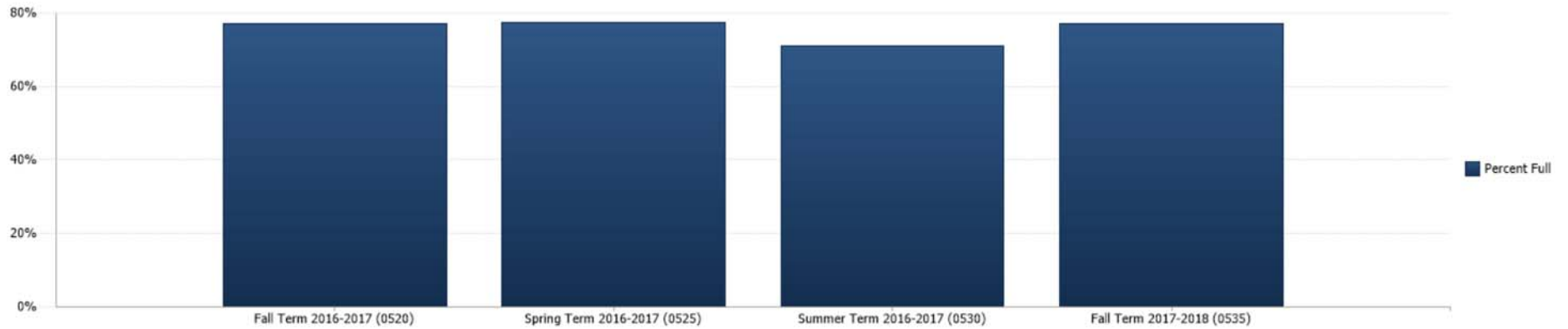
Course Group

SharePoint

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[Enrollment](#) | [Performance](#) | [Percent Full](#) | [Graduates](#) | [Grade Distribution](#) | [Course Groups](#) | [Program Plans Taken by Plan](#)

Percent Full Metric Graph

i Class Status: **Active, Full, Stop Further Enrollment**, Class Academic Group: **LD, UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **DIGITAL-LD, GRAPH-LD** ✕

Percent Full Metric by Instructional Method

i Class Status: **Active, Full, Stop Further Enrollment**, Class Academic Group: **LD, UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **DIGITAL-LD, GRAPH-LD**, Filter empty rows%...

Term Academic Year - Term Desc	Measures	All	Blended	Face-to-Face	Independent Study	Online
Fall Term 2016-2017 (0520)	Enrollment Count	535	47	405		83
Fall Term 2016-2017 (0520)	Standard Course Load	694	80	518		96
Fall Term 2016-2017 (0520)	Percent Full	77.1%	58.8%	78.2%		86.5%
Spring Term 2016-2017 (0525)	Enrollment Count	507	36	313	20	138
Spring Term 2016-2017 (0525)	Standard Course Load	656	36	410	62	148
Spring Term 2016-2017 (0525)	Percent Full	77.3%	100.0%	76.3%	32.3%	93.2%
Summer Term 2016-2017 (0530)	Enrollment Count	135		66	10	59
Summer Term 2016-2017 (0530)	Standard Course Load	190		90	28	72
Summer Term 2016-2017 (0530)	Percent Full	71.1%		73.3%	35.7%	81.9%
Fall Term 2017-2018 (0535)	Enrollment Count	542	49	388	13	92
Fall Term 2017-2018 (0535)	Standard Course Load	704	80	494	34	96
Fall Term 2017-2018 (0535)	Percent Full	77.0%	61.3%	78.5%	38.2%	95.8%

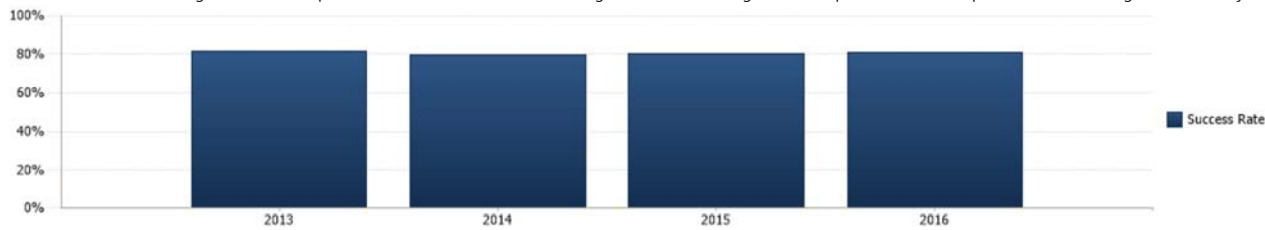
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Enrollment | [Performance](#) | Percent Full | Graduates | Grade Distribution | Course Groups | Program Plans Taken by Plan

Success Rate Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Organization - Subject...



Performance

Student Term Career - Program - Plan - Subplan: **UGRD**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Organization - Subject...

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
2013	1,061	81.3%	4.5%	6.7%	4.6%
2014	1,173	79.6%	5.3%	7.5%	3.4%
2015	1,184	80.5%	4.1%	7.2%	4.6%
2016	1,173	81.1%	4.6%	6.7%	3.3%

Student System Cube Refresh

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CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi 2013, 2014, 2015, 2016

Campus Description All

Academic Plan - Multi All

College - Group - Acad Org - Subject DIGITAL-LD, GRAPH-LD

Course Instructional Method All

Student Type (FTIC) All

Class Academic Group All

Age Group All

Ethnic Group All

Gender All

Student Group All

Course Group All

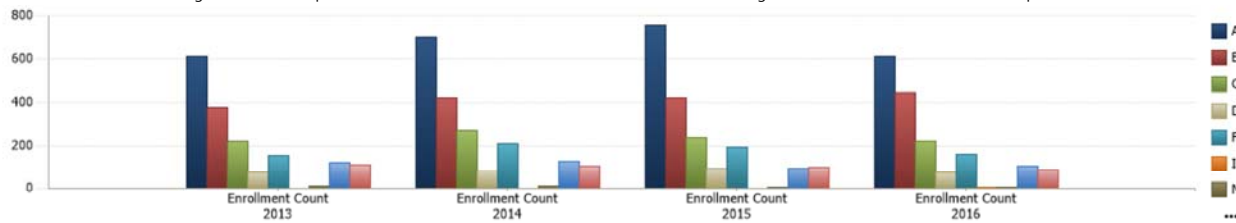
SharePoint

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Enrollment | Performance | Percent Full | Graduates | [Grade Distribution](#) | Course Groups | Program Plans Taken by Plan

Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **DIG-AS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career: **U...**



Student System Cube Refresh

Last Refresh: 2/12/2018 5:24:16 AM

CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi [2013, 2014, 2015, 2016](#)

Campus Description [All](#)

Academic Plan - Multi [DIG-AS](#)

Course Instructional Method [All](#)

Student Type (FTIC) [All](#)

Class Academic Group [All](#)

Age Group [All](#)

Ethnic Group [All](#)

Gender [All](#)

Student Group [All](#)

Course Group [All](#)

Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **DIG-AS**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **Y**, Class Academic Career: **U...**

Term Academic Year - Term Desc	Enrollment Count									
	All	A	B	C	D	F	I	N	W	WF
2013	1,672	612	377	220	70	156	11	118	108	
2014	1,915	697	420	268	80	208	10	128	104	
2015	1,886	756	419	235	90	192	3	91	100	
2016	1,705	611	443	223	69	160	4	4	103	88



Industry Certification Attainment

Certifications	Earned 2014-15	Earned 2015-16	Goal 2016-17	Earned 2016-17
Digital Arts, Media and Interactive Web Design AS Photographic Technology AS				
Adobe Photoshop CC (ACA)	2	11	18	3
Adobe Premier Pro CC (ACA)	0	2	10	8

Source: 2016-17 Viability Report



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2017-18 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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View: **Course Groups**

Date: **9/29/2017**

Dashboard: [Course Groups](#)

Parameter: **Fall Term 2016-2017 (0520),Spring Term 2016-2017 (0525),Summer Term 2016-2017 (0530),Fall Term 2017-2018 (0535),All,Undergraduate,DIGITAL-LD,GRAPH-LD,All,All,All,All,All,All**

Class Course Group - Subject Catalog Nbr	Fall Term 2016- 2017 (0520)		Spring Term 2016- 2017 (0525)		Summer Term 2016-2017 (0530)		Fall Term 2017- 2018 (0535)	
	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes
DIG2284	7	1	13	1			5	1
DIG2940	10	1	15	2	9	1	4	2

View: **Program Plans Taken by Plan**
Date: **2/12/2018**
Dashboard: [Program Plans Taken by Plan](#)
Parameter: **Fall Term 2015-2016 (0505),Fall Term 2015-2016 (0505),DIG-AS,All,All,All,All,All,All,All,All,All,All,Fall Term 2015-2016 (0505),Spring Term 2015-2016 (0510),Summer Term 2015-2016 (0515),Fall Term 2016-2017 (0520),Spring Term 2016-2017 (0525),Summer Term 2016-2017 (0530),Fall Term 2017-2018 (0535),All**

Academic Plan	Fall Term 2015-2016 (0505) Unduplicated Student Count	Spring Term 2015- 2016 (0510) Unduplicated Student Count	Summer Term 2015- 2016 (0515) Unduplicated Student Count	Fall Term 2016-2017 (0520) Unduplicated Student Count	Spring Term 2016- 2017 (0525) Unduplicated Student Count	Summer Term 2016- 2017 (0530) Unduplicated Student Count	Fall Term 2017-2018 (0535) Unduplicated Student Count
All	288	227	72	168	134	56	112
DIG-AS	288	213	63	139	103	37	69
GEN-AA		6	3	18	16	8	18
BUS-AS							1
CWPA-AS				3	3	1	5
MIRAS-AS		1					
EDU-TR				1	1	1	
ENRCH-NO		1					1
PEND-NO				1			
ENGINE-TR							1
ITSC-AS					1		1
WEBSDM-AS		2	1	2	2	1	2
BUS-TR						1	1
CIT-AS					1	1	1
COMM-TR					1		
CST-AS		1	1		1	1	1
DMFND-CT							1
HDSK-CT					1	1	1
HMG-AS			1	1			
HSA-AS			1	1	2	1	2
HSDIS-AS		1					
LEGAL-AS		1		1	1		1
MGTORG-BAS						1	2
TMGT-BAS		1	1	1	1	1	1
TRANS-NO			1				
VG-CT						1	
WEBDS-CT							3

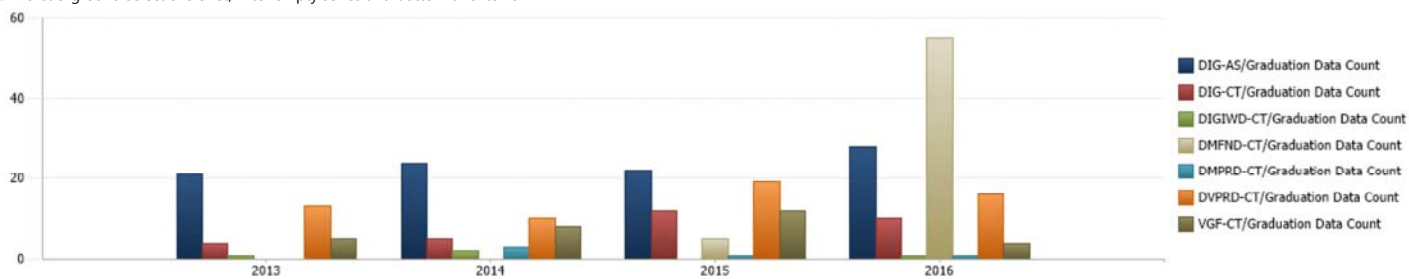
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Enrollment | Performance | Percent Full | [Graduates](#) | Grade Distribution | Course Groups | Program Plans Taken by Plan

Overall Graduates Trend

No background selections exist, Filter empty series and bottom axis items



Overall Graduates Count

No background selections exist, Filter empty rows and columns

Graduation Degree - Plan - Sub Plan	Measures	▸ 2013	▸ 2014	▸ 2015	▸ 2016
DIG-AS	Graduation Data Count	21	24	22	28
DIG-CT	Graduation Data Count	4	5	12	10
DIGIWD-CT	Graduation Data Count	1	2		1
DMFND-CT	Graduation Data Count			5	55
DMPRD-CT	Graduation Data Count		3	1	1
DVPRD-CT	Graduation Data Count	13	10	19	16
VGF-CT	Graduation Data Count	5	8	12	4

Student System Cube Refresh

Last Refresh: 2/12/2018 5:24:16 AM

CAPR Process Document

[CAPR Process Document](#)

Academic Year - Term Desc - Multi 2013, 2014, 2015, 2016 ▾

Graduation Degree Plan Subplan - Multi DIG-AS, DIG-CT, DIGI

Age Group All

Gender All

Ethnic Group All

Student Group All ▾

Custom Cohort All ▾



Faculty/Adjunct Ratio

Equated Credit Hours by Faculty Classification

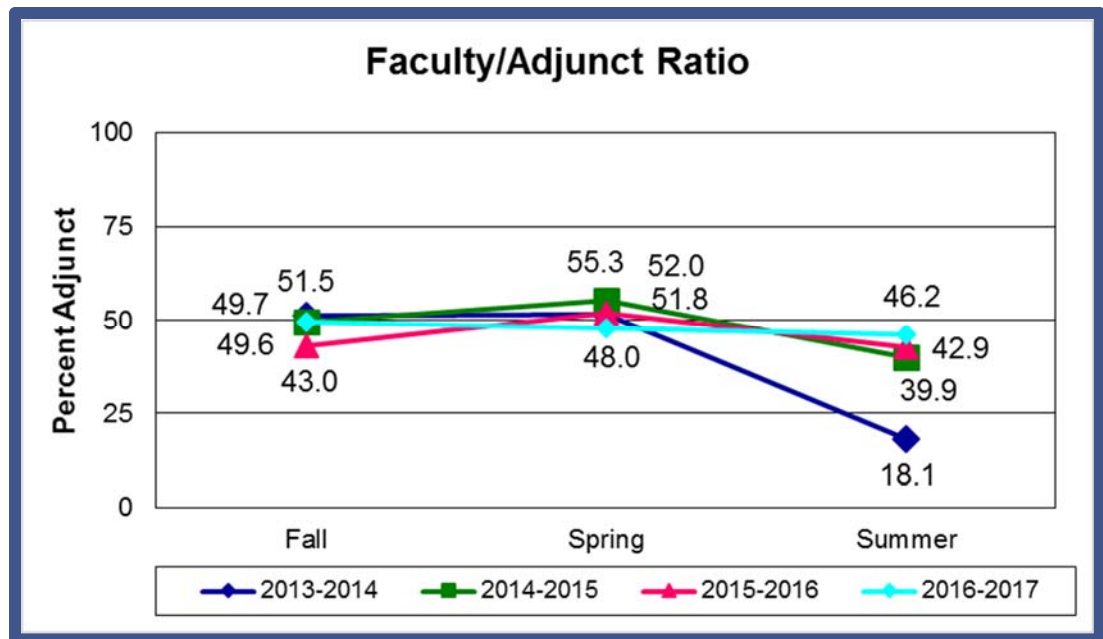
	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2013-2014	46.2	48.5%	0.0	0.0%	49.0	51.5%
Spring 2013-2014	48.2	48.2%	0.0	0.0%	51.8	51.8%
Summer 2013-2014	14.5	81.9%	0.0	0.0%	3.2	18.1%
2013-2014 Total	108.9	51.2%	0.0	0.0%	104.0	48.8%
Fall 2014-2015	50.3	50.4%	0.0	0.0%	49.5	49.6%
Spring 2014-2015	45.0	44.7%	0.0	0.0%	55.8	55.3%
Summer 2014-2015	14.3	60.1%	0.0	0.0%	9.5	39.9%
2014-2015 Total	109.6	48.9%	0.0	0.0%	114.8	51.1%
Fall 2015-2016	57.0	57.0%	0.0	0.0%	43.0	43.0%
Spring 2015-2016	43.4	48.0%	0.0	0.0%	47.0	52.0%
Summer 2015-2016	12.0	57.1%	0.0	0.0%	9.0	42.9%
2015-2016 Total	112.4	53.2%	0.0	0.0%	99.0	46.8%
Fall 2016-2017	54.8	50.3%	0.0	0.0%	54.0	49.7%
Spring 2016-2017	46.2	52.0%	0.0	0.0%	42.7	48.0%
Summer 2016-2017	13.0	53.8%	0.0	0.0%	11.2	46.2%
2016-2017 Total	114.0	51.4%	0.0	0.0%	107.8	48.6%

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



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



Occupation Profile



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Occupation Descriptions

The occupation description for Film and video editors (274032) used by the DEO is shown below:

Edit motion picture soundtracks, film and video.

The occupation description for Camera operators, television, video, and motion picture (274031) used by the DEO 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.

The occupation description for Multi-media artists and animators (271014) used by the DEO is shown below:

Create special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in products or creations, such as computer games, movies, music videos, and commercials.

The occupation description for Graphic designers (271024) used by the DEO is shown below:

Design or create graphics to meet a client's specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects.

The occupation description for Producers and directors (272012) used by the DEO is shown below:

Produce or direct stage, television, radio, video, or motion picture productions for entertainment, information, or instruction. Responsible for creative decisions, such as interpretation of script, choice of guests, set design, sound, special effects, and choreography.

State and County Trends and Wage Information

The distribution of 2017 wage information for Film and video editors; Camera operators, television, video, and motion picture; Multi-media

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artists and animators; Graphic designers; and Producers and directors is located in the table below. The median hourly earnings for Film and video editors was \$20.73 in Florida and \$22.04 in Pinellas County. The median hourly earnings for Camera operators, television, video, and motion picture; was \$23.36 in Florida and \$19.45 in Pinellas County. The median hourly earnings for Multi-media artists and animators was \$26.38 in Florida and \$26.70 in Pinellas County. The median hourly earnings for Graphic designers was \$21.12 in Florida and \$21.57 in Pinellas County. The median hourly earnings for Producers and directors was \$30.81 in Florida and \$29.82 in Pinellas County.

Employment trend information for occupations related to Digital Arts, Media and Interactive Web Design are also provided in the tables. An average annual increase in employment for Film and video editors (15.9% - 17.9%) is shown for the period between 2017 and 2025, across the state and county. An average annual increase in employment for Camera operators, television, video, and motion picture; (5.9% - 7.4%) is shown for the period between 2017 and 2025, across the state and county. An average annual increase in employment for Multi-media artists and animators (11.1% - 11.6%) is shown for the period between 2017 and 2025, across the state and county. An average annual increase in employment for Graphic designers (6.4% - 8.6%) is shown for the period between 2017 and 2025, across the state and county. An average annual increase in employment for Producers and directors (9.6% - 12.8%) is shown for the period between 2017 and 2025, across the state and county.



Employment Data

Growth for Film and video editors

	Jobs (2017)	% Change (2017-2025)	Median Earnings
Florida	1,892	17.9%	\$20.73/hr
Pinellas County	63	15.9%	\$22.04/hr

Source: Florida Department of Economic Opportunity (DEO)
<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

Growth for Camera operators, television, video, and motion picture

	Jobs (2017)	% Change (2017-2025)	Median Earnings
Florida	1,216	5.9%	\$23.36/hr
Pinellas County	68	7.4%	\$19.45/hr

Source: Florida Department of Economic Opportunity (DEO)
<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

Growth for Multimedia artists and animators

	Jobs (2017)	% Change (2017-2025)	Median Earnings
Florida	3,003	11.1%	\$26.38/hr
Pinellas County	198	11.6%	\$26.70/hr

Source: Florida Department of Economic Opportunity (DEO)
<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

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Institutional Research and Effectiveness

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Growth for Graphic designers

	Jobs (2017)	% Change (2017-2025)	Median Earnings
Florida	17,099	8.6%	\$21.12/hr
Pinellas County	1,045	6.4%	\$21.57/hr

Source: Florida Department of Economic Opportunity (DEO)
<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

Growth for Producers and directors

	Jobs (2017)	% Change (2017-2025)	Median Earnings
Florida	7,719	12.8%	\$30.81/hr
Pinellas County	447	9.6%	\$29.82/hr

Source: Florida Department of Economic Opportunity (DEO)
<http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>



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Major Employers

Graduates of SPC's Digital Arts, Media and Interactive Web Design - AS program are employed in various areas related to their field. The primary local employers of these graduates are depicted in the table below.

Major Employers

Employers of Digital Media -AS Graduates
Bealls, Inc.
Osgood Industries, Bosch Group
Corporate Benefits Network
Team Blends/Social Media
Hollywood Wheels
SPC Career Services
Quest Corp. of America
Pinellas County
Gulfstream Custom Tees
Color Pages

Source: Recent Alumni Survey reports and program administrator records

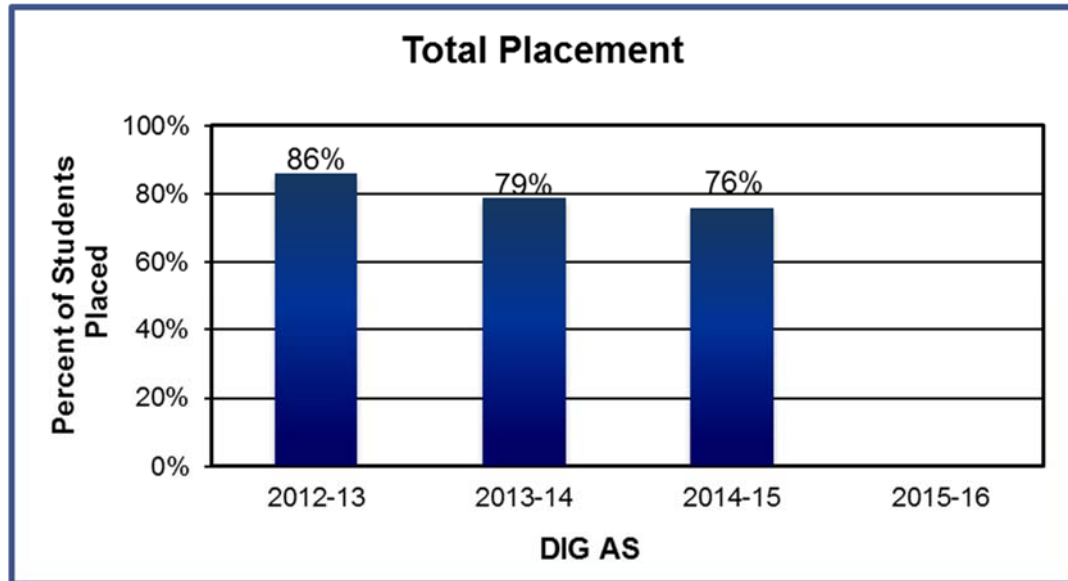


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2017-18 Placement Data



DIG AS		
	Pool Count	Percent Placed
2012-13	14	86%
2013-14	14	79%
2014-15	21	76%
2015-16	12	N/A

Source: FETPIP Follow-up Outcomes <http://www.fldoe.org/fetpip/ccs.asp>



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State Graduates Outcomes

Digital Arts, Media and Interactive Web Design Program Graduates 2015-16 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 or Education)	Placement Rate
Broward College	****	****	****	29%	****	****	50%
Florida State College at Jacksonville	14	****	****	***0%	10	****	***0%
Gulf Coast State College	13	****	****	***0%	****	****	75%
Hillsborough Community College	****	****	****	29%	****	****	57%
Indian River State College	20	11	****	***0%	18	15	83%
Miami Dade College	****	****	****	38%	****	****	25%
North Florida Community College	****	****	****	100%	****	****	100%
Northwest Florida State College	****	****	-	0%	****	-	0%
Polk State College	****	****	****	40%	****	****	50%
Santa Fe College	23	13	****	***0%	21	19	90%
Seminole State College of Florida	****	****	****	44%	****	****	78%



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Institutional Research and Effectiveness

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Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed or Education)	Placement Rate
St. Petersburg College	22	12	****	***%	12	****	***%
Valencia College	****	****	****	44%	****	****	75%
Total	92	36	0	0%	61	34	56%

**** Graduate values less than 10 but greater than 0.

***% Percentage based on numerator less than 10 and denominator 10 or more.

- Graduate value equal to 0.

Source: FETPIP Florida College System Vocational Reports <http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.html>



Digital Arts, Media and Interactive Web Design - AS
2017-18 Enhanced Comprehensive Academic Program Review
Institutional Research and Effectiveness

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Academics



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Educational Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AS/BS/BAS program every three years to evaluate the quality of the program's educational outcomes. The Digital Arts, Media and Interactive Web Design - AS program was evaluated through an Academic Program Assessment Report (APAR).

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2016-17 assessment. Each of the four PLOs 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 effective interface which invites viewers to explore to a deeper level by using enhancements that enrich the design as well as the students' ability and creativity.
3. Structure: The students will apply logical sequencing of information enabling the viewer to hyperlink and control a portfolio's environment by using escape options and movement alternatives.
4. Content: The student will produce a professional portfolio with sufficient information in a concise, original design to validate their skills and acquiring competencies.

Means of Assessment

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

The Digital Arts, Media and Interactive Web Design (AS) program used the results of an industry standard digital portfolio to assess student performance. Each portfolio is assessed using a skills criterion rubric. The criteria for success stated that students should attain a minimum rubric score of 2 or greater on each of the six sections of the scoring rubric.

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Data were collected during Fall 2016 through Spring 2017. The students whom were assessed achieved a minimum rubric score of 2 during all three years for PLOs 2 and 4. However, for PLOs 1 and 3, the criteria for success were met for specific semesters and not others.

The 2016-17 follow-up report draft has not yet been approved.

For the complete 2016-17 Digital Arts, Media and Interactive Web Design Program Assessment Report, please see Appendix B.



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Stakeholder Perceptions

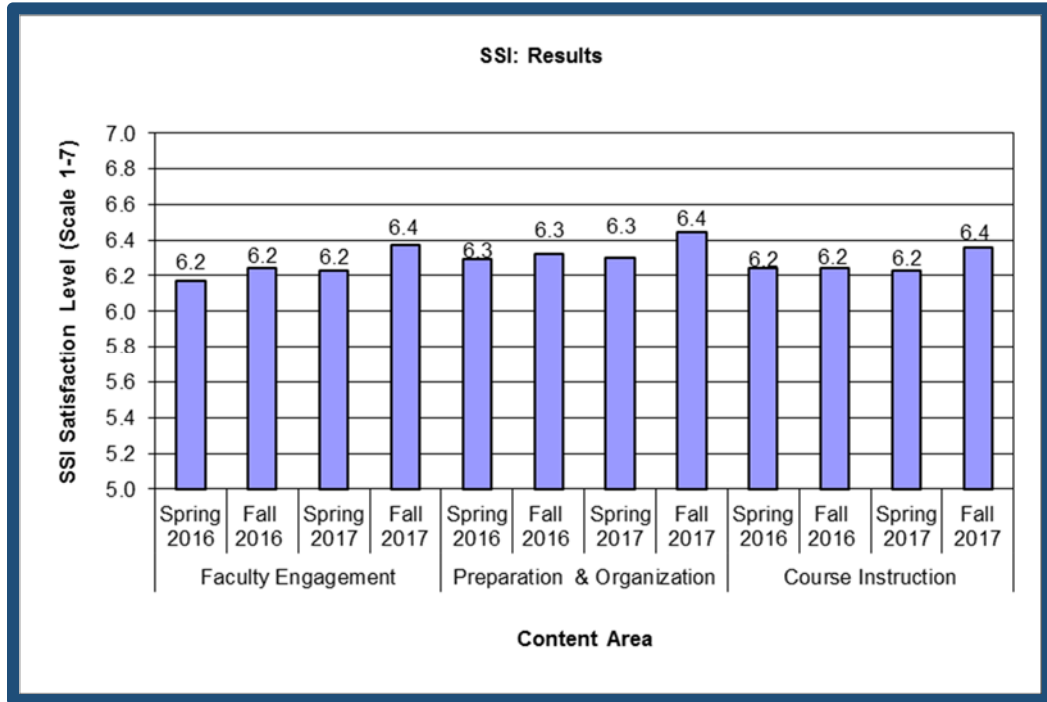
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Student Survey of Instruction (SSI)



Source: St. Petersburg College Student Survey of Instruction database



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- *A.S. Degrees: Digital Arts, Media, and Interactive Web Design; Digital Media Production; Digital Video Production; Graphics Technology; Video Game Foundations*
- *Certificates: Avid Certified Pro Tools, Digital Graphics, Digital Media/Multimedia Production, Digital Media/Multimedia Video Production, Digital Media Technology Interactive Web Design, Video Game Foundations*

Alumni Survey Information

Graduates are sent one survey to complete, even in cases where they may have earned multiple degrees within the same year. In these cases, the reported number of surveys sent and responses received are counted once per degree or certificate awarded to the student.

Fifty-six Alumni Surveys were provided to the 2014-15 graduates of the Digital Media/Multimedia Technology program. Responses were received from 6 A.S. graduates and 6 Certificate completers.

Twenty-one percent (12/56) of the graduates surveyed responded to the survey. After receiving permission from the respondents to contact their employers, one employer survey was sent out. 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:

- 77.8% (7/9) of recent graduate survey respondents, who were employed, were employed full-time.
- 11.1% (1/9) of recent graduate survey respondents had a current position related to their studies.
- 41.7% (5/12) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Continue my education"*; 25.0% (3/12) *"Earn more money"*; 16.7% (2/12) *"Change career fields"*; and 16.7% (2/12) *"Obtain employment"*.
- 54.5% (6/11) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Continue my education"*; 36.4% (4/11) *"Obtain employment"*; and 27.3% (3/11) *"Other"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 75.0% (9/12) of recent graduate survey respondents indicated that SPC did *"Very well"* in helping them meet their goal; and 25.0% (3/12) *"Adequately"*.
- 44.4% (4/9) of recent graduate survey respondents indicated that they earned less than \$10.00 an hour (less than \$21,000 annually); 33.3% (3/9) earned \$15.00-\$19.99 per hour (\$31,000-\$41,999 annually); and 22.2% (2/9) earned \$10.00-\$14.99 per hour (\$21,000-\$30,999 annually).

- 36.4% (4/11) of recent graduate survey respondents indicated they are continuing their education.
- 91.7% (11/12) 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 1. Graduates indicated satisfaction with their college preparation in the area of general education outcomes. Twelve outcomes received mean scores between 4.5 and 4.8, eight received mean scores between 4.0 and 4.4, and five received mean scores between 3.6 and 3.9.

*Table 1**College Preparation Ratings for Recent Digital Media/Multimedia Technology 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	12	3.6	0.9
Listening	12	4.3	0.8
Reading	12	4.6	0.5
Writing	12	4.4	0.5
<i>Your use of mathematical and computational skills:</i>			
Comfortable with mathematical calculations	12	3.8	0.8
Using computational skills appropriately	12	4.3	0.8
Accurately interpreting mathematical data	12	3.6	0.8
<i>Using the following forms of technology:</i>			
Email	12	4.8	0.5
Word Processing	12	4.5	0.9
Spreadsheets	12	4.2	1.0
Databases	12	3.9	1.2
Internet Research	12	4.4	1.2
<i>Thinking logically and critically to solve problems:</i>			
Gathering and assessing relevant information	12	4.5	0.8
Inquiring about and interpreting information	12	4.5	0.8
Organizing and evaluating information	12	4.5	0.8
Analyzing and explaining information to others	12	4.0	0.9
Using information to solve problems	12	4.5	0.8

<i>General Education Outcomes</i> (Five point rating scale with five being the highest)	<i>Item Ratings</i>		
	<i>N</i>	<i>Mean</i>	<i>SD</i>
<i>Working effectively with others in a variety of settings:</i>			
Participating as a team player (e.g., group projects)	12	3.9	1.0
Working well with individuals from diverse backgrounds	12	4.1	0.9
Using ethical courses of action	12	4.6	0.8
Demonstrating leadership skills	12	4.2	0.7
<i>Appreciating the importance of lifelong learning:</i>			
Showing an interest in career development	12	4.6	0.5
Being open to new ideas and challenges	12	4.8	0.5
Willingness to take on new responsibilities	12	4.8	0.5
Pursuing additional educational opportunities	12	4.7	0.7



Employer Survey Information

Although employers are surveyed one time per graduate, some graduates may have earned multiple awards. Therefore, the number of surveys administered and responses received are reported for each degree or certificate the student was awarded.

One employer survey was sent out to an employer based on the permission provided by recent graduates in the 2014-15 recent graduate survey. Since no Employer Surveys were returned, there is no Employer Survey information available.



Program Action Plan

Program: Digital Arts, Media and Interactive Web Design, AS

Date Completed: October 2018

Prepared By: Barbara Grazul Hubbard, Ph.D./Academic Chair

I. Action Plan Items:

	Action Item	Measure Addressed	Completion Date	Responsible Party
1	Mandatory Orientation for all new Digital Media Students.	Performance	August 2018	Academic Chair
2	Insure all new and continuing Digital Media students are equipped to obtain the following necessary tools: Adobe Creative Suite Lynda.com Subscription	Performance	January 2019	Faculty
3	Develop a Game and Gamification AS Degree Program partnering with CCIT.	Enrollment	July 2019	Digital Media Department



II. Special Resources Needed:

Funding for portable digital graphics lab - using laptops and storage bunker. This would address the room shortage at SE campus by enabling a classroom to serve multiple functions.

III. Area(s) of Concern/Improvement:

Continued enrollment in Digital Media of students with special needs. Although there is pro-active dissemination of required “Essential Skills,” our faculty often report being overwhelmed by this continual input of students who are not likely to finish the program.





References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards*.
Retrieved February 2018, from the Division of Community Colleges
Web site: <https://www.flrules.org/gateway/ruleno.asp?id=6A-14.060>

Contact Information

Please address any questions or comments regarding this evaluation to:

Magaly Tymms, M.A.
Director, Institutional Effectiveness
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
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Appendices



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PROGRAM OF STUDY
Fine Arts/Humanities Department
Digital Arts, Media and Interactive Web Design Associate
in Science
DIG-AS

Effective Catalog Term: Fall 2016 (0520) through Present (CIP# 1611080102)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Dr. Barbara Hubbard, Academic Department Chair
hubbard.barbara@spcollege.edu
727-394-6011

Dr. Jonathan Steele, Dean, CL
(727) 791-5987

Program Summary

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.

The **Academic Pathway** is a tool for students that lists the following items:

- the recommended order in which to take the program courses
- suggested course when more than one option exists
- which semester each course is typically offered
- if the course has a prerequisite
- courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the [recommended Academic Pathway](#).

If you have already started the program, click here for the [archived Academic Pathways](#).

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

Digital Multimedia Author
Multimedia Artists and Animators
Desktop publisher
Web developers and designers
Film and Video Editors and Camera Operators
Audio and Video Equipment Technicians

Program Related Web Sites

<http://www.spcollege.edu/digitalarts/>

Graduation Rules

Minimum grade of C or better required for all courses.

AS GENERAL EDUCATION REQUIREMENTS

Communications - Composition

Credits

Complete 3 credits from the approved
General Education Composition I
coursework. Minimum grade of "C" required.
This requirement must be completed within
the first 24 credits of coursework toward the
AS degree.

3

Total Credits

3

AS GENERAL EDUCATION REQUIREMENTS

Communications - Speech

Credits

Complete 3 credits from the approved
General Education Speech coursework .
Minimum grade of "C" required.

3

Total Credits

3

AS GENERAL EDUCATION REQUIREMENTS

Social and Behavioral Sciences

Credits

Complete 3 credits from the approved
General Education Social and Behavioral
Sciences coursework. Minimum grade of "C"
required.

3

Total Credits

3

AS GENERAL EDUCATION REQUIREMENTS

Humanities and Fine Arts

Credits

Complete 3 credits from the approved
General Education Humanities and Fine Arts
coursework. Minimum grade of "C" required.

3

Total Credits

3

AS GENERAL EDUCATION REQUIREMENTS

Mathematics

Credits

Complete 3 credits from the approved
General Education Mathematics coursework.
Minimum grade of "C" required.

3

Total Credits

3

AS GENERAL EDUCATION REQUIREMENTS**Ethics****Credits**

Complete 3 credits from the approved
General Education Ethics coursework.
Minimum grade of "C" required.

3

Total Credits**3****AS GENERAL EDUCATION REQUIREMENTS****Computer/Information Literacy Competency****Credits**

Competency may be demonstrated by completing
the Computer Information and Literacy Exam (CGS
1070T) OR by successful completion of one of the
approved Computer/Information Literacy
Competency courses. No minimum credits required.













Total Credits**0****AS GENERAL EDUCATION REQUIREMENTS****Enhanced World View****Credits**

Complete at least one 3-credit course
intended to enhance the student's world view
in light of an increasingly globalized economy.
Minimum grade of "C" required. In some
cases, this course may also be used to satisfy
another General Education Requirement.

Total Credits**0**

Minimum grade of C or better required in all courses.

MAJOR CORE COURSES**Complete 31 credits****Credits**

ART 1300C 	Drawing I	3
DIG 1004 C 	Exploration of Media Tools	3
DIG 2000 ** 	Introduction to Digital Media	3
DIG 2030 ** 	Survey of Digital Video	3
DIG 2131 	Digital Art and Design	2
DIG 2091 	Legal Issues in Media Development	3
DIG 2100 	Web Design I	3
DIG 2109 ** 	Digital Imaging Fundamentals	3
DIG 2251 	Sound For Media	2
DIG 2311 	Motion Graphics I	3
DIG 2545 	Media Planning	2
DIG 2940 	Digital Arts Internship	1 - 3

Total Credits**31****SUBPLAN****Select one subplan below (Complete 15 credits)****Credits****Total Credits****15**






SUBPLAN CORE COURSES**Subplan: Digital Media/Multimedia Presentation(DMPRD)
(Complete 12 credits)****Credits**

DIG 2302	 Introduction to 3D	3
DIG 2342 C	 Motion Graphics II	3
DIG 2500	 Fundamentals of Interactive Design	3
ENT 2612	 Creativity and Innovation in a Business Environment	3






SUBPLAN ELECTIVE COURSES**Subplan: Digital Media/Multimedia Presentation (DMPRD)
(Select 3 credits)****Credits**

DIG 2040	 Survey of Game Development	3
DIG 2105	 Web 2.0 and Social Media	3
DIG 2502 C	 Interactive Design II	3






SUBPLAN CORE COURSES**Subplan: Digital Video Production (DVPRD) (Complete 15 credits)****Credits**

DIG 2200	 Basic Video Camera	3
DIG 2205	 Basic Video Editing	3
DIG 2284	 Advanced Videography	3
DIG 2290	 Studio Production & Direction	3
DIG 2410	 Basic Scripting for Videos	3

SUBPLAN CORE COURSES**Subplan: Video Game Foundations (VGF) (Complete 15 credits)****Credits**

GRA 2160	 Computer Animation	3
DIG 1710	 Introduction to Game Development Programming	3
DIG 2040	 Survey of Game Development	3
DIG 2364	 3-D Animation for Game Development	3
DIG 2430	 Storyboarding & Conceptualizing for Game Creation	3

SUBPLAN CORE COURSES**Subplan: Digital Graphic Design (DIG) (Complete 15 credits)****Credits**

DIG 2116	 Advanced Digital Image Editing	3
DIG 2117	 Advanced Digital Image Rendering	3
DIG 2132	 Electronic Media Design	3
GRA 1206C	 Typography	3
GRA 2201	 Advanced Digital Publishing	3

Total Credits**64**

** Course approved by Employ Florida Banner Center as a "Digital Media Pre-Major" articulation agreement with participating Florida colleges.

** Course approved by Employ Florida Banner Center as a "Digital Media Pre-Major" articulation agreement with participating Florida colleges.

** Course approved by Employ Florida Banner Center as a "Digital Media Pre-Major" articulation agreement with participating Florida Colleges.

PID 543



Program Assessment Report

Program: Digital Arts, Media and Interactive Web

Report Year: 2016-17

Drafted by Barbara Hubbard on Aug 8, 2017

Data Files

[Digital Arts Rubric](#)

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established thirteen value statements. Three of these value statements are:

- Student Focus: We believe students are the heart of SPC! All SPC resources, decisions, and efforts are aligned to transform students' lives to empower them to finish what they start!
- Academic Excellence: We promote academic excellence through interactive, innovative, and inquiry-centered teaching and learning.
- Culture of Inquiry: We encourage a data-driven environment that allows for open, honest dialogue about who we are, what we do, and how we continue to improve student success.

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

#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 (corresponds with rubric criteria # 4,5).

I. Use of Past Results

Program transition during the 2014-2015 Assessment Reporting window reflects changes in the curriculum, pre-requisite arrangement, and re-organization of courses in the Associate of Science in Digital Arts, as well as certificate(s) in the Digital Arts program to include, but not limited to: DIG 2580, Portfolio Assessment.

In 2015, DIG 2580 - Portfolio Assessment course was dropped from the A.S. program and replaced by capstone course DIG 2940- Digital Arts Internship. Data collection for this capstone course is to begin in the Fall of 2016. This capstone course will include a sub-set learning outcome which includes student presentation of a professionally produced digital portfolio, as well as completion of a 60-hour internship.

II. Methodology

Means of Assessment

To be successful in the digital media profession, students must be able to illustrate a variety of proficiencies by displaying a well-rounded and professional- quality digital portfolio showcasing a variety of competencies. During the capstone course, in the last semester of the Digital Media program, each student is mentored and encouraged to evaluate and refine their previously created projects to illustrate achieved program/course competencies. An evaluation will be used to assess achievement of major learning outcomes for students completing this program.

Assessment will be finalized through a combination of:

- (a) a panel of industry professionals and,
- (b) faculty evaluators independently scoring student works and portfolios based on a published rubric and/or criterion scale.

Dates of Administration

Fall 2016, Spring 2017

Summer 2017 data was not available for analysis at time of reporting deadline. Summer detailed data will appear on next year's report, and follow suit here after.

Method

During the student's last semester of the Digital Arts, Media, and Interactive Web A.S. degree program and within the confines of the capstone course, DIG 2940 Internship, he/she must present their portfolio content to at least three industry-related professionals who will evaluate content using a published rubric and/or criterion. Evaluation to be completed at the time of student presentation to evaluators: All portfolio materials and digital information must be completed and in the Internship instructor's office two weeks before the end of the session. A combined average score of 70 (among the three reviewers) is required to pass the evaluation.

Assessment Instrument

The assessment instrument is an industry standard digital portfolio suitable for presentation to a potential employer. This portfolio will include examples of class exercises, writing samples, resumes, and cover letters, as well as comprehensive web, video, and interactive projects. The portfolio must inform the industry professional(s) about the level of disciplined achievement, creativity, and digital competency to successfully communicate the skills and abilities presented by the student; it must also reflect the individual characteristics of the student. The student will have accumulated much of the portfolio work(s) as a result of completing the courses within his/her program.

Domain Specification

The portfolio must be constructed during the capstone class, DIG 2940 Internship, required during the last session of the student's program. The expectation is the student had accumulated a large portion of the materials for this digital portfolio throughout his/her coursework.

Item/Scoring

Each portfolio will be evaluated by the class instructor of the Internship class, members of the Advisory Board, additional faculty, and/or members of the business community. The content and quantity of work included in the portfolio will be determined by the course instructor. Each digital portfolio will be evaluated using a rubric.

The rubric will incorporate the following criterion on a 4-point numerical scale (0, 1, 2, 3) with 6 overall criterion components.

Each criterion will be equal to 3/18.

Highest scores results are 18/18 for all 6 rubrics in this general assessment section.

Rubric #4- Background Information

Rubric # 5- Spelling and Grammar

Population

Upon completion of all courses within the A.S. degree program, students are required to successfully complete the DIG 2940 internship class, and finalize their portfolio

III. Criteria for Success

Students should obtain an overall mean greater than **2** for criterion #4 and #5 on each question relating to MLO1- (70%) consistent with core curriculum).

IV. Summary of Assessment Findings

Results via Face-to-Face

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	Number of Students	Criteria of Success	Mean	Students Above or Below Criteria
Fall 2016 Background	10	Rubric #4: Portfolio contains a current resume with clearly defined language and supporting documentation providing evidence for all portfolio content, design process or coherence.	2	3 above 7 below
Spring 2017 Background	17	Rubric #4: Portfolio contains a current resume with clearly defined language and supporting documentation providing evidence for all portfolio content, design process or coherence.	2	4 above 13 below
Fall 2016 Sp/Grammar	10	Rubric #5: Digital portfolio and accompanying content honors all rules of spelling and/or grammar.	2	8 above 2 below
Spring 2017 SP/Grammar	17	Rubric #5: Digital portfolio and accompanying content honors all rules of spelling and/or grammar.	2	9 above 8 below

Results via Distance Delivery (Online, Blended, etc)

The internship course is taught exclusively face-to-face, there were no online sections.

V. Discussion and Analysis of Assessment Findings

All 27 student successfully completed DIG 2940 internship requirement prior to completing their portfolios.

Of the 27 individual portfolios assessed by members of faculty and Digital Advisory Board members, 25 were presented in varying degrees of completion. Most students did not complete the background rubric of the portfolio in 2016 and spelling and grammar errors were evenly distributed between populations in both Fall and Spring. Spring students achieved higher scores for background rubric in Spring 2017. Mean scores for all students who completed the assignment met the target criteria.

Assessment review consists of 5 individual members utilizing a rubric with scores on 6 criterion ranging from 0,1,2, 3.

The data above reflects portfolio data assessment ONLY.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Work with Advisory Board members and feature only one or two portfolio reviewers each semester. Board

members are busy professionals and may not be reliable to meet deadline requirements for portfolio review. Rotating faculty reviewers for student portfolios is more predictable and reliable for assessment feedback.

- Barbara Hubbard / Dec 2017

- Several of the portfolios scores were low due to missing background information and broken links in the Behance portfolio portal: improved communication with faculty and students can easily remedy this problem. This will immediately result in more scores populated in criterion areas.

- Barbara Hubbard / Dec 2017

#2: ELEMENTS: The students will create an effective interface which invites viewers to explore a deeper level of technical accessibility to enrich the design as well as the students' ability and creativity (corresponds with rubric criterion #1).

I. Use of Past Results

Program transition during the 2014-2015 Assessment Reporting window reflects changes in the curriculum, pre-requisite arrangement, and re-organization of courses in the Associate of Science in Digital Arts, as well as certificate(s) in the Digital Arts program to include, but not limited to: DIG 2580, Portfolio Assessment.

In 2015, DIG 2580 - Portfolio Assessment course was dropped from the A.S. program and replaced by capstone course DIG 2940- Digital Arts Internship. Data collection for this capstone course is to begin in the Fall of 2016. This capstone course will include a sub-set learning outcome which includes student presentation of a professionally produced digital portfolio, as well as completion of a 60-hour internship.

II. Methodology

Means of Assessment

To be successful in the digital media profession, students must be able to illustrate a variety of proficiencies by displaying a well-rounded and professional- quality digital portfolio showcasing a variety of competencies. During the capstone course, in the last semester of the Digital Media program, each student is mentored and encouraged to evaluate and refine their previously created projects to illustrate achieved program/course competencies. An evaluation will be used to assess achievement of major learning outcomes for students completing this program.

Assessment will be finalized through a combination of:

- (a) a panel of industry professionals and,
- (b) faculty evaluators independently scoring student works and portfolios based on a published rubric and/or criterion scale.

Dates of Administration

Fall 2016, Spring 2017

Summer 2017 data was not available for analysis at time of reporting deadline. Summer detailed data will appear on next year's report, and follow suit here after.

Method

During the student's last semester of the Digital Arts, Media, and Interactive Web A.S. degree program and within the confines of the capstone course, DIG 2940 Internship, he/she must present their portfolio content to at least three industry-related professionals who will evaluate content using a published rubric and/or criterion. Evaluation to be completed at the time of student presentation to evaluators: All portfolio materials and digital information must be completed and in the Internship instructor's office two weeks before the end of the session. A combined average score of 70 (among the three reviewers) is required to pass the evaluation.

Assessment Instrument

The assessment instrument is an industry standard digital portfolio suitable for presentation to a potential employer. This portfolio will include examples of class exercises, writing samples, resumes, and cover letters, as well as comprehensive web, video, and interactive projects. The portfolio must inform the industry professional(s) about the level of disciplined achievement, creativity, and digital competency to successfully communicate the skills and abilities presented by the student; it must also reflect the individual characteristics of the student. The student will have accumulated much of the portfolio work(s) as a result of completing the courses within his/her program.

Domain Specification

The portfolio must be constructed during the capstone class, DIG 2940 Internship, required during the last session of the student's program. The expectation is the student had accumulated a large portion of the materials for this digital portfolio throughout his/her coursework.

Item/Scoring

Each portfolio will be evaluated by the class instructor of the Internship class, members of the Advisory Board, additional faculty, and/or members of the business community. The content and quantity of work included in the portfolio will be determined by the course instructor. Each digital portfolio will be evaluated using a rubric.

The rubric will incorporate the following criterion on a 4-point numerical scale (0, 1, 2, 3) with 6 criterion components.

Highest scores results are 3/18 for this rubric and 18/18 overall.

Technical Accessibility of the portfolio

Population

Upon completion of all courses within the A.S. degree program, students are required to successfully complete the DIG 2940 internship class, and finalize their portfolio

III. Criteria for Success

Students should achieve a mean of greater than **2** on questions relating to MLO2.

IV. Summary of Assessment Findings

Results via Face-to-Face

	Number of Students	Criteria of Success	Mean	Above or Below Criteria
Fall 2016 Technical Accessibility	10	Rubric #1: Digital portfolio runs perfectly with minimal technical problems effecting less than 10% of files viewable in the portfolio. For example, there are no error messages; all image, sound, video, or other files are found.	2	8 above 2 below
Spring 2017 Technical Accessibility	17	Rubric #1: Digital portfolio runs perfectly with minimal technical problems effecting less than 10% of files viewable in the portfolio. For example, there are no error messages; all image, sound, video, or other files are found.	2	14 above 3 below

Results via Distance Delivery (Online, Blended, etc)

The internship course is taught exclusively face-to-face, there were no online sections.

V. Discussion and Analysis of Assessment Findings

Total numbers of students submitting portfolios for final assessment equaled 25 for Fall and Spring.

Two students did not comply with requirements for portfolio, but were successful in completing the internship.

Findings resulted in an average mean score of 2 or above for more than half of the portfolios submitted.

Those who scored below the mean were representative of students who were successful in fulfilling their internship, but did not put forth an effort to complete the portfolio assessment successfully.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- [Work with Advisory Board members and feature only one or two portfolio reviewers each semester. Board members are busy professionals and may not be reliable to meet deadline requirements for portfolio review. Rotating faculty reviewers for student portfolios is more predictable and reliable for assessment feedback.](#)
- Barbara Hubbard / Dec 2017
- [Several of the portfolios scores were low due to missing background information and broken links in the Behance portfolio portal: improved communication with faculty and students can easily remedy this problem. This will immediately result in more scores populated in criterion areas.](#)
- Barbara Hubbard / Dec 2017

#3: STRUCTURE: The students will apply logical sequencing of information enabling the viewer to hyperlink and control a portfolio's environment, using communication elements, and movement alternatives (i.e. it should be user friendly; corresponding with rubric criterion # 2).

I. Use of Past Results

Program transition during the 2014-2015 Assessment Reporting window reflects changes in the curriculum, pre-requisite arrangement, and re-organization of courses in the Associate of Science in Digital Arts, as well as certificate(s) in the Digital Arts program to include, but not limited to: DIG 2580, Portfolio Assessment.

In 2015, DIG 2580 - Portfolio Assessment course was dropped from the A.S. program and replaced by capstone course DIG 2940- Digital Arts Internship. Data collection for this capstone course is to begin in the Fall of 2016. This capstone course will include a sub-set learning outcome which includes student presentation of a professionally produced digital portfolio, as well as completion of a 60-hour internship.

II. Methodology

Means of Assessment

To be successful in the digital media profession, students must be able to illustrate a variety of proficiencies by displaying a well-rounded and professional- quality digital portfolio showcasing a variety of competencies. During the capstone course, in the last semester of the Digital Media program, each student is mentored and encouraged to evaluate and refine their previously created projects to illustrate achieved program/course competencies. An evaluation will be used to assess achievement of major learning outcomes for students completing this program.

Assessment will be finalized through a combination of:

- (a) a panel of industry professionals and,
- (b) faculty evaluators independently scoring student works and portfolios based on a published rubric and/or criterion scale.

Dates of Administration

Fall 2016, Spring 2017

Summer 2017 data was not available for analysis at time of reporting deadline. Summer detailed data will appear on next year's report, and follow suit here after.

Method

During the student's last semester of the Digital Arts, Media, and Interactive Web A.S. degree program and within the confines of the capstone course, DIG 2940 Internship, he/she must present their portfolio content to at least three industry-related professionals who will evaluate content using a published rubric and/or criterion. Evaluation to be completed at the time of student presentation to evaluators: All portfolio materials and digital information must be completed and in the Internship instructor's office two weeks before the end of the session. A combined average score of 70 (among the three reviewers) is required to pass the evaluation.

Assessment Instrument

The assessment instrument is an industry standard digital portfolio suitable for presentation to a potential employer. This portfolio will include examples of class exercises, writing samples, resumes, and cover letters, as well as

comprehensive web, video, and interactive projects. The portfolio must inform the industry professional(s) about the level of disciplined achievement, creativity, and digital competency to successfully communicate the skills and abilities presented by the student; it must also reflect the individual characteristics of the student. The student will have accumulated much of the portfolio work(s) as a result of completing the courses within his/her program.

Domain Specification

The portfolio must be constructed during the capstone class, DIG 2940 Internship, required during the last session of the student's program. The expectation is the student had accumulated a large portion of the materials for this digital portfolio throughout his/her coursework.

Item/Scoring

Each portfolio will be evaluated by the class instructor of the Internship class, members of the Advisory Board, additional faculty, and/or members of the business community. The content and quantity of work included in the portfolio will be determined by the course instructor. Each digital portfolio will be evaluated using a rubric.

The rubric will incorporate the following criterion on a 4-point numerical scale (0, 1, 2, 3) with 6 criterion components.

Highest scores results are 3/18.

Population

Upon completion of all courses within the A.S. degree program, students are required to successfully complete the DIG 2940 internship class, and finalize their portfolio

III. Criteria for Success

Students should achieve a mean of greater than 2 on questions relating to MLO3.

IV. Summary of Assessment Findings

Results via Face-to-Face

	Number of Students	Criteria of Success	Mean	Above or Below Criteria
Fall 2016 Communication elements	10	Rubric # 2: Ninety percent or more of the graphic elements or multimedia contribute to understanding the concepts ideas and relationships. They create interest and are appropriate for the chosen purpose.	2	6 above 4 below
Spring 2017 Communication Elements	17	Rubric # 2: Ninety percent or more of the graphic elements or multimedia contribute to understanding the concepts ideas and relationships. They create interest and are appropriate for the chosen purpose.	2	9 above 8 below

Results via Distance Delivery (Online, Blended, etc)

The internship course is taught exclusively face-to-face, there were no online sections.

V. Discussion and Analysis of Assessment Findings

Total numbers of students submitting portfolios for final assessment equaled 25 for Fall and Spring.

Two students did not comply with requirements for portfolio, but were successful in completing the internship.

Findings resulted in an average mean score of 2 or above for more than half of the portfolios submitted.

Those who scored below the mean were representative of students who were successful with their internship, but did not put forth an effort to complete the portfolio assessment successfully. The data also reflects those students having their Behance links expire before reviewers were able to assess the portfolio.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- [Work with Advisory Board members and feature only one or two portfolio reviewers each semester. Board members are busy professionals and may not be reliable to meet deadline requirements for portfolio review. Rotating faculty reviewers for student portfolios is more predictable and reliable for assessment feedback.](#)
- Barbara Hubbard / Dec 2017
- [Several of the portfolios scores were low due to missing background information and broken links in the Behance portfolio portal: improved communication with faculty and students can easily remedy this problem. This will immediately result in more scores populated in criterion areas.](#)
- Barbara Hubbard / Dec 2017

#4: CONTENT: The student will produce a professional portfolio with sufficient information in a concise, original design to validate their skills and acquiring competencies (corresponds with rubric criterion # 3 and #6).

I. Use of Past Results

Program transition during the 2014-2015 Assessment Reporting window reflects changes in the curriculum, pre-requisite arrangement, and re-organization of courses in the Associate of Science in Digital Arts, as well as certificate(s) in the Digital Arts program to include, but not limited to: DIG 2580, Portfolio Assessment.

In 2015, DIG 2580 - Portfolio Assessment course was dropped from the A.S. program and replaced by capstone course DIG 2940- Digital Arts Internship. Data collection for this capstone course is to begin in the Fall of 2016. This capstone course will include a sub-set learning outcome which includes student presentation of a professionally produced digital portfolio, as well as completion of a 60-hour internship.

II. Methodology

Means of Assessment

To be successful in the digital media profession, students must be able to illustrate a variety of proficiencies by displaying a well-rounded and professional- quality digital portfolio showcasing a variety of competencies. During the capstone course, in the last semester of the Digital Media program, each student is mentored and encouraged to evaluate and refine their previously created projects to illustrate achieved program/course competencies. An evaluation will be used to assess achievement of major learning outcomes for students completing this program.

Assessment will be finalized through a combination of:

- (a) a panel of industry professionals and,
- (b) faculty evaluators independently scoring student works and portfolios based on a published rubric and/or criterion scale.

Dates of Administration

Fall 2016, Spring 2017

Summer 2017 data was not available for analysis at time of reporting deadline. Summer detailed data will appear on next year's report, and follow suit here after.

Method

During the student's last semester of the Digital Arts, Media, and Interactive Web A.S. degree program and within the confines of the capstone course, DIG 2940 Internship, he/she must present their portfolio content to at least three industry-related professionals who will evaluate content using a published rubric and/or criterion. Evaluation to be completed at the time of student presentation to evaluators: All portfolio materials and digital information must be completed and in the Internship instructor's office two weeks before the end of the session. A combined average score of 70 (among the three reviewers) is required to pass the evaluation.

Assessment Instrument

The assessment instrument is an industry standard digital portfolio suitable for presentation to a potential employer. This portfolio will include examples of class exercises, writing samples, resumes, and cover letters, as well as comprehensive web, video, and interactive projects. The portfolio must inform the industry professional(s) about the level of disciplined achievement, creativity, and digital competency to successfully communicate the skills and abilities presented by the student; it must also reflect the individual characteristics of the student. The student will have accumulated much of the portfolio work(s) as a result of completing the courses within his/her program.

Domain Specification

The portfolio must be constructed during the capstone class, DIG 2940 Internship, required during the last session of the student's program. The expectation is the student had accumulated a large portion of the materials for this digital portfolio throughout his/her coursework.

Item/Scoring

Each portfolio will be evaluated by the class instructor of the Internship class, members of the Advisory Board, additional faculty, and/or members of the business community. The content and quantity of work included in the portfolio will be determined by the course instructor. Each digital portfolio will be evaluated using a rubric.

The rubric will incorporate the following criterion on a 4-point numerical scale (0, 1, 2, 3) with 6 criterion components.

Highest scores results are 6/18.

Acquiring Competencies
Quality of Content of the portfolio

Population

Upon completion of all courses within the A.S. degree program, students are required to successfully complete the DIG 2940 internship class, and finalize their portfolio

III. Criteria for Success

Students should achieve a mean of greater than 2 on questions relating to MLO4.

IV. Summary of Assessment Findings

Results via Face-to-Face

	Number of Students	Criteria of Success	Mean	Above or Below Criteria
Fall 2016 Acquiring Competencies	10	Rubric #3: Reflects an outstanding evaluation of the creative process and uses content appropriate criteria.	2	6 above 4 below
Spring 2017	17	Rubric #3:		

Acquiring Competencies		Reflects an outstanding evaluation of the creative process and uses content appropriate criteria.	2	10 above 7 below
Fall 2016 Completion of 20 pieces	10	Rubric #6: Digital portfolio is complete and finished containing 20 individual work files.	2	7 above 3 below
Spring 2017 Completion of 20 pieces	17	Rubric #6: Digital portfolio is complete and finished containing 20 individual work files.	2	10 above 7 below

Results via Distance Delivery (Online, Blended, etc)

The internship course is taught exclusively face-to-face, there were no online sections.

V. Discussion and Analysis of Assessment Findings

Total numbers of students submitting portfolios for final assessment equaled 25 for Fall and Spring.

Two students did not comply with requirements for portfolio, but were successful in completing the internship.

Findings resulted in an average mean score of 2 or above for more than half of the portfolios submitted.

Those who scored below the mean were representative of students who were successful with their internship, but did not put forth an effort to complete the portfolio assessment successfully.

Those students who were unsuccessful, disregarded suggested changes and implementation of changes to meet the required deadline after initial portfolio review.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- [Work with Advisory Board members and feature only one or two portfolio reviewers each semester.](#) Board members are busy professionals and may not be reliable to meet deadline requirements for portfolio review. [Rotating faculty reviewers for student portfolios is more predictable and reliable for assessment feedback.](#)
- Barbara Hubbard / Dec 2017
- [Several of the portfolios scores were low due to missing background information and broken links in the Behance portfolio portal: improved communication with faculty and students can easily remedy this problem.](#) [This will immediately result in more scores populated in criterion areas.](#)
- Barbara Hubbard / Dec 2017

Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
D. Improve Assessment Methodology			
D4. Improve method of data collection & analysis			
	Work with Advisory Board members and feature only one or two portfolio reviewers each semester. Board members are busy professionals and may not be reliable to meet deadline requirements for portfolio review. Rotating faculty reviewers for student portfolios is more predictable and reliable for assessment feedback.	#1, #2, #3, #4	Barbara Hubbard Dec 2017
D6. Improve communications and instructions for faculty			
	Several of the portfolios scores were low due to missing background information and broken links in the Behance portfolio portal: improved communication with faculty and students can easily remedy this problem. This will immediately result in more scores populated in criterion areas.	#1, #2, #3, #4	Barbara Hubbard Dec 2017

Evaluation of the Impact of Action Plan Items on Program Quality

Approvals

Program Administrator:

Barbara Hubbard - Department Chair

Approved by Barbara Hubbard - Department Chair on Aug 8, 2017

Educational Outcomes Coordinators:

Joe Boyd - Assessment Coordinator

Magaly Tymms - Assessment Director

Approved by Joe Boyd - Assessment Coordinator on Aug 9, 2017

Dean:

Jonathan Steele - Dean of Humanities and Fine Arts

Approved by Jonathan Steele - Dean of Humanities and Fine Arts on Mar 15, 2018

Senior Vice President:

Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Mar 15, 2018



Appendix C: 2017-18 Advisory Committee Minutes and Recommendations

Advisory Board Meeting Minutes for March 2017 and February 2018 are provided within this Appendix.

For additional Advisory Board Committee Minutes and Recommendations, please refer to the following link: <http://www.spcollege.edu/friends-partners/work-with-spc/advisory-committees>



St Petersburg Digital Media
2017 Fall 2018 Spring Advisory Committee
Meeting Agenda

Date: Friday, February 2, 2018

Time and Location:

Seminole Campus/UP 320

9:00-11:00 a.m.

1. Welcome

- a. Co-Chair, Tasha Brown and Barbara Hubbard. Barbara announced new advisory members.
- b. Attendees: Tasha Brown, Jack Conely, Sandra DeCarlo, Jonathan Steele, Barbara Hubbard, Jonathan Sullivan, Delynda Keefe, Laurie Tenzer
- c. Absent: Sandy Mills-Alford, Ken Hannon, Mike O'Berry, Larry Jopek, Esteban Valdez, Raga Brown, Paul Sorice, Jody Haneke, Katherine Humphreys, Jacob Wortock, Peter Kageyama.
- d. Approval of Spring Meeting minutes.

2. Program Updates

- a. Barbara Hubbard gave Digital Arts update including new name...**Digital Media**, as of Fall 2018.
- b. Credit reduction explained...statewide mandate, 60 credits/Fall 2018.
- c. Bachelors Program **not approved** by State.
- d. **New Digital Media subplan...Digital Photography...begins August 5,2018.**
- e. ACA Industry Certificate 70% pass rate
 - i. Advisory Board discussion...portfolio, willing to learn and take criticism, and knowledge/skill more important than software. Know the process/pre-planning of a project development is crucial.
- f. WAVE Club-Delynda Keefe
 - i. Current Project, Tic-Tac Whoa. Producing a team-based trivia game show. Including graphics, video and music (MIRA) collaboration.
 - ii. Created vision map of ideas and assignment leadership to each idea.
 - iii. Pizza party/project showcase, April 19. The club wrote a proposal for SGA funds and was approved for pizza and promotional items.

3. New Business

- a. Program Updates-Sandy DeCarlo

- i. Graphic Design and Video Game Foundations has highest enrollment @ 117 students...overall program has 401.
 - ii. Web is phasing out.
 - b. Software/Hardware Updates-Jonathan Sullivan
 - i. Hardware/ main upgrade occurred last year .
 - ii. Software-continues to be a challenge to meet with constant updates
 - 1. Barbara spoke of the Library Consortium that offered free Lynda.com accounts with a library card.
- 4. Program Needs**
 - a. Digital Media Tutor-Barbara Hubbard
 - i. Looking for a professional who can tutor students.
 - ii. Tutor can help enhance portfolios
 - b. 2108 SEmmys-April 10 7:00 p.m.-Submission deadline 3/2/18.**
 - c. What Our Students Need to Know? Advisory Board Members
 - d. Members Jack Conely and Tasha Brown elaborated on student preparedness and the need to understand the industry. Suggestions to have advisory board members present at a forum that can be videotaped for future reference by digital Media students to help them understand the frameworks, expectations and deliverables of the industry:
 - i. Stressing Teamwork
 - ii. Criticism is not personal
 - iii. Must have pride in work and self
 - iv. Trending-freelance/contractors to prove ability
 - v. Software- After Effects, Storyline, Adobe Animate
- 5. Other**
 - a. Pathways –Jonathan Steele
 - i. Arts, Humanities, and Design: Career and Academic Community explained.
 - ii. Milestone accomplishments explored with job shadowing possibilities.
- 6. Next meeting:** Fall 2018...date to be determined

Meeting adjourned: 10:45 a.m.

Minutes recorded by Delynda Keefe

St. Petersburg College Digital Media Spring Advisory Committee Meeting Minutes

Date: March 31, 2017

Time and Location: 9:30-11:30
UP 320 /Seminole Campus

I. Introductions

- a. Dr. Jonathan Steele/Co-Chair Tasha Brown
- b. Attendees: Tasha Brown, Sandy Mills-Alford, Ken Hannon, Mike O'Berry, Jack Conely, Larry Jopek, Sandra DeCarlo, Jonathan Steele, Barbara Hubbard, Jonathan Sullivan, Delynda Keefe, Laurie Tenzer, John Muehl.
Absent: Esteban Valdez, Ragan Brown, Paul Sorice, Jody Haneke, Katherine Humphreys, Jacob Wortock.
- c. Approval of Fall Meeting minutes.
- d. Opening remarks from Jonathan Steele and Tasha Brown.

II. Program Updates and Announcements (cross ref with agenda).

- a. Barbara Hubbard gave Digital Arts update including viability updates and industry certification of ACA for Photoshop and Premiere Pro; Introduced new portfolio Behance link and rubric tool for accomplishing portfolio review. Asked Advisory members to actively participate in reviewing SPC portfolios beginning with the Spring semester grads.
- b. Hubbard premiered Microsoft Surface Studio hardware in UP 320 and had the attendees interact with the brand new technology.
- c. Delynda Keefe instructed group through a tutorial of functions and abilities..
- d. Dean Steele updated the Board on the Bachelor program. The college is planning on moving ahead on the BAS AET after several State of Florida "pauses" earlier this fall and spring. SPC intends to pursue the BAS AET with coursework and program design to the State as soon as possible, once approved. Hubbard elaborated on recent conversation with Dr. Jesse Corragio about status of re-submitting our application (with additional changes) to the State. We are awaiting a confirmation letter from Dr. Judy Genshaft. President of USF to complete our submission.
- e. Program enrollments updated by Sandra DeCarlo: Graphic Design and Video Production with the larger of the sub-plan enrollments; followed by Game Foundations, and Web Design.
- f. Wave Club and SEMmy's student involvement updated by Delynda Keefe and Barbara Hubbard. Delynda indicated recruitment efforts for the WAVE Club is getting better and many students are taking part in these

extracurricular activities. Hubbard announced **Semmys are April 25th 2017**, and entries were due toward the first part of March. Our speaker is Corey Barker....all are invited and encouraged to attend..

- g. Hardware/software updates presented by Jonathan Sullivan. New Microsoft Surface Pro Studio is an advance for the program particularly keeping technology in cross-platform availability. Drawing and graphic students are schedule into the room beginning in Summer semester.

III. **New Business/Board Resolutions:**

- a. Discussion about continuation of subscription to Lynda.com for all faculty and Digital Media students to helping with e-learning and software updates. Student subscriptions are working well and the department recommends continuing with this method of technology information transfer.
- b. Sandy Mills-Alford talked about her involvement and collaboration with Laurie Tenzer' s gamification and e-learning course. Mills-Alford was also very complimentary and supportive of the faculty's accomplishments in all department initiatives including programs upgrades, changes, and curriculum advancements.
- c. Mike O'Berry discussed 4K full motion video opportunity through clients such as SOCOM. Mike talked about editing 4K video and John Muehl talked about the rich capacity that exists in our 4K studio for exploration of enhanced technology development and capability.
Sandy Mills-Alford also talked about image creation through drone technology sparking a group discussion about SPC' drone technology availability for student certificate, particularly with 4-year program.

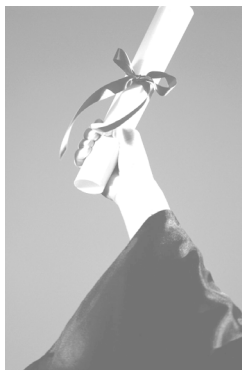
IV. **Open Discussion** (All members)

Jack Conely asked to have field audio recorders updated, along with battery packs. John Muehl will furnish a list to have equipment updated. Perkins funding may accommodate this request. Jack Conely stressed the need for updated audio technology in field particularly within the WEDU partnership, production work. Mike O'Berry talked about the importance of audio and suggested headsets incorporating 65 Sony 4-K technology with an Epson utility.

VII. Next meeting date: **Fall 2017/ Seminole campus...date to be determined.**

Meeting adjourned: 11:30 pm

Minutes recorded by Barbara Hubbard/Delynda Keefe



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