



PROGRAM NAME: Digital Video

REPORT PREPARER: TONYA McMILLION PHONE EXT. 5607

WORKFORCE PROGRAM REVIEW

The timeframe of program review is five years, including the year of the review. Data being reviewed for any item should go back the previous four years, unless not available. Questions regarding forms, calendars & due dates should be addressed to Kathleen Fenton (ext. 3737) or David Liska (ext. 3714) in the Institutional Effectiveness Office.

Are We Doing the Right Things?

This introductory section requires a description of faculty effort in instruction, scholarship, outreach and engagement, and service across the district/campus. It should be a comprehensive and functional depiction which sets the context of the workforce program and should serve as the framework for the rest of the document. Topics presented in this self-definition explanation should appear later in the self-study in greater detail and explanation. This section should also begin to draw alignments with other processes, such as institutional or state initiatives.

This section is not meant to be merely a descriptive narrative of demographics. For example, reporting enrollment figures for the past four years is useful only if they are illustrative of something that is impacting the unit (for example, growth in “service learning courses;” substantial increase or decrease in the number of students with intended award completion; a disruptive technology impacting market demand). This is also not meant to be a statement which establishes the level of quality of the program. It should be focused clearly on what is done in the name of the program.

1. WHAT DOES YOUR WORKFORCE PROGRAM DO?

A. What is the workforce program and its context? Provide evidence to make a case for each assertion made.

The Communication Design program develops skillset required to enter the fields of Animation, Commercial Photography, Digital Video and Graphic Design. In this Review we will be focusing on the Workforce awards/curriculum associated with Digital Video. As Digital Video is part of a greater overarching Communication Design program, as seen by Workforce and the College, the entire program will be discussed at times to meet topic inquiries.



Digital Video is the development of a concept communicated through sequential imagery. Its application is seen everywhere from news stories, motion pictures, internet episodes, websites, mobile apps, television graphics, and so on. Anything in which sequential imagery is used to convey a message. Most commonly production facilities and post-production houses are hired to execute such projects. But as digital video becomes ever more essential to the success of a business, in-house video production departments are becoming more prevalent.

Collin's Communication Design program and its Digital Video awards fulfill the area's need for skilled digital video professionals. Collin is able to offer two-year awards far superior to other area two-year schools. The area's need for skilled digital video professionals is growing and predicted to continue grow for at least the next five years.

Collin's Digital Video curriculum is currently meeting industry standards and GIPWE requirements as outlined in section 6. The faculty and staff have developed a curriculum resulting in a program that successfully prepares students for the workplace while also promoting the College's mission and core values as discussed in sections 2, 3, 4 and 5 of this document. The Communication Design labs utilize industry standard hardware and the current versions of software. Faculty both full- and part-time bring extensive industry experience and expertise to the curriculum. To maintain the program's success and meet demands for growth, additional resources are needed in the areas of Communication Design labs and full-time faculty.

A large portion of the program's success can be attributed to the faculty's extensive outreach, instructional and mentoring efforts. They attend area high school resource fairs such as those at Frisco ISD as well as Dallas' Booker T. Washington High School for the Performing Arts. Faculty also provide on-campus department tours to schools, families and individuals, staff an information booth at Collin College's Tech Fair, and attend student orientations and round tables. Members of the Communication Design faculty organize information events through student and industry exhibitions as well as partner with area and industry organizations. In addition to actively advising students, they also publish a program guide to assist students with curriculum navigation. Finally the faculty remain committed to refining the curriculum by applying their continuously expanding knowledge base through conference attendance and extensive research.

Below is a breakdown of the Communication Design full-time faculty's ongoing efforts to support the program and promote the College.

Professor Laura Flores has developed a standardized curriculum and content delivery method for courses such as ARTC 1305 Basic Graphic Design, ARTC 1327 Introduction to Computer Graphics, ARTC 1313 Digital Publishing I and ARTC 2347 Design Communication II for use by full-time and associate faculty. In addition to the previously mentioned high school outreach efforts, she has created promotional collateral for the Fine Arts Division as a whole. Flores has pursued professional development at the state level through participation in a WECM Course Review workshop, co-developed and presented a lecture on utilizing software tools to expand classroom content and presentation techniques and attended various faculty development sessions in her time at Collin. She has also expanded her



own industry knowledge by attending the national graphic design conference HOW: Design Live. Her college service includes regularly advising all Communication Design students. Acting as mentor to both Communication Design associate faculty and graphic design major students. Flores has assisted in organizing Communication Design Energy student shows and Communication Design Industry leaders show in the The Arts Gallery. Flores has provided additional service on Music Department search committees, been a panelist on a Dean of Students Bullying Panel, participated in the Emergency Evacuation Planning Committee, assisted with event planning for SpringFest including logo design and served as a Faculty Advisor for ThinkTank student organization.

Professor Mike McKee has maintained current knowledge of the quickly changing technology in his primary teaching area of web/interactive development courses. This has been accomplished through online courses for Adobe Creative Cloud software and Web Content Management Systems. He has introduced electronic documents for class instruction and implemented Blackboard for his classes. Professor McKee has engaged in professional development activities through attendance of Faculty Development Conference sessions by Professors Pisani and Weasenforth (2011), Student Organization Training and the 2011 Outcomes and Assessment Conference. He has participated in the department's outreach efforts in Collin student orientation, Technical Education Fairs as well as the high school college fair events. McKee served as Communication Design's Coordinator for the Tech Prep Consortium, which fostered articulation with area high schools for students in technical courses compatible with our department's programs. Since 2011, he has served on the Core Objectives Assessment Team (Coat) at Collin. Mike has also participated in the organization and presentation of the department's Energy student shows and served as a Faculty Advisor for the ThinkTank student organization.

Professor Tonya McMillion developed online versions of the ARTC 1325 Introduction to Computer Graphics and RTVB1329 Scriptwriting courses. She has pursued professional development through presenting "Character, Conflict and Resolution: Educating Students Through Storytelling" at the Fall 2012 Faculty Development Conference and presentation of "Harnessing Your Personal Network" at the Texas Community College Technology Forum, Spring 2014. She earned a Collin College PhD Scholarship beginning in Spring 2013 and continues her studies at UTD. In 2013, McMillion attended the South by Southwest Interactive Conference and volunteered at the Dallas International Film Festival. She collaborated with Professor Lupita Tinnen in a Learning Communities course combining Digital Photography and Digital Video in Fall 2012. Her work with the Collin Library has resulted in inexpensive reference materials and eBook options for students in her classes. Professor McMillion has participated in outreach through presentation of a Scriptwriting Workshop 2013 at Booker T. Washington High School as well as representing the department there during Fall college fairs over several years. She has participated in organizing the department's Energy student shows. Her college service includes the Adopt a Highway project, Collin's Technology Committee and volunteering for the Student Mentor program.



Professor Tom Ottinger has developed and revised curriculum for the Animation (3D Animation/Game Art tracks) program over a several years. In particular, he has developed these courses: ARTV 1341 3D Animation I, ARTV 1345 3D Modeling and Rendering I, ARTV 2345 3D Modeling and Rendering II, and ARTV 2335 Portfolio Development for Animation. He is an active member and co-founder of industry organization A Bunch of Short Guys (ABOSG) and assists with Industry Giants to promote education in the animation and video industries in the greater DFW area. His college service includes regularly advising Animation / Game Art major students, organizing and assisting with previously mentioned high school outreach efforts, College Tech Fair, and student orientations. Ottinger has assisted in organizing Communication Design Energy student shows and Communication Design Industry leaders show in the The Arts Gallery. He serves as a Faculty Advisor for the Student Animation and Game Artists organization. He has provided additional service on Music Department search committees, has served as CAB chair 2012-2014FY, and remains a sitting CAB committee member.

Professor J. Marshall Pittman has developed and revised curriculum for the Animation (3D Animation/Game Art tracks) program over a several years. In particular, he has developed these courses: ARTV 2355 Character Rigging (now GAME2325), FLMC1331/2331 Video Graphics & Visual Effects I & II(FLMC1331 is now part of the Communication Design communion curriculum for all Design Communication awards), GAME 1303 Introduction to Game Design & Development, GAME 1304 Level Design, GAME 2359 Game & Simulation Group Project and an ARTC1394 Special Topics class. He has also developed an articulation agreement with Full Sail University. In pursuing professional development, he has attended TEDx and SIGGRAPH conferences, served as an Animation Judge and Presenter for the Dallas Video Festival, served as Chairman of the Board for A Bunch of Short Guys (ABOSG) and a Technical Director for the annual Industry Giants events produced by ABOSG. He has also served as SIGkids Chair on the SIGGRAPH 2010 Conference Committee, a program supporting middle school students and Girl Scout members who attended the conference. Professor Pittman's college service includes serving as a Faculty Advisor for the Student Animation and Game Artists organization. He has organized and hosted the Collin-located/Dallas-area group participating in the Global Game Jam since 2011. Pittman has participated in outreach efforts both within Collin and at area high school college fair events. His involvement in the Energy student shows has helped highlight the accomplishments of department students. In his college service, he has served as a Faculty Panel Host for New Student Orientation and advises students on an ongoing basis.

2. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION, CORE VALUES & STRATEGIC PLAN

The question of “why we do the things we do?” is one which focuses on the mission of the program, goals and priorities, and the role of the program within the discipline and college. You do not need to repeat the college mission, core values or strategic goals. Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the college mission, core values, and goals.

- Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the college [mission](#).

Collin Mission Statement

Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.

- The Communication Design program, its curriculum and staff contribute to the fulfilling the College’s mission by being students and the community focused and committed to developing skills, strengthening character and challenging the intellect. Discussion below outlines those efforts
- Through hosting and participation numerous events the Communication Design program has become a community-centered institution. Examples include participation in Industry Giants, Big D Conference and Texas 2Show. Hosting Global Game Jam, guest speakers Max Howard of the Max Howard Consulting Group and Nic Climer, creative director of Match.com. On going collaboration with the City of Allen, was recently recognized with a 2013 Lone Star Emmy for the documentary The Art of Lap Ngo More examples of community involvement can be found in section 8..
- The Communication Design program faculty mantra is “we are here for and because of the students.” This is reflected in their actions and curriculum developed. You will find at any given time a Communication Design faculty actively assisting and guiding students in the Communication Design lab outside their established lecture/lab hours. They do this out of passion for the student’s own success. The curriculum is developed in a manner that ensures student success throughout the program and upon entering the workforce. Courses are structure to provide appropriate foundations upon entering and challenge students to meet industry standards as they move further along. The curriculum by its very nature, as a Workforce Program, focuses on developing skillsets. To work in the Communication Design industry one’s character is strengthened and intellect challenged through the process of developing skillsets. The Digital Video curriculum specifically centers on development of concept and technical skills. The curriculum structure starts with developing these skills independently then conjunctively.



As part of developing the necessary skillsets for the Digital Video field students strengthen their character as they learn time management, resource management, collaboration, incorporation of constructive criticism. They are then challenged intellectually in the development of concepts. Students are then challenged by using industry standard techniques, equipment, and software to execute the concepts to a professional level. This requires a high level of critical thinking.

- Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the college [core values](#).
- For example, the core value of **dignity and respect** can be seen in collaborations among the digital videographers themselves as well as the between video students and students in other departments. Faculty demonstrate how to appropriately give constructive feedback, criticism that can be applied in a manner that is respectful and sensitive of the student. Students are then asked to do the same by sharing their own insights in the same manor.
- College’s **service and involvement** is demonstrated by the faculty in their on-going engagement in college service with fellow department search committees, sitting on COATS and CAB committees, collaborating on the other departments. Additionally their service and involvement reaches beyond the college through participation and community and industry events as outlined in partnership sections 1 and 8. Examples include A Bunch of Short Guys, Industry Giants and City of Allen. Students are equally encouraged to serve and get involved. Example Andre Costa’s work on The Art of Lap Ngo. This project was initiated through the Communication Design department.
- Finally, the college core values of **academic excellence, creativity and innovation** are deeply rooted in the program. Beginning with creativity and innovation, Communication Design faculty and its Advisory Board members seek to ensure that the highest standards are maintained in the curriculum to ensure student success upon completing their award. Examples of program’s creativity and innovation can be seen in its department displays, bi-annual Energy student show and industry contributor’s show in The Arts Gallery.

C. Provide program-specific evidence that supports how the program supports the college [strategic plan](#).

1. Improve academic success by implementing strategies for completion.

In order to improve academic success the Communication Design Program has focused on actively advising students. Students are encouraged to meet with their respective full-time faculty discipline lead for degree advisement and to develop a plan for completion. The department chair has an open door advising policy any student or potential student is well to drop in or make an appointment for both career and degree advisement. On average she sees 2-3 “students” and often their families a week. As a department we want to engage with the student as soon as possible before they enroll. Student advising outreach is done through the College’s Tech fair and Orientations, providing area schools department tours, and attending area schools resource fairs.

Advising for the program does not stop with enrollment. Full-time faculty use the initial advising session to establish a rapport with the student. From that point forward we notice student come to the faculty member for on-going advising regard academic issues or any issue that may affect their ability to complete their award.

2. Provide access to innovative higher education programs that prepare students for constantly changing academic, societal and career/workforce opportunities.

The Communication Design program is constantly monitoring industry requirements. Additionally they monitor area and key institutions’ upper level awards in equivalent areas. Section 6B shows an example of this active monitoring. The awards under the Communication Design program (or from any program) do not guarantee employment in the respective fields. Individuals are typically hired based on demonstration of their skillsets. In digital video field this is the reel/portfolio. As a Workforce program the awards and courses are not established with the purpose of transfer but to fully prepare individual to enter the workforce. However, the program faculty consciously structures the curriculum to align with four-year institutions to ease transfer. Various articulation agreements through the Fine Arts Division and College as a whole are available to students.

Engage faculty, students and staff in improving a district-wide culture of adherence to the Collin College Core Values.

Through its curriculum and activities outside of the classroom the program faculty actively promote the ideals of the College’s Core Values. The faculty worked diligently to shape the culture of the Communication Design program around these Core Values. Please see the preceding section for more specific details on how the core values are entwined with the Digital Video curriculum.

3. Enhance the College’s presence in the community by increasing awareness, cultivating relationships, building partnerships and developing resources to respond to current and future needs.

The Communication Design program has a long-standing reputation in the local and regional community for its active engagement. Through partnerships, participation and hosting industry and civic events they promote the presence of the program and the College as a whole. Most of these events are free and open to the public.

Examples Include:

The City of Allen
Partnerships Industry Giants & Big D Conference
Partnerships A Bunch of Short Guys
Biannual *Energy* show - The Arts Gallery
Communication Design Industry Leaders show - The Arts Gallery
Guest speaker Nic Climer
Guest speaker Max Howard of Max Howard Consulting Group
Frisco Arts
Texas 2 Show
Global Game Jam

3. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO MARKET DEMAND BY EMPLOYERS

Make a case with evidence to show that employers need and hire the program’s graduate.

Employers are hiring our students to fulfill positions including audio/video equipment technicians, technical directors, camera operators, film and video editors, broadcast technicians, producers and directors. In many fields Bachelor’s degrees are preferable, however in the digital video industry demonstration of applicable skills outweighs the award level. Industry experts are more interested in a student's skill level rather than their ability to earn an advanced degree. The Digital Video degree and certificate awards meet the skillsets demanded for these positions. In discipline's capstone course, portfolio development, students develop their portfolio/reel). Their portfolio/reel is a demonstration of their skillsets and is used in job placement.



According to Career Coach, Collin College’s Career Services’ employment and degree database, there are a myriad of entry-level jobs for Associate degree graduates in the DFW Metroplex. See table below (**figure 1**).

Job Title	Number of Employees	Estimate Annual Openings	Approaching Retirement
Camera Operator	519	9	71
Technical Directors	1644	68	251
Film and Video Editors	379	7	41
Audio and Video Equipment technicians	1295	51	243
Broadcast Technicians	448	12	78
Director – Stage, Motion Picture, Television and Radio	1644	68	251

Career Coach Data 1.09.2015/ Figure 1

- o Workforce Programs are not built around transferability. The Workforce Program’s primary focus is on student success through job placement and wage levels.
- o As part of the Fine Arts Division we have various articulation agreements in which the Communication Design curriculum can transfer to meet specific area of study credits or electives. The Digital Video program is beginning discussions with two schools: Full Sail and Savannah College of Art and Design.
- Is this program the top source of entry-level employees in this field for Collin County employers?
 - Based on information relayed to the program through the department’s Advisory Board and former students. Collin College is a top source of entry-level employees. In the Dallas Metroplex Collin is the only community college that offers a degree in Digital Video.
- What proportion of the program’s graduates has related employment within six months of graduation?

The information is not available from The Higher Institutional Research Board. Digital Video, 500410 CIP Code, is not listed because no graduates from any 2 year college were found on the state's roster of employers' paying Unemployment Insurance or in the military. These are the best databases available to the state of Texas, but they are incomplete. These numbers do not mean that our graduates are not working in the industry it means that they may be working in different states or working in similar industries or working as contractors or freelancers in the industry. According the US Bureau of Labor Statistics 24% of film and video editors are self-employed along with 22% of camera operators for television, video and motion pictures, and lastly 15% producers and directors are self-employed. http://www.bls.gov/oes/oes_ques.htm#overview

- Are starting salaries of program graduates higher than for people who do not have any college?

According to Career coach an entry-level video production specialist in the DFW Metroplex starts at \$13.50 an hour, which translates to \$28,000 a year. The database does not distinguish between degree levels. According to the Bureau of Labor Statistics (BLS) the median wage for a video production specialist in the United States is \$34.31 an hour, which is an annual mean salary of \$71,350, again this information is not broken down according to degree completion. <http://www.bls.gov/ooh/entertainment-and-sports/producers-and-directors.htm>.

- What changes are anticipated in market demand in the next 5 years? Do local job projections in this field show maintenance or growth? How many related job retirements are projected in the Metroplex over the next 5 years?

According to Career Coach, of the six reported Digital Video related positions: Audio Visual Specialist, Technical Directors, Camera Operators, Film Editors, Broadcast Technicians and Audio Video technicians, (which combine for a total of 3800 jobs in the Metroplex) there will be an overall 11.1% increase in jobs in the next five years. The BLS expects television, video and motion picture camera operator employment growth to increase 6% for 2012-2022. Film and video editor employment is projected to increase slowly at 1% for 2012-2022. This information shows a marked increase and growth in the industry. According to the US Bureau of Labor Statistics "some job growth in the motion picture and video industry is expected to stem from strong demand from the public for more movies and television shows, as well as an increased demand from foreign audiences for U.S.-produced films. In addition, production companies are experimenting with new content delivery methods, such as mobile and online TV, which may lead to more work opportunities for producers and directors in the future. These delivery methods are still in their early stages, however, and their potential for success is not entirely known." <http://www.bls.gov/ooh/entertainment-and-sports/producers-and-directors.htm#tab-6>

In the next five years there should be approximately of 900 people retiring from the industry. **(Figure 1)**

- Does the program have adequate business/industry partners representative of Collin County or Metroplex job opportunities on its Advisory Committee? Do these partners attend the two Advisory Committee members each year?

In the past few years the Communication Design Advisory board has included Emmy award winning industry experts from such companies as Element X Creative, Reel FX, Platinumstar Productions, and Post Asylum. Since 2010 to the present our advisory board averages six to seven industry advisers. The members attend the required number of annual meetings and participate in ongoing curriculum dialogue as necessary.

Do program graduates exceed local demand, is the program able to meet local demand or does demand exceed the number of program graduates?

The program graduates do not exceed local demand. According to Career Coach, in the DFW Metroplex demand for jobs exceeds local program graduates by more than 70 jobs a year. The industry is projected to increase 11% in the next five years.

According to the US Labor Bureau of Statistics Texas ranks 3rd behind California and New York as the highest level employment for Camera Operators, and Television, Video and Motion Picture production specialists. The Dallas Metroplex is ranked 9th in the US for the highest level of employment for Camera Operators, and Television, Video and Motion Picture production specialists. Texas is ranked 4th behind California, New York and Florida for highest-level employment for Film and Video Editors.

- If there are a great many more related jobs in the Metroplex than the program is graduating, how does the program plan to recruit more students to meet this demand? What other local sources are available for employers to get trained employees? Are there lessons to be learned by these program competitors?

The Communication Design Department has partnered with Frisco Independent School District and Booker T. Washington Performing Arts School to recruit students. Our Frisco ISD interaction with students includes attendance to their College Fair day. Faculty are available to speak with students in depth about their interest. When the Communication Design Department attends the Booker T. Washington College Fair our faculty not only review school-work, but also offer workshops to identify potential students for the program. In order to recruit more students we plan to enhance the program's presence in the community by increasing awareness, building partnerships and developing resources to respond to current and future needs. We hope to initiate new internship opportunities between our Advisory Board and the Digital Video program. We have also updated our program literature to use in various technology fairs around the community.

Employers can find graduates from different 2 year colleges in the Metroplex to get trained employees, but the Digital Video program sets our students apart. The Digital Video program curriculum explicitly prepares our students better than other local 2 year colleges because our curriculum develop the student's skillsets to meet needs across medium applications and job roles.(See figures 2, 3)



4. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO MARKET DEMAND BY STUDENTS

Make a case with evidence to show that students want the Degree or Certificate using the enrollment history. Include any plan for increasing program enrollment.

It is difficult to accurately track the number of students who have declared Digital Video as their major. Collin’s Banner Student System, which uses Argos query; reveals over the past 4 years that there is an 32% growth in Unduplicated Enrollment numbers for Digital Video curriculum. Current enrollment indicates growth in the Digital Video will continue to increase.

Majors by Curriculum Course Enrollment	
Term	Unduplicated enrollment
FY2010	
Fall 2009	399
Spring 2010	411
Summer I 2010	74
Summer II 2010	11
FY2011	
Fall 2010	437
Spring 2011	462
Summer I 2011	49
FY2012	
Fall 2011	453
Spring 2012	483
Summer I 2012	83
Summer II 2012	28
FY2012	
Fall 2012	496
Spring 2013	501
Summer I 2013	51
Summer II 2013	23
FY2014	
Fall 2013	530
Spring 2014	488
Summer I 2014	58
Summer II 2014	25

[Measure 1b-Unduped Program Major Enrollment by Prog-Major-Term-FY](#)

- Past enrollment has not allowed all required courses to be offered at least once a year. Under the 72 credit hour AAS an upper skill level course required enrollment exceptions to meet the once per year offering and or were cross-listed with other courses. With the roll out of the 60-credit limited curriculum these course have been eliminated from the AAS and Certificate curriculum. Moving forward no exceptions are expected and all required courses would be offered at least once a year.
- If enrollment levels continue to increase at the same rate they have over the previous cycle the Communication Design department will not be able to service all students do to limited instructional classrooms and staff. The department is currently utilizing non-communication design labs: SCC J121, CPC B202. These labs do not meet all instructional needs. Under new staffing regulations the department has a 6.2 to 1 part-time to full-time faculty ratio. Finding additional qualified part-time instructors in this field to meet the increased need will be difficult due to pay discrepancy as an instructor verses industry work. Additional facilities and full-time faculty will be needed to meet continued growth demands.
- The department is attempting to capture degree-intended completers by issuing degree declaration forms in entry-level section ARTC 1325 and ARTC 1305. Additional Communication Design Program Guides are handed out to all students in these courses. The Guide contains department advising contact information along with degree information. Students are strongly encouraged to meet with a department faculty advisor. We find that when students meet with faculty for degree and career advising they are more likely to complete their awards. However, it is an option to meet with faculty, therefore not all students takes advantage of this service.

Are We Doing Things Right?

This section is a data-driven analysis of the strengths and challenges of the unit. It includes such topics as instructional productivity, faculty recruitment and retention, student retention and graduation rates as well as the discussion of student learning outcomes assessment. External judgments of quality such as external accreditation, faculty awards and student awards may also be discussed in this section. Other issues important to the unit also belong here as appropriate.

The assessment of student learning outcomes is an essential part of this section in how it relates to decisions about curriculum. Measures of learning outcomes may include but should not be limited to student survey data. Student learning outcomes should primarily focus on direct measures in which students demonstrate their learning. Examples of direct measures include papers, presentations, and direct application of skills. The narrative should include the ways in which student learning outcomes have been measured, what the data showed, and any action taken as a result of the data analysis. For example, to assess writing skill within the program, a program compares samples of student writing from an introductory course with a written assignment from a capstone assignment. The evaluation indicates significant progress in writing skills over the course of the program, with the average score increasing from 80.5 to 92 over the degree plan coursework. If students showed no change in writing ability then this example would also include the changes implemented in an effort to improve the student writing outcome. A program's analysis might indicate the process for assessing student learning needs attention. Perhaps the rubric, measure or assignment used to assess the program learning outcomes is not well aligned. For instance, the outcome says "the student will apply program methodology to analysis of a situation" but the means of assessment emphasizes students' recognition of key terms and their definitions. How the program will take action to address the misalignment should be included in the last two sections of this document.

5. WHY WE DO THE THINGS WE DO: DOES THE PROGRAM curriculum lead TO COMPLETION?

Make a case with evidence to show the program offers a clear pathway to completion. Include any plan for raising the number of completers.

Workforce standards require 25 AAS and/or certificates to be issued over 5 years to meet state standards. The Communication Design program as a whole has well exceeded that number with 125+ completers receiving either an AAS or Certificate in Animation / Game Art, Commercial Photography, Digital Video or Graphic Design. Workforce interprets all these awards as one program under the CIP 500400. Digital Video is a sub-category under the Communication Design program with specific CIP 500410 and legacy CIP 100304.



According to IRO's data 39 Digital Video AAS and Certificates have been issued.

Digital Video CIP 500402 & 100304	FY2010	FY2011	FY2012	FY2013	FY2014	TOTAL
Degrees	5	8	3	7	2	25
Certificates	1	8	3	1	1	14
						39

- Workforce assessment focuses on number of completers, and their success entering the respective industry. Though transfer is a desired result for students, it is not a measure that is captured. Data relating to program transfer is unavailable.
- It is difficult to ascertain program retention at entry due to unverifiable data. Collin's Banner Student System uses Argos query, which pulls declarations from the state's admission system. Student's true major intentions are not verified before enrolling in courses at Collin. Additionally, the Communication Design program has an open enrollment policy. Students do not have to demonstrate an aptitude or a skill level to enter the program. Therefore a higher than desired level of program drop-outs are expected after completion of entry-level courses ARTC 1325 Introduction to Computer Graphic and ARTC 1305 Basic Graphic Design. These courses are not designed to eliminate students but educate them regarding the various industry expected skillsets. These two courses have an average course retention rate over the past four years of 93% and passing rate of 76%.
- To estimate the Digital Video award retention rate we pulled enrollment numbers ARTV 2341 Advance Digital Video during FY2010-2014. ARTV 2341 Advance Digital Video is the earliest unique course required digital video majors. The capstone course for Digital Video is ARTV 2335 Portfolio Development for Animation. Separate sections are offered for Digital Video major's verses Animation majors. However, data isolating those sections enrollment is unavailable. Therefore, retention rate can only be made by comparing completers' data. Completes can be duplicated by petitioning both AAS and Certificate awards. 4 out of 5 FY reviewed, completers exceed and often double the numbers captured for ARTV 2341 during the same cycle. This indicates a strong completion rate once students have entered the 2nd Year, 1st semester of the Digital Video curriculum. Additionally the completers' numbers fluctuate in a unique pattern that does not correlate with ARTV 2341 enrollment. This can be interpreted, as students are taking longer than 2 years to complete to curriculum. This may be due to course offering structure. Or it could correlate to a large number of students attending the program part-time due to other obligations.

Course Enrollment	FY2010	FY2011	FY2012	FY2013	FY2014
2 nd Year, 1 st Semester ARTV 2341 Advance Digital Video	3	5	4	2	8
Completers by year	5	16	6	8	3

- As a department we would like to see enrollment, retention and completion numbers improve. Without being able to accurately capture Digital Video majors entering the program it will continue to be difficult to determine the barriers hindering retention and completion. As a department we are attempting to have majors declared through information session built into the ARTC 1325 Introduction to Computer Graphic courses. However, these numbers are polluted by unverified degree declarations.

6. HOW WELL DO WE DO CURRICULUM THINGS AND WHO THINKS SO?

A. Show evidence that the THECB standards listed below have been met. For any standard not met, describe the plan for bringing the program into compliance.

1. **Credit Hour Standard: There are no more than 60 credit hours in the program plan.**

Number of semester credit hours (SCH) in the program plan: Starting Fall 2015 Digital Video AAS requires 60 SCH.

If there are more than 60 SCH in the plan, show revised degree and certificate plans. Work with the program’s curriculum coordinator to bring the revised program plans to the Curriculum Advisory Board (CAB).

2. **Completers Standard: Average 25 completers over the last five years or five completers per year.**

Number of completers:

Workforce standards require 25 AAS and/or certificates to be issued over 5 years to meet state standards. The Communication Design program as a whole has well exceeded that number with 125+ completers receiving either an AAS or Certificate in Animation / Game Art, Commercial Photography, Digital Video or Graphic Design. Workforce interprets all these awards as one program under the CIP 500400 legacy CIP 100304. Digital Video is a sub-category under the Communication Design program with specific CIP 500410. According to IRO’s data 39 Digital Video AAS and Certificates have been issued.

Digital Video CIP 500402 & 100304	FY2010	FY2011	FY2012	FY2013	FY2014	TOTAL
Degrees	5	8	3	7	2	25
Certificates	1	8	3	1	1	14
						39

3. **Licensure Standard: 90% of first time test takers pass the Licensure exam.**

If applicable, include the licensure pass rate: ____ N/A ____

For any pass rate below state standard, attach a plan for raising the pass rate.

4. Retention Standard: 78% of census day students should earn a grade in the class.

Include the retention rate: According to research from the Institution Research Office the Digital Video program has a 78% or higher retention rate through census day, except for one class, ARTV 2341. We have addressed the problem in our new 60 credit hour curriculum by eliminating it from the required courses.

If the retention rate is below 78%, include a plan for raising it.

B. Make a case that the program curriculum is current.

- o The curriculum developed for the Digital Video awards are current with Workforce and state guidelines and in line with industry standards. To meet state regulation all associates degrees including Workforce programs, Associate Applied Arts, have had to reduce their curriculum to 60 required credit hours. Prior to 2015 catalog Collin's Digital Video AAS curriculum required 72 credit hours for completions. The Fall 2015 – Fall 2016 curriculum meets those newly established standards. 15 of the 60 credit hours are Collin's Associates Applied Science Common Core. Workforce also requires five common courses, 15 credit hours across all Communication Design program awards (Animation/Game Art, Digital Video, Commercial Photography and Graphic Design). These courses were selected based on their universal applicability.
- Meeting Workforce standards establishes the criteria that the curriculum developed must support student success throughout program and be in line with industry standards to ensure their success upon entering the field at the highest possible salary. To do this we first established the skillsets needed to work in the digital video industry by asking: What is Digital Video, How is it being applied, and What are its current tools? Then we determined how best to develop those skills through the curriculum offering and structure. These observations are continuously being made and informed through faculty experience, research and industry advisory board guidance.

What is Digital Video?

Digital Video is the development of a concept communicated through sequential imagery. This skillset requires a high level of critical thinking and an understanding of technical equipment.

How is it being applied?

Digital Video as a medium is being applied in entertainment, commercial, broadcast/news, and social venues. Traditional applications would include documentaries, movies, advertising campaigns and broadcast journalism. Contemporary digital video applications include emerging digital media venues used as means of information sharing and self/product promotions.

What are current digital video tools?

Digital Video requires a concept to be developed prior to its execution through the form of storyboarding and/or scriptwriting. To professionally execute a digital video product an array of software and equipment are used. The software utilized fulfills the tasks of scriptwriting and video editing. In terms of the final product, video editing needs determine which software applications are utilized. Technical equipment used includes video camera, lighting and sound equipment.

Collin must maintain this success through the use of only 45 of the 60 allotted credit hours. The AAS Common Core utilizes 15 hours of the 60 credit hours. An additional 15 hours (5 courses) of the remaining 45 hours are then shared program common courses. Leaving a balance of 30 credit hours directed specifically towards the field of study.

The Communication Design program has an open door policy. Students do not have to demonstrate an aptitude or a skill level to enter the program. Therefore, we must make an assumption that all students entering have little to no foundation in applied arts.

The Digital Video program did a survey of schools that offer video production comparable degrees. Collin College offers a degree and certificate, Tarrant Community College offers a field of study degree, Northlake Community College offers one degree; Eastfield College offers one certificate.

Northlake College, the most comparable degree program to Collin College, **(Figure 2)** specializes in Video Technology, which differs from Collin because it focuses on the use and internal workings of the camera. Although the program has some similar courses with Collin you'll see that Collin's program focuses more on the editing and post-production side of video production. Northlake's degree has a heavy emphasis on television production. Our degree program allows for our students to enter into the television field and the motion picture industry. The Northlake degree groom students to work behind the scenes in the news industry.

Tarrant County Community College concentrates on Radio and Television Broadcasting/Broadcast Journalism, which differs from Collin College because their instructors spend much of their time teaching their students to be on the air talent, news reporters, news producers or news broadcasters. In contrast Collin trains students to behind the camera as well as preparing students for videographer, editors, producers, and director.

Eastfield College offers a Digital Media Technology/Multimedia certificate (**Figure 03**), which is more comparable to our Animation degree at Collin, however, their program has some components of a digital video program. Compared to these Colleges, Collin College has a balanced program that does not compete with others whose technologies are not offered at Collin.

Collin offers both an AAS degree and certificate in Digital Video. Collin has partnered with industry, through periodic Advisory Board meetings, in making sure that the Digital Video Program meets the students' needs. Geographically, Collin College's Spring Creek College Campus is situated between 20 – 100 miles from the 2 year colleges studied. It is located far enough from other 2 year Colleges so as not to be in competition with their programs. Owing to its location, available degree/certificate, and number of courses, Collin College's Digital Video Program provides Collin County students ample opportunity to earn a Digital Video degree that is in tune with the industry. In the Fall of 2015 the Digital Video degree will become a new 60 credit hour program adding more video production courses to give our graduates enhanced experience in the industry. These courses will cover various topics such as Team Production, which teaches students to work together while creating video productions. Also, the program will add a dedicated film and video editing class. This will give students experience using industry standard software to create films, web stories, and videos. With the balanced curriculum that Collin offers and the new and expanding courses coming in the future, Collin College is steadily preparing its students to become talented and competent employees in the industry.

Figure 02 Degree Comparison		
Collin College AAS Digital Video	Course Comparison	Northlake AAS Video Technology
ARTC 1325 Introduction to Computer Graphics	No Northlake course equivalent	
ARTV 1371 Storyboard		RTVB 1425 TV Studio Production
RTVB 2330 Film and Video Editing	Same Course	RTVB 2430 Film and Video Editing
DRAM 2366 History of Filmmaking	Collin Only	
ARTS 2348 Digital Arts (photography)	Collin Only	
ARTC 1302 Digital Imaging	Collin Only	
ARTV 1303 Basic Animation	Collin Only	
ARTC 1305 Graphic Design	Collin Only	
ARTV 1351 Digital Video	Numerous Northlake's courses covered in Collin's ARTV 1351 Course	RTVB 1305 Introduction to Television Technology RTVB 1320 Television Lighting

		RTVB 1421 TV Field Production
ARTV 1343 Digital Sound	Equivalent Course	RTVB 1409 Audio/Radio Production I
RTVB 1329 Scriptwriting	No equivalent course for either school	RTVB 2455 TV Production Workshop II
FLMC 1331 Video Graphics and Visual Effects	Collin Only	
	Northlake offering only	RTVB 2282 Technology/Technician
	Northlake offering only	RTVB Broadcast Engineering
ARTV 2320 Team Production I	Similar Course	RTVB 2437 TV Production Workshop I
	Northlake offering only	RTVB 2370 Business Aspects of Video Technology
ARTC 2335 Portfolio Development	Equivalent Course	RTVB 2282 Cooperative Education – Radio and Television Broadcasting

Figure 03 Certificate Comparison		
Collin College Certificate	Course Comparison	Eastfield College Digital Media Certificate
ARTC 1305 Graphic Design	Equivalent Class	ARTC 1305 Basic Graphic Design
ARTC 1325 Introduction to Computer Graphics	Closely related courses	ARTV 2-D Animation I ARTC 1353 Computer Illustration
ARTV 1371 Storyboard	Collin Only	
ARTV 1343 Digital Sound	Collin Only	
DRAM 2366 History of Filmmaking	Collin Only	
	Eastfield only	ARTC 1327 Typography
ARTS 2348 Digital Arts (photography)	Collin Only	
	Eastfield Only	ARTC 1359 Visual Design for New Media
ARTC 1302 Digital Imaging	Equivalent Classes	ARTC 1302 Digital Imaging I ARTC 2305 Digital Imagining II
ARTV 1351 Digital Video	Equivalent Class	ARTV 1351 Digital Video

FLMC 1331 Video Graphics and Visual Effects	Collin only	
ARTV 2320 Team Production I	Collin only	
MUSC 2351 Audio for Video	Collin only	
RTVB 2330 Film and Video Editing	Collin only	
ARTC 2335 Portfolio Development	Closely related courses	ARTC 1391 Special Topics in Graphic Design, Commercial Art and Illustration ARTC 2388 Internship – Commercial and Advertising Art

C. Make a case with the Advisory Minutes that the Advisory Committee has employers who are active members that are representative of Collin County employers.

The members of our Advisory Board represent a cross-section of the employers and professionals in Collin County and the Dallas/Ft. Worth Metroplex. The companies represented range in size from single independent contractors to employers of over 10,500 employees. The companies service local, national and/or international clients. All Board Members have extensive years of experience in their respective industries. Many members return from year to year to provide continuity of guidance. (See Table 6C.)

In the last two years FY2013 and FY2014, seven (7) to eight (8) members have made up the Communication Design Advisory Board, with very consistent membership. As the Department has expanded course offerings and added full-time faculty, the number of Advisory Board Members has also risen. This reflects the faculties' networking efforts.

Advisory Board Employers	# Employees	Board Meeting Attended						Advisory Board Members
		FY09	FY10	FY11	FY12	FY13	FY14	
Gearbox Software	187	X		X				Trey Davenport, <i>Animation & Audio Producer</i>
Tom Lout and Company, Inc	12	X						Tom Lout, <i>Owner</i>
Rovillo + Reitmayer	5	X	X					Samantha Reitmayer, <i>Owner / Principal</i>
Post Asylum	35		X	X	X	X	X	Don Stokes, <i>President</i>
Fossil	10,500		X			X		Tim Hale, <i>Senior Vice President Design</i>
Reel FX Creative Studios	350				X			Kevin MacPhail, <i>Technical Director</i>
						X	X	Augusto Schillaci, <i>VFX Supervisor</i>
Element X Creative	30				X			Brad Hebert, <i>Producer</i>
							X	Chad Briggs, <i>Founder / Owner</i>
Freelance	NA				X	X	X	Ana Gonzalez, <i>Video Producer</i>
Utility Design Co.	NA				X	X	X	Ray Gallegos, <i>Founder/ Owner / Designer</i>
Creative 101	NA				X	X	X	Kristin Cobb, <i>Designer & Consultant</i>
Freelance	NA				X			Jeff Baker, <i>Photographer</i>
Platinum Star Productions	5+					X		Deidre Woodard, <i>CEO / Creative Director</i>
Match.com	250						X	Nic Climer, <i>Executive Creative Director</i>
Nerve Software	30						X	Shawn Spetch, <i>Environment Artist</i>

Curriculum recommendations are for FY09-FY14 made by the Communication Design Advisory Board are as follows:

FY14 Summary

THECB’s requirement for 60-credit hour AAS curriculum effective fall 2015 was presented to the Advisory Board. Curriculum changes for Animation, Commercial Photography, Digital Video and Graphic Design to bring each AAS down to the 60-credit hour requirement were reviewed and modifications recommended. Corresponding modifications were made to certificates to ensure correlation between awards. Recommendation to open Math/Science AAS requirement to all AAS Common Core Math/Science options was presented. Advisory Boards agreed on recommendations for presented and reviewed item.

FY14 Implementation

All Advisory Board recommendations were presented to CAB and approved. Math/Science AAS open option requirement applied 2014-2015 catalog. 60-credit hour AAS curriculum will be implemented in 2015-2016 catalog.

FY13 Summary

Minor curriculum changes, involving replacement of WECM-terminated course and course sequencing to Animation and Graphic Design were presented to the Advisory Board. The addition of Digital Video MSA was also presented. The Advisory Board recommended implementation of these changes and additions.

FY13 Implementation

All Advisory Board recommendations were presented to CAB, approved and implemented in 2013-2014 catalog.

FY12 Summary

Minor curriculum changes involving replacement of IMED2349 with IMED2359 (Graphic Design), prerequisites and course sequencing were made to 3D Animation, Commercial Photography, Digital Video and Graphic Design programs.

FY12 Implementation

All Advisory Board recommendations were presented to CAB, approved and implemented in 2012-2013 catalog.

FY11 Summary

Minor curriculum changes involving prerequisites and course sequencing were recommended to 3D Animation and Digital Video awards.

FY11 Implementation

All Advisory Board recommendations were presented to CAB, approved and implemented in 2011-2012 catalog.

FY10 Summary

Minor curriculum changes involving replacement of ARTC2313 with ARTC2347 (Graphic Design), prerequisites and course sequencing were made to 3D Animation, Commercial Photography and Graphic Design programs.

FY10 Implementation

All Advisory Board recommendations were presented to CAB, approved and implemented in 2010-2011 catalog.

FY09 Summary

A standalone Digital Video curriculum and awards were presented to the Advisory Board, along with moving web design related courses under the Graphic Design curriculum to create a 2nd Web Design track. Adding courses in photography, lighting and audio to Digital Video curriculum were presented. Prerequisite and course sequencing changes to 3D Animation, Commercial Photography and Graphic Design curriculum were also presented. The Advisory Board recommended all presented changes be applied.

FY09 Implementation

All Advisory Board recommendations were presented to CAB, approved and implemented in 2009-2010 catalog.

D. For any required program courses with enrollment below 15, explain a plan to grow enrollment or revise the curriculum.

The new 60 credit limited curriculum will streamline course offering and has eliminated courses that struggled with enrollment.

E. Make the case with evidence that the required courses in the program are offered in sequencing or at intervals appropriate to enable students to complete “on time” if a student was enrolled full-time and followed the degree plan.

All courses are offered annually permitting students to complete in 2 years.

F. Make a case with evidence that students are satisfied with the program. A survey of students in the gateway course for the digital video program, ARTV 1351 Digital Video, was given fall 2014 to gauge their satisfaction of the program. The 14 students who were surveyed were a cross section of Game Art students and Digital Video students. The students’ average responses to the questions are as follows:

1. The Digital Video Program has a significant vision of the future - the average response was **Agree**
2. Collin College’s mission states that the district is a student and community-centered institution committed to developing skills, strengthening character, and challenging intellect. Does the Digital Video program support this ideal - the average response was **Agree**
3. The Digital Video Program plays an effective role in establishing our program mission - the average response was **Agree**
4. My experience in the Digital Video Program has been spent well - the average response was **Agree**
5. The amount of lab time is appropriate for the nature of the digital video work - the average response was **Agree**
6. The equipment available for the Digital Video students is adequate - the average response was **Disagree**
7. The required courses in the program are offered in sequence appropriate to enable students to complete the video degree on time - the average response was **Neutral**

- 8. My instructor motivates me to do my best work - the average response was **Strongly Agree**
- 9. What is the highest level of education you have completed - the average response was **High School**
- 10. How much attention does the Digital Video Program give to your professional growth - the average response was **A Moderate Amount**
- 11. Overall are you satisfied with the Digital Video Program - the average response was **Slightly Satisfied**
- 12. What suggestions do you have for improving the Digital Video Program - the most frequent responses were **A new television studio and newer cameras**

The survey gives us a glimpse into the students' feelings about the Digital Video program. Overall students are satisfied with the program, and feel their time is well spent in the program. As a department the students' responses tells us that we need to work on our class scheduling to make sure students can graduate within two years, increase the amount of equipment available to our students and approach administration to find funds to create a television studio.

G. Make a case with evidence that the program is well managed.

- Student/Faculty Ratios

IRO's Digital Video student/faculty ratio is different from Graphic Design. There for it can be assumed the data is referencing Digital Video unique majors verses all Communication Design program majors. When compared to other programs being reviewed at this time the Digital Video discipline is appropriately staffed.

Digital Video 500410									
Ratio of Program Students to Program Faculty									
FY2010		FY2011		FY2012		FY2013		FY2014	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
3.9	4.2	3.9	4.0	5.2	4.9	4.4	5.3	4.8	5.3

- Contact Hours Taught by Full-Time and Part-Time Faculty

Data provided by IRO does not break contact hours down by award. Additionally it separates Photography input from the rest of the Communication Design program.

Contact Hours Taught FY2014 under the Communication Design Program (excluding Commercial Photography)					
	Full-Time		Part-Time		Total
	Number	%	Number	%	
Communication Design	30,048	42%	42,144	58%	72,192
Photography	10,032	37%	16,800	63%	26,832

- Average Class Size

Based on data provided by IRO it is difficult to determine the actual average class size associated with Digital Video curriculum. Digital Video awards are 2 of 8 awards offered by the Communication Design program. Because of the program's structure many courses are cross-required by the various awards. Additionally IRO pulled enrollment numbers based on Rubric category verses required by curriculum.

The majority of Communication Design program courses, which include courses required by the Digital Video awards, have a limited class size of 18. This is based on available workstations. A few courses outside the lab classrooms have higher caps. Online courses at 25 and Storyboard at 20. These account for approximately 11 sections a year. Based on course enrollment cap and minimal enrollment of 15 the average class size is between 15 or 18.

- Grade Distributions and Retention Rate:

Overall retention rate for the digital video program is growing. Prior to the new 60 credit hour curriculum students had difficulty taking all of the required classes to graduate. The following course, ARTV 2341, was of concern because it displayed a less than 78% success rate for 2 out of the 4 years assessed. This course has been removed from the Digital Video's AAS required classes. Another low rate course is ARTC 1325, an introduction course to the communication design program, with all years captured reflecting a less than 78% success and passing rates. This course has open enrollment. Students do not have to demonstrate an aptitude prior to entrance. ARTC 1325 has a high retention rate. Adjustments to the curriculum have been made to address this issue. For example, the required texts have been adjusted and instructors are adding new exercises for their course. Additionally, instructors who have shown consistently low success rate have been re-assigned. We will continue to watch ARTC 1325 and make changes to improve student success. AAS Common Core courses lie outside the Communication Design department. This makes it difficult to address student success issues from a program level. We have opened up the Math/Science option, which Communication Design students indicate is their weakest Common Core course. Students who do not find success in the Common Core courses are able to obtain a certificate instead.

The department chair addresses the majority of student complaints. Complaints are few. None have reached the level of being considered formal. If a consistent pattern of concern does emerges it is addressed quickly.

7. HOW WELL DO WE COMMUNICATE AND WHO THINKS SO?

- The current URL for the digital video program is in the Collin College Areas of Studies at: http://www.collin.edu/academics/programs/COMMDESIGN_DIGITALVIDEO.html.
It would be advantageous for our students to have a dedicated site through the school that would elaborate on the program keeping them informed on things of interest pertaining to the Video Program. Our department is capable of maintaining this site.
- We provide a very complete handout that describes Digital Video program, the awards including Degree, Certificate and Marketable Skills. The handout lists the courses, suggests course order and lists software used in each. A great deal of effort is made in this document to help the students navigate their way through an awards program.

Program Literature Review

Program Literature Title	Type	Date Last Reviewed and Updated
Communications Design Program Guide 2014-2015	Printed Handout and downloadable .pdf.	9/4/2014
Course Syllabi	Handed out on first day of class.	1/21/2015
Collin College Areas of Studies Website	Checked each semester and correction suggestions made.	1/15/2015

8. HOW WELL ARE WE LEVERAGING PARTNERSHIP RESOURCES AND BUILDING RELATIONSHIPS, AND HOW DO WE KNOW?

Make a case that the program enlists university/business and industry partnerships to advance the program outcomes; complete the Partnerships Resources Table below.

Partnership Resources

University/Business & Industry	Partnership Type	Estimated Market Value, if any
Savannah College of Art and Design (SCAD)	Proposed articulation of workforce courses	Under discussion
Full Sail	Proposed articulation of workforce courses	Under discussion
A Bunch of Short Guys (ABOSG) – Professional organization for the animation, game, film/video industries	Ongoing monthly meetings, many of which take place at Collin –SCC. Annual Industry Giants help from 2002 – 2009 at Collin – SCC. Department has collaborated with and assisted with technical production this event in subsequent years.	
Reel FX – animation/film/video studio	Advisory Board Member	
Post Asylum – animation/video post-production studio	Advisory Board Member	
Platinumstar Productions – video production company	Advisory Board Member	
Element X Creative – animation/video post-production studio	Advisory Board Member/Internships	
Janimation - animation/video post –	Student internships	

production studio		
Slingshot – Advertising Agency	Student internships	
Fossil	Advisory Board Member	
Match.com	Advisory Board Member	
Creative 101	Advisory Board Member	

9. DO WE SUPPORT THE PROGRAM WELL WITH FACILITIES, EQUIPMENT, AND THEIR MAINTENANCE AND REPLACEMENT, AND WHO THINKS SO?

Due to the constant technological changes in the Video Industry we have an ongoing struggle to keep up with current standards. It is our responsibility to equip our students in the workforce program with the latest methods in order that they are ready to enter the workplace as a valued asset. Besides keeping up on the latest technologies we need to give the students the advantage of the latest software and hardware. We strive to use the latest technology and hardware used by industry to enable better success for our students. With this in mind we need to constantly upgrade the technologies and the equipment involved in this process.

- Points to consider:
- All rooms have visual presentation tools such as projectors and white boards to help explain visual concepts. In the Program Facilities table below are listed some rooms that utilize computers as part of curriculum assessment.
- At the present we have insufficient classroom facilities. Currently we are offering more sections than our designated Communication Design labs can accommodate. We have to use classrooms and non-department computer labs to fulfill course offerings. The non-department labs lack needed resources such as color printers, electronic drawing tablets, and software. The general use classrooms do not have computer access nor-set up for the form of instruction. For example ARTV 1211 Storyboard and ARTV 1371 Storyboard and Concept Develop curriculum is more akin to Drawing than English and should be in a Drawing style lab.
- The projectors used in the classrooms are not sufficient to show important concepts such as text quality and color representation in design projects. This is a basic part of what we are lecturing about.
- SCC H-232 has limiting Internet and inner connectivity issues. Connecting to Blackboard and the transferring of files from student to instructor are a constant problem.
- The age of the computers in the labs listed below is becoming an issue. These computers are required to have Adobe Creative Cloud software to meet graphics industry standards. As the demands of the software increase the age and ability of the computers become more

of an issue. Currently some of the computers are struggle to meet the software requirements and are consider inadequate. As a Workforce program should the facility need be appropriately maintained to prepare students for the respective industry.

- There is a need for a dedicated digital video studio space. This could be designed and used with other programs. A digital video studio space would allow students to experience industry like work conditions. An example of such a space can be found at:

Dallas County Community College: <http://www.dcccd.edu/cd/dcc/cbart/vtech/Pages/default.aspx>

Texas Tech: <http://lubbockonline.com/education/2012-11-12/texas-tech-celebrates-new-space-communication-department-.VMKJgnDF9UM>

Program Facilities

Room/Office Location and Designation	Size	Type	Special Characteristics (i.e. permanent like ventilator hood)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	Describe additional needs for any "N" answer in columns 5 or 6.
K-122 SCC Classroom	30'X27'	Computer	19 Computers, 3 Printers and 1 Scanner	Y	N	Replacement of computers, printers and scanners due to use and technology changes.
K-130 SCC Classroom	33'X27'	Computer	19 Computers, 2 Printers and 1 Scanner	Y	N	Replacement of computers, printers and scanners due to use and technology changes.
K-129 SCC Classroom	25'X25'	Computer	18 Computers, 1 Printer and 1 Scanner	Y	N	Replacement of computers, printers and scanners due to use and technology changes.
H-232 SCC Classroom	33'X27'	Computer	19 Computers, 2 Printers and 1 Scanner	Y	N	Replacement of computers, printers and scanners due to use and technology changes.
I-116 SCC Classroom	30'X27'	Lecture	Work Tables	N	N	Need some computer access in addition to conventional means of drawing and designing.
L-205 PRC Classroom	30'X27'	Computer	18 Computers, 2 Printers and 1 Scanner	Y	N	Replacement of computers, printers and scanners due to use and technology changes.
L-203 PRC Classroom	27'X27'	Lecture	Work Tables	N	N	Need some computer access in addition to conventional means of drawing and designing.
B-202 CYC Classroom	27'X27'	Computer	18 Computers, 2 Printers and 1 Scanner	Y	N	Replacement of computers, printers and scanners due to use and technology changes.

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.

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Program Equipment, Maintenance/Repairs - List all equipment required by the program that you do not consider supplies

Current Equipment Item or Budget Amount	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, justify needed equipment or budget change
Digital Camera01	Yes	No	Changing Technology, Functionality and wear.
Digital Camera02	Yes	No	Changing Technology, Functionality and wear.
Digital Camera03	Yes	No	Changing Technology, Functionality and wear.
Digital SLR Camera	Yes	No	Changing Technology, Functionality and wear.
Digital SLR Camera Lens	Yes	No	Changing Technology, Functionality and wear.
Digital SLR Camera04	Yes	No	Changing Technology, Functionality and wear.
Digital SLR Camera05	Yes	No	Changing Technology, Functionality and wear.
Intuos2 Graphics Tablet 9x12	Yes	No	Changing Technology, Functionality and wear.
Intuos2 Grip Pen 2D	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Graphics Tablet 8X6	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Graphics Tablet 8X6	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Graphics Tablet 8X6	Yes	No	Changing Technology, Functionality and wear.

Intuos3 Graphics Tablet 8X6	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Graphics Tablet 8X6	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Graphics Tablet 8X6	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Graphics Tablet 8X6	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Grip Pen	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Grip Pen	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Grip Pen	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Grip Pen	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Grip Pen	Yes	No	Changing Technology, Functionality and wear.
Intuos3 Grip Pen	Yes	No	Changing Technology, Functionality and wear.
Light Kit LK01	Yes	No	Changing Technology, Functionality and wear.
Light Kit LK02	Yes	No	Changing Technology, Functionality and wear.
Light Kit LK03	Yes	No	Changing Technology, Functionality and wear.
Light Kit LK04	Yes	No	Changing Technology, Functionality and wear.
Portable Wireless Receiver	Yes	No	Changing Technology, Functionality and wear.
Portable Wireless Receiver	Yes	No	Changing Technology, Functionality and wear.
Tripod 04	Yes	No	Changing Technology, Functionality and wear.
Tripod 05	Yes	No	Changing Technology, Functionality and wear.
Tripod 06	Yes	No	Changing Technology, Functionality and wear.
Tripod 07	Yes	No	Changing Technology, Functionality and wear.

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.
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Tripod 08	Yes	No	Changing Technology, Functionality and wear.
Tripod 09	Yes	No	Changing Technology, Functionality and wear.
Video Camera	Yes	No	Changing Technology, Functionality and wear.
Video Camera	Yes	No	Changing Technology, Functionality and wear.
Video Camera	Yes	No	Changing Technology, Functionality and wear.
Video Camera	Yes	No	Changing Technology, Functionality and wear.
Video Camera	Yes	No	Changing Technology, Functionality and wear.
Video Camera	Yes	No	Changing Technology, Functionality and wear.
Video Camera	Yes	No	Changing Technology, Functionality and wear.
Video Camera VC01	Yes	No	Changing Technology, Functionality and wear.
Video Camera VC02	Yes	No	Changing Technology, Functionality and wear.
Video Camera VC03	Yes	No	Changing Technology, Functionality and wear.
Video Camera VC04	Yes	No	Changing Technology, Functionality and wear.
Video Camera VC05	Yes	No	Changing Technology, Functionality and wear.
Video Camera VC06	Yes	No	Changing Technology, Functionality and wear.
Video Camera VC07	Yes	No	Changing Technology, Functionality and wear.
Video Camera VC08	Yes	No	Changing Technology, Functionality and wear.
Video Camera VC09	Yes	No	Changing Technology, Functionality and wear.
Video Camera VC11	Yes	No	Changing Technology, Functionality and wear.

Financial Resources

Source of Funds (i.e. college budget, grant, etc.)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, explain why	For any no in columns 2 or 3, identify expected source of additional funds

10. WHAT DIFFERENCE WILL IT MAKE IF WE DON'T CONTINUE TO DO THE THINGS WE'VE BEEN DOING?

Discuss and analyze the intellectual and scholarly value of the program, its activities and functions, and the extent to which those activities are still appropriate.

The narrative running through this program review is growth. Collin College's digital video program trains our students to be successful in the industry. The program focuses on providing students with the hands-on technical skills necessary to create professional videos and to work in a variety of audio-visual media production and post-production capacities. Our faculty are engaged and closely involved in our students' academic careers. The value in the program is embedded in our curriculum. We offer our students an opportunity to be competitive in the digital video industry, which has employment opportunities increasing by 11% in the next five years. With the advent of the new 60 credit hour curriculum the program has been able to focus more on giving students precise instruction in their field. We're adding production classes to improve our students' skills and our goal is to add physical studio space to keep up with industry demands. Our curriculum is unique in the Dallas Metroplex so that we are not competing with area schools rather we're pioneers in our field and are able to meet employees' demands for students. As the industry grows so does our program. We're recruiting more students and acquiring more software and hardware for our classes. We're impacting our students' education by inviting advisory board members to lecture in our classes, offering a degree that is in tune with the industry and eliciting feedback from our students for a more holistic educational experience.

The Collin's Communication Design program is able to offer AAS and Certificates in Digital Video that fully and properly prepare individuals to enter the workforce as videographers, directors, and producers in a 2-year process. No other area institution is able to do this. To maintain this standard the curriculum, software, hardware and facilities must continue evolve to meet industry standards

The essence of the Digital Video curriculum is the combination of creativity and innovation set against the backdrop of formidable technical challenges and constraints. The standard and hallmark of the digital video program as a whole is one of high expectations in respect to constantly re-inventing the user experience as a participant in video production. Digital Video students at Collin know they will emerge from the program ready to work as leaders in the field. The highly competitive digital video industry demands that students challenge themselves to achieve high academic excellence. In order to meet this challenge, the Communication Design Advisory Board meets regularly to offer input on resources, infrastructure and curriculum. As a result, the tools at the disposal of faculty and students are state of the art in the multiple labs easily accessible on multiple Collin College campuses. The digital video industry spans a wide variety of collaborative partnerships at the heart of which is the ability to work with individuals from different ethnic, cultural and social cultures. Collin Digital Video students learn to work in teams and treat team members with the dignity and respect to ensure the success of their endeavors both commercially as well as for the community. A central tenet of Collin's Digital Video Program is to remind students of the importance of integrity when it comes to respecting the intellectual property rights of other artists. The emphasis on integrity of the individual artist in the Digital Video Program is reinforced through the public exhibitions and presentations by the students. If these activities were interrupted or stopped at Collin College the school would lose a valuable program that infuses itself throughout the school's infrastructure from cross listing classes, creating learning communities, contributing to the creative space at the college and teaching talented Digital Video students.

11. GIVEN OUR PRESENT STATUS, HOW DO WE INTEND TO CHANGE IN WAYS THAT HELP US ADVANCE?

The discussion about change should be grounded in interpretation of the data used as the basis for analysis in the preceding sections. Issues in this section should have been discussed and referenced earlier in the program review report. There should be no surprises here! Reasons for targeted changes should be clearly linked to something such as a strategic plan, accreditation-identified issue, changing discipline standards, state initiatives, retention rates, transfer data, employer data, etc. For example, a program might have identified issues related to demand for a course and the program's ability to handle projected capacity as well as student performance in the course. The discussion of change about this issue should be framed in terms of program priorities as they related to college priorities and it should address how the intended changes will assist the program/college to move forward.

Use the Institutional and Unit Data and Resources to respond to the following questions:

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.

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A. Strengths: What strengths can this program build on in the near future?

- a. The curriculum and its structure prepare to students to enter the Digital Video field successfully with a 2 year degree. The addition of the Enhanced Skills Certificate will build on the current curriculum and give all of our students an advantage when entering the workforce.

B. Weaknesses: What program weaknesses must be addressed in the near future?

- a. Facilities: Currently there are not enough communication design labs/classrooms/studio to meet our course offerings. This forces the program to underserve the students and limits its growth.
- b. Faculty: Having more full-time staff will help maintain curriculum standards. Better service student's needs including academic and career advising along with mentoring.
- c. Promotion: Currently the department faculty and staff are doing all it can to promote the department. However, it has been observed more needs to be done to create awareness in the community and the college regarding the Communication Design program and its awards.
- d. Accurate, clear data: Some assessments have been difficult to make due to data collection. For example those employed in the Digital Video field are largely self-employed. Databases used to evaluate employment do not capture these individuals which in-turn misrepresents the employment levels. Declared majors are unverified making it difficult to determine the number of students who have completed or dropout much less intended to be seeking a specific award. Various measures lack description and collection sources making it difficult to apply the collected data to proposed questions. Additionally it makes it difficult to determine the accuracy of the data. Better methods need to be implemented to add clarity and ensure accuracy.

B. What are the perceived consequences if the weakness (es) is (are) not addressed?

- a. The Communication Program will not be able to grow to meet student or community needs if weaknesses are not addressed.
- b. If data collection methods do not improve and become verifiable funding state and federal can be affected much less the standing of the program.

D. Threats and Opportunities: Describe any forecasted trends or changes in the following areas that may impact the way this program functions five to ten years from now:

The DFW area and specifically Collin County are seeing significant growth. As noted by Toyota headquarters moving to Collin County along with, State Farm development in northern Richardson. They are joining companies like Frito-Lay, AT&T and Pizza Hut/ Yum who are planning expansions. Collin County Business Press sums up the opportunities coming to Collin County very well in their January 24, 2015 post.

“Consequently Collin County is a melting pot of cultures, educations, families and careers.

For the most part, people are coming to Collin County because they have a job here. They are following a company moving to this area, staying after coming for an education or they were hired by one of the numerous companies that continue to thrive in this “success” atmosphere.

Companies are moving here because of the educated workforce, excellent schools at every level of education, the availability of reasonable priced housing at all price levels and the availability of churches, shopping, arts and entertainment within Collin County.” - Collin County Business Press

<http://www.frtv.org/donations-support/partner/collin-county-business-press/>

With this substantial growth will come a substantial number of job opportunities including in the field of Digital Video. Collin College will be expected to meet these workforce demands and its Digital Video curriculum is able to do that at a higher level than any other area 2-year institutions.

Changes in technology have always directly affected the Digital Video industry. Currently the trend is toward digital media. Today digital media is not just new stories and sports production it is interactive displays, mobile apps, webisodes and is ever expanding list of mediums. The Digital Video curriculum will need to continue to evaluate if it is meeting emerging industry standards. Additionally classroom resources will need to reflect the technological shift in software and equipment.

As a program Communication Design sees area growth and emerging technology as opportunities. However, without ongoing support and the ability to address department needs this can quickly become a threat to the program as a whole and the Digital Video awards.

12. HOW WILL WE EVALUATE OUR SUCCESS?

This section of the Program Review Report should provide the framework for the action plan the program intends to use to measure progress with particular focus on the changes discussed in the preceding section. It should set measurable priorities which clearly align with college metrics, particularly student learning outcomes. This discussion links back to intended change strategies and what those strategies are meant to accomplish and moves forward into the metrics and measurements which will be used to determine the extent to which the change was successful. Inclusion of incremental steps and a timeline over the next four years will help to shape realistic goals. Complete the attached Continuous Improvement Plan (CIP) form that follows. This CIP will be implemented next academic year. Include the data summary and findings on which the improvement action is based.

Name of Administrative or Educational Support Unit: Communication Design/Digital Video

Contact name: Tonya McMillion_ **Contact Email:** tmcmillion@collin.edu__ **Contact Phone:** 972-881-5607_____ **Office Location**

H231____

Mission:

Mission Statement

The Communication Design Department is committed to student success in the visual creative fields. We accomplish this through emphasis on teaching traditional design principles, creative innovation, critical thinking, technical skills, and professionalism.

Philosophy and Purpose Statement

The principal objectives of the Communication Design mission are:

- *To create rigorous curriculum developed by faculty expertise and shaped by industry leaders*
- *To utilize instructors with proven track records both in their fields and in the classroom*
- *To provide facilities and technology based on industry standards*
- *To provide student centered staff and resources to ensure student success*
- *To engage with the broader community*
- *To develop interdisciplinary partnerships*

After the completion of the AAS degree digital video students will be prepared in a variety of broadcast styles from live television to long form documentaries. Students will have the knowledge to assist filmmakers and video editors. Students will be prepared to work as freelancers and/or start their own independent video studios. Students who enroll in the program will gain competencies in various video and graphic related technologies. Graduates from this program can move into videography, video editing, directing, or screenwriting.

PART I: Might not change from year to year

<p style="text-align: center;">A. Outcomes(s)</p> <p style="text-align: center;">Results expected in this department/program</p>	<p style="text-align: center;">B. Measure(s)</p> <p style="text-align: center;">The instrument or process used to measure results</p>	<p style="text-align: center;">C. Target(s)</p> <p style="text-align: center;">The level of success expected</p>
<p>Software Proficiency</p> <p>Understands and expertly uses appropriate software to achieve desired outcomes.</p>	<p>Capstone portfolio:</p> <p>Consistently knows what software/tools to use to create desired elements and effects or uses resources effectively and independently to find out. Uses software efficiently.</p> <p>Measured by a cohesive and comprehensive video based project using computers and videography/design software.</p> <p>33% - Effective production/producing designs for video production</p> <p>33% - Effective environmental concept art to establish the “look and feel” of a production.</p> <p>33% - Effective storyboard development to plan a narrative storyline as executed in final media.</p>	<p>Capstone: Passing ≥ 75% -</p>
<p>Concept Development/ Critical Thinking</p> <p>Demonstrates deep conceptual understanding, high order thinking skills, and knowledge construction of the concepts being taught</p> <p>Portfolio captures the goal of the established criteria is engaging and pre planning preparation is evident in the final product</p>	<p>Capstone portfolio:</p> <p>Portfolio clearly and effectively communicates to the target audience. The project is original concise and attention-grabbing.</p> <p>Measured by discussions, assignments, examinations, and video project, which includes editing, shooting and producing.</p> <p>33% - Effective production designs for video production</p> <p>33% - Effective producing concepts to establish the “look and feel” of a production.</p>	<p>Capstone Passing ≥ 75% -</p>

	<p>33% - Effective storyboard development to plan a narrative storyline as executed in final media.</p> <p>Total 99%</p>	
<p>Communication Skills</p> <p>Problem solving/communication skills are clearly evident throughout the process of completing the project.</p>	<p>Capstone portfolio: Projects throughout the student's degree program are assessed to measure results.</p> <p>Measured by course discussions and students' demonstrated ability to communicate with their clients.</p> <p>33% - Effective communication with clients, co-workers and supervisors.</p> <p>33% - Does the finished work communicate effectively with the target audience? (I.e. client intent, target and audience needs).</p> <p>33% - Presents portfolio work effectively.</p> <p>Total 99%</p>	<p>Passing \geq 75% -</p>
<p>Proficiency in Design</p>	<p>Capstone portfolio: Original and creative portfolio showcasing exceptional use of design principles and clear and distinct connections to key design concepts.</p> <p>Measured by use of appropriate software, a demonstrated ability to edit using digital video specific television guidelines and a demonstrated ability to understand moving frames (key frames) in digital video productions.</p> <p>20% - Form 20% - Color 20% - Lighting 20% - Movement 20% - Composition TOTAL – 100%</p>	<p>Capstone: Passing \geq 75% -</p>

PART II: This is the first year the Digital Video program began implementing IRO’s action plan 01.

From Part I

<p>A. Outcomes(s)</p> <p>Results expected in this department/program</p>	<p>D. Action Plan Years 5 & 2</p> <p>Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes it addresses.</p>	<p>E. Implement Action Plan Years 1 & 3</p> <p>Implement the action plan and collect data</p>	<p>F. Data Results Summary Years 2 & 4</p> <p>Summarize the data collected</p>	<p>G. Findings Years 2 & 4</p> <p>What does data say about the outcome?</p>
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Results expected: Digital Video Students will have mastered designing effective compositions, (which include: rule of thirds, the 180 degree rule, camera placement and shot size, selecting a camera angle, and moving the camera) after taking the ARTV 1351 Digital Video course.

The Digital video program will use an end of the semester exams to gauge students' mastery of designing effective composition.

Raw data maintained in the Program Office through next Program Review.

13. HOW DO OUR IMPROVEMENT PLANS IMPACT THE PROGRAM BUDGET?

13. HOW DO OUR IMPROVEMENT PLANS IMPACT THE PROGRAM BUDGET?

- A. Within the program’s base budget, what are the plans to do one or more of the following within the next five years? Check all that apply.

- Increase and retain enrollment
- Increase completes
- Develop resources
- Update facilities
- Expand curriculum opportunities
- Partner to increase post-graduation employment opportunities
- Increase transfers to related baccalaureate institutions
- Increase effectiveness and/or efficiency
- Improve student performance levels
- Expand services
- Transform services
- Anything else? Briefly describe
Enter response here.

B. What additional resources beyond the program's base budget are needed to implement your Continuous Improvement Plan? Briefly describe what resources you will develop to secure these funds. *At this time our Digital Video program needs a television studio in order for our students to get a holistic experience in video production. The College is opening a new building at the Central Park Campus and the Communication Design program will propose to administration that one of those spaces be geared towards video production.*

Additional resources are desired beyond the program's base budget to assist in fulfilling program improvement objectives. Working towards obtaining a Carol Perkins Grant and / or similar funding resources would help meet that need.

WHAT HAPPENS NEXT? THE PROGRAM REVIEW REPORT PATHWAY

Completed Program Review Reports should be submitted for evaluation by the appropriate deans and Program Review Steering Committees. Following approval by the Steering Committee, Program Review Reports will be evaluated by the Leadership Team who will approve the reports

for posting on the intranet. At any point prior to Intranet posting, reports may be sent back for additional development. Program responses to the Program Review Steering Committee recommendations received within 30 days will be posted with the Program Review Report at the request of the deans.

Leadership Team members will work with program supervisors to incorporate Program Review findings into program planning and program activity changes during the next five years.

Appendix A: Course Descriptions

ARTC 1302 Digital Imaging I

Digital imaging using raster image editing and/or image creation software: scanning, resolution, file formats, output devices, color systems, and image acquisitions.

Lab required. Prerequisite: ARTC 1325. 3 credit hours. (W)

ARTC 1305 Basic Graphic Design

Graphic design with emphasis on the visual communication process. Topics include basic terminology and graphic design principles. Lab required. 3 credit hours. (W)

ARTC 1325 Introduction to Computer Graphics

A survey of computer design concepts, terminology, processes, and procedures. Topics include computer graphics hardware, electronic images, electronic publishing, vector-based graphics, and interactive multimedia. Lab required. 3 credit hours. (W)

ARTC 2335 Portfolio Development for Digital Video

Preparation of a portfolio comprised of completed digital video projects. Evaluation and demonstration of portfolio presentation methods based on the student's specific area of study. Lab required. Prerequisite: Consent of Department Chair. 3 credit hours. (W)

ARTS 2348 Digital Photography I

This is a foundational digital photography course. It is a studio art course that explores the potential of the computer hardware and software medium for visual, conceptual, and practical uses in the visual arts. It includes camera operation and professional image workflow, composition, supplemental lighting and exposure control. Lab required. 3 credit hours. (A) Note: Students should expect additional supply costs.

ARTV 1211 Storyboard

Techniques of storyboarding including organizing a project's content and arranging it in a visual format. Lab required. 2 credit hours. (W)

ARTV 1303 Basic Animation

Examination of animation concepts, principles, and storyboard for basic production. Emphasizes creating movement and expression utilizing traditionally or digitally generated image sequences. Lab required. Prerequisite: ARTC 1325. 3 credit hours. (W)

ARTV 1343 Digital Sound

Digitizing sound and incorporating it into video games, multimedia or web projects for various delivery systems. Emphasizes compression issues, sampling, synchronizing, and resource management. Lab required. 3 credit hours. (W)

ARTV 1371 Storyboard and Concept Development

Course Description: Storyboarding for film, video and animation. Visual concept development for linear and interactive media. Lab required. 3 credit hours. (W)

FLMC 1331 Video Graphics and Visual Effects I

A course in the applications of computers for video production. Design of computer graphic workstations and development of a rationale for selecting software, hardware, and peripherals. Lab required. Prerequisite: ARTC 1325. 3 credit hours. (W)

ARTC 1302 Digital Imaging I

Digital imaging using raster image editing and/or image creation software: scanning, resolution, file formats, output devices, color systems, and image acquisitions. Lab required. Prerequisite: ARTC 1325. 3 credit hours. (W)

ARTV 1351 Digital Video

Producing and editing video and sound for multimedia or web productions. Emphasizes capture, editing, and outputting of video using a digital video workstation. Lab required. Prerequisites: ARTC 1325 and ARTV 1211. 3 credit hours. (W)

ARTV 2341 Advanced Digital Video

Advanced digital video techniques for postproduction. Emphasizes integration of special effects and animation for film, video, and the Internet. Exploration of new and emerging compression and video streaming technologies. Lab required. Prerequisite: ARTV 1351. Prerequisite/Concurrent enrollment: FLMC 1304. 3 credit hours. (W)

RTVB 1329 Scriptwriting

Writing scripts for film and electronic media. Emphasizes format and style for commercials, public service announcements, promos, news and documentaries. Lab Required. 3 credit hours. (W)

Film and Video Editing

Apply script and storyboard to the editing process; apply post-production processes; critique the work of other editors; and use industry-standard editing equipment and software. Lab Required. Prerequisite ARTV 1351. 3 credit hours (W)

