Verification Team Report  
Digital Design and Graphics Technology  
02.05.07

Program Evaluation and Planning Team Members
- Alan Skinner

Verification Team Members
- Christopher Adams, Windy Martinez, Lynda Monger, Linda Schoppert, Erik Shearer and Loi Vo-Nguyen

Statement of Completion
The DDGT Program Evaluation Report is nearly complete. There were a few minor additions and corrections suggested by the evaluation team. These will be submitted to the verification team prior to the Planning and Budget Committee meeting on Friday, Feb. 9.

Strengths of the Program
- Highly qualified faculty with extensive, direct experience in the professional field.
- DDGT Lab is the Premiere Regional Training Center for Autodesk. This allows degree-track students to access the very latest versions of CAD programs.
- Strong connections to the industrial design community in the Napa Valley through the Autodesk training programs. Local employers send their designers to this program for update training on the latest releases of software.
- DDGT has received recognition awards from Autodesk on our level of training and our numbers of students trained.
- Excellent track-record of job placement for students completing the certificate and degree programs.

Areas for Program Improvement
- Upgrade facilities, furniture, and equipment.
- Upgrade cooling system.
- Increase operating budget.
- Increase enrollment.
- Increase funding for Instructional Assistant.
- New FT Faculty.
- Revise all Course Outlines of Record.
- Submit Course-level SLO's.

Summary of Verification Team Recommendation
Digital Design and Graphics Technology is an important vocational program that serves the needs of professional industrial designers who need update training on the latest releases of software, local employers, and students seeking careers in this field. Students completing this program readily find jobs through the program's extensive industry contacts and strong reputation in the field. The Program Coordinator for DDGT has managed to fund the software necessary for an industry-standard computer lab through a partnership with Autodesk, functioning as the Premiere Regional Training Center for their software. The facilities that house the program, however, are not adequate. The cooling system, in particular, is inadequate for a classroom with twenty-five computer stations and an equal number of students, making instruction difficult during the warmer months of the year. The DDGT PEP Report offers a detailed analysis of the specific program needs for updated equipment and facilities and backs them up with solid justifications. Additional funding is also needed for a FT Faculty hire, an increase in hours for the IA III position currently funded for the program, and for the frequent software training necessary in this complex vocational program.
INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY

PROGRAM: DIGITAL DESIGN GRAPHICS TECHNOLOGY
DATE: 2-08-2007

1. MISSION
A. Program Mission Statement
   Digital Design Graphics Technology is dedicated to promoting a stimulating environment and providing a challenging learning experience for students who will design the future.

B. The program falls within one or more of the following categories (check all that apply):
   ☑ Transfer/Degree
   ☑ Vocational
   ☐ Remediation
   ☐ Non-Credit/Community Services

2. CURRICULUM AND INSTRUCTION
A. Review the course outline data and assess the following:
   - Currency of course outlines. Course outlines must be reviewed every five years. If all course outlines have not been reviewed, include a timeline for review in your unit plans.
     The Course Outlines for the DDGT program are in need of review and update. The last full review of course outlines was performed in 1998. The DDGT Advisory committee has met and reviewed the appropriateness of all courses held in the DDGT program and made their recommendations. These recommendations for change will be added to the outline updates that will begin in November, 2006. We expect to complete all course outline reviews and updates in the WebCMS by January 2007.

   - Appropriateness of courses to the program.
     Most courses currently offered in the DDGT program are sequential and required for the Certificate and Degree. The Fundamentals class offers those interested in a certificate and/or degree in DDGT to assess the appropriateness of this discipline to their personal plans. It also allows those with no background to be involved in the program as a way of preparing for the intensity of the four core semesters. The ENG 122 students also join the DDGT 110 students as part of their class. In this way, DDGT 110 serves the needs of the engineering students on their way through to a four-year university to complete their engineering degrees.
- Appropriateness of current pre- and co-requisites and recommended preparation.
  Since all courses are in a sequence, it is required that the students follow the sequence so they have the required information to succeed in the subsequent courses. The pre-and co-requisites were approved by the Curriculum Committee at the time of the last rewriting of the courses.

- Appropriateness of the degree and certificate requirements.
  The DDGT advisory committee has reviewed and found the current requirements to be in keeping with the needs of a student intending to enter industry in any of the trades for which the DDGT certificate and degree are designed to prepare them.

B. Review the Student Learning Outcomes Program Map and assess the following:

- Complete the SLO Matrix (attached).

- What timeline have you established for developing course-level student learning outcomes?
  During the academic year 2006-2007, all courses will be updated for presentation to the curriculum committee. During 2007-2008, implementation of those changes will be made.

- Once established, in what ways will students in your program demonstrate achievement of stated learning outcomes? Check all that apply:
  Each section of the curriculum has tests and lab assignments designed to validate the students' learning. A student cannot proceed unless they have accomplished those tasks.

  Once they have completed the DDGT program, they are placed with an employer in one of the many design trades available. Their success in employment in the trade further validates the learning outcomes. All students that have taken the program and were interested in pursuing a career in the Digital Design Graphics related fields and were physically and mentally competent to work have found jobs.

  - Student internships
  - Complete program competency exams
  - Assessment by departmental rubric
  - Obtain jobs in the field
  - Pass state/national examinations
  - Success in a subsequent course sequence
  - Performance after transfer
  - Portfolios/capstone projects
  - Other: English Placement Test score

- Discuss the methods used (above) to assess whether the students achieved the stated student learning outcomes. What was the success rate?
  Students are reviewed according to final grades on all competency exams. All students who have remained in touch after completing the program and receiving a certificate have been placed in industry jobs. We are beginning to record this to provide historical data for further studies in the future. Students complete a portfolio project in their fourth semester that is judged by their ability to complete it to specification and to learn new technology on their own as necessary to complete the project. The final project is presented as a DVD video to the instructor for review and is also used to provide prospective employers with their abilities.
- For those students who did not achieve the SLOs, what interventions were used to support those students? What programmatic changes will be made to ensure future SLO achievement?

SLOs are not yet implemented, yet these are the current intervention methods:

Intervention comes in different forms for different problems. Students are given weekly assessments on their progress. If their failure is in written work, the instructor speaks to them to determine the nature of the problem. If the problem is a learning disability, the student is referred to the Diagnostic Learning Center for testing. If the student is having difficulty in preparing for written exams, suggestions are given to guarantee a higher success rate. If motivation is the problem, weekly encouragement is given until the student is able to become self-motivated.

- An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways are the program’s expected learning outcomes made public? Check all that apply:

  - [x] Syllabi
  - [x] Catalog
  - [x] Brochure (planned, pending funding)
  - [x] Articulation/Transfer agreements
  - [x] Website (planned, pending funding)
  - [ ] Other ______________________________

C. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.

Reviews are performed with the faculty teaching the particular class/classes. Adjustments are made if any syllabi are found out of compliance with the course outline and/or objectives of the class/program.

D. What methods are used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline?

As there is only one full time and one part time instructor giving regular classes, there is only a small amount to do in this area. If a course syllabus is found to be needing adjustment, it is made and then tracked.

E. What instructional methods are used by the program faculty to address the diverse student population and to encourage retention and persistence of the program’s students?

As this is a small program, faculty are able to keep close attention with all students needs and address them as found appropriate to insure success in the highest number of cases.

F. What instructional methods are used by the program faculty to address the differences in learning styles and to encourage retention and persistence of the program’s students?

Technical material is presented in audio, visual and through hands-on methods that allow the largest possible amount of learning styles to be addresses in the standard class environment. Students with additional needs are given additional attention as ability of staff provides.
G. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?
   Articulation with local high schools has only recently been implemented and has not been used so no changes necessary have been identified at this time.

H. Reflect on your responses in Section 2, Curriculum and Instruction, and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

3. **Student Success and Equity**

A. Review the data on enrollment, retention, and successful course completion (and grade distribution to be phased in). Discuss program trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).
   The DDGT program enjoys enrollment and retention in the 90 percentiles, well above the average for the campus.
   We start every Fall semester with all certificate related classes enjoying full enrollment with a waiting list. Unfortunately, there has not been room to increase the numbers even though there are students available to expand the program. Total number of seats available is limited due to the fact that this is a hands-on type of program and until we have resources made available to increase our workstation installations, we will only be able to accommodate the same number of students each semester.

B. Identify strategies used to identify and assist students at risk. Discuss their effectiveness.
   Assignment and quiz scores are the basis for assessment of students in need of particular attention. If a student is not doing well with relating the lecture and lab information back in the form of testing responses, the student is met with in private to discuss this to determine what the problem is. Any students found to be working against learning disabilities is referred to the Diagnostic Learning Center. Results of these skills assessments are implemented on the information received form the Assessment Center.

C. What has the program done to formalize links with support services for students?
   Regular communication with counselors is maintained. Program Coordinator attends counseling meetings to inform counselors on the requirements and type of training available from the program. Direct contact is maintained with the ASB through representatives from the ASB administration.

D. Review the full-time/part-time instructor ratio (to be phased in). Discuss trends, and needs.
   The DDGT program has no room to expand. As there is only one full time instructor in the program and he also acts as the program coordinator, there is little that can be done to change the ratio of full time to part time instructors in the program which is currently at 1:7.
E. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program. (vocational programs only)

When we begin a new round of students each Fall, they can only fill the available seats left by the graduating class the semester previously. As such, we experience cyclical numbers of high and low student enrollment from year to year. This makes trends difficult to track. Actual completion percentages are still high when averaged and compared to the campus as a whole. All students who complete are placed in industry positions.

F. Reflect on your responses in Section 3 Student Success and Equity and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

4. **ENROLLMENT TRENDS AND STUDENT SATISFACTION**

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

The DDGT program starts most semesters with full enrollment. The Spring semester enrollment for the DDGT 110 class is an exception, and the AutoDesk Training Center certificate classes also have room to grow in enrollment. To address the enrollment for DDGT 110 in spring, we are making efforts to ensure that ads are placed in the local papers as well as ads in the schedule of classes. To help with enrollment in the Autodesk certificate classes, we already have a large mailing to industry that will be updated and expanded. Ads in the local newspapers about the availability of these classes will also be placed through Betty Malmgren in Community Affairs.

B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.

The DDGT program has experienced a 6.5% increase in enrollment, while the campus as a whole has experienced a decrease in enrollment of 6.6%. We believe that this is due to the efforts of the outreach to the high schools and also in the desirability of the types of careers that can be entered into with the DDGT certificate and degree. Hiring of students in design industries is currently high and at this time we have more position offerings in the area from mechanical and architectural firms than we have students to fill them.

C. Review the schedule of classes for the program and the results of the student satisfaction surveys, and discuss whether the course offerings are scheduled appropriately to meet student need.

The schedule of classes for the DDGT seems to be adequate for meeting student needs.

D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

Review of the student surveys identifies that some students would like more time in actual hands-on projects. We will be looking at how we can fit more of this type of class work into the schedule.

E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

The DDGT program trains students for entry into many possible industries. The California Department of Labor shows Mechanical Drafters have an average pay of $22.82 with 170
openings per year. Electrical and Electronic Drafters have a median pay of $25.42 with 230 positions. Architectural and Civil Drafters median pay is at $22.30 and there are 450 openings per year. Training that is offered in the DDGT program that relates to multi-media, graphic arts and animation can lead to jobs such as Multi-Media Arts and Animation positions that pay a median wage of $32.97, and there are upwards of 1,000 openings per year in this area.

F. Reflect on your responses to Section 4 Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

5. COMMUNITY OUTREACH

1. What recruitment and/or community outreach activities has the program engaged in or initiated?

DDGT program has created and distributes a tri-fold brochure prior to the beginning of each semester that outlines the program offerings and contains the complete schedule of our Autodesk Training Center evening classes. This brochure is revised each semester and is mailed to over 6,300 industry contacts, from architects to engineers, landscape designers and electrical controls designers.

DDGT program also participates in the high school outreach efforts that are currently coordinated by Jessica Milliken. We have seen results in enrollment from these efforts and will continue to be involved by sending multi-media presentations for Jessica to show the students and by sending faculty to present the program and discuss it with students in the high schools.

2. What has the program done to establish relationships with secondary schools and/or four-year institutions?

Contacts are made and maintained with other institutions that follow on for the Digital Design Graphics Technology student. Media and materials are distributed to show the DDGT student what is available in transfer. Job Fair contacts are also utilized to give choices to the student.

3. What has the program done to establish relationships with the business community (if a vocational program)?

Industry contacts have been made through the hiring of students. Marketing materials are mailed to industry in a 50-mile radius that lets employers know that we are here and have quality training and students available to them. Contacts with local City of Napa and County of Napa Engineering departments have been made and many students have found employment in these institutions as internships that usually result in full time positions being offered.

4. How has the involvement of the advisory committee helped in improving and/or promoting the program? (vocational programs only)

Advisory committee members are very important in allowing us to keep abreast of trends in industry that allows us to tailor the program within the course outlines to reflect the current needs of employers and to adjust the course offerings if needed.

5. Reflect on your responses in Section 5 Community Outreach and Articulation and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.
6. **ACREDITATION AND EXTERNAL REVIEWS**

A. Review the Accreditation Self-Study Planning Agenda, Accreditation Final Report, and results of previous program evaluations that are included in the attached data. Discuss the recommendations of the review teams relevant to the program and how the program responded.

   Not applicable.

B. Indicate the sources of information used in Question 6A.
   - Accreditation Self-Study Planning Agenda
   - Accreditation Final Report
   - Previous program evaluation recommendations

   Not applicable.

C. Review the recommendations from any other licensing or accreditation bodies. Discuss the recommendations of the review teams relevant to the program and how the program responded.

   Not applicable.

D. Reflect on your responses in Section 6 Accreditation and External Reviews and write objectives for improvement on Schedule A, Program/Discipline Plan, as needed.

7. **RESOURCES**

The results of program evaluation feed into the planning and budget process. Consider the staffing and financial data provided, as well as the Program/Discipline Plan forms you completed during this evaluation, while answering the questions in this section. Requests must be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives.

1. **Staffing**

   Summarize the staffing resource needs identified in the Program/Discipline plans. Discuss any changes needed. (Complete Schedule B, Request for New Permanent Faculty and Staff, as needed)

   As a program with one full time instructor who is also the Program Coordinator, we would benefit greatly from the addition of one more full time staff/faculty. We have identified courses that need to be added to keep current with the needs of the students and this would give us the total classes needed to bring on the appropriate full-time instructor. See Schedule B for more specifics.

2. **Program-Specific Equipment**

   Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule D, Program-Specific Equipment Request, as needed.)

   Technology is moving fast. The design industries regularly work with tools that we do not have available to train the student on such as the ability to create 3D physical models of projects with a 3D printer. Rapid prototyping is the way of the future. This technology has been on our department wish list for 8 years now and we hope to
eventually receive funding so that we may keep up with the needs of training for the design industry.

3. Facilities Improvement/Renovation

Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule F, Facilities Improvement/Renovation Request, as needed.)

While our lab has moved ahead in the last few years in keeping current in computers and software, our major liability is the room itself. The degree-track students meet in the Fall as 1st and 3rd semester students concurrently in the room. In the Spring, they return as 2nd and 4rd semester students and the process is repeated in the Fall with a new enrollment of 1st semester students meeting concurrently with the returning 3rd semester students. While this works well in some ways with the more advanced students available to help the new students, there are issues with the fact that students in one level are having to work in an environment where other levels are receiving lecture and instruction all around them that is targeted to the other class. We have requested a divider wall in glass to break the classroom in half for sound but still allow one instructor to oversee both ends of the lab. This would allow the concurrent classes at different levels to have a learning environment that would be much more conducive to study.

The other major impediment to a good study environment is the problem with temperature in the lab. A room full of students and computers making heat can cause the room to soar into the 90s in the summer. It is even uncomfortable in the winter, as when the air handling system is heating the building, we experience high temps due to the heating system and all of the computers combined. We have requested a separate air conditioning system from the rest of the building as a way to solve this problem.

4. Technology

Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule E, Technology Request, as needed.)

The DDGT Program requires additional funding for computers and software that add on to the CAD programs that we train on. Examples of this type of need would be a license for Ansys software and a dedicated computer to run it on. The Ansys software allows virtual testing of 3D models during the design phase. Finite Element Analysis gives the student the ability to place forces on 3D models in a virtual testing environment. This is the way of design in the 21st Century. Products are designed and tested this way prior to building the first physical models and the DDGT students would be better equipped for industrial design jobs if we could teach design at this level. With appropriate funding, we can enhance the level of instruction that

5. Professional Development

1) Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff.

All staff hired in the DDGT program are industry specialists who have had at least 10 years in the design trades working with the AutoCAD program as design specialists.
This allows our program to give a real-world feel to the training and to pass on practices and methodology to the students that gives them a head start when they get to their first job. It is our goal to keep all full time and adjunct faculty trained to current standards, even if they are no longer working full-time in industry. To that end, we seek out and attend training at the highest levels available.

2) Based on the goals that resulted from this program evaluation, complete Schedule G, Professional Development Needs, to indicate what areas of focus have been identified for future faculty/staff development. Note: Budget requests for Travel and Conference should be addressed or requested in the question 7G.

6. Learning Resources
What learning resources (e.g., books, periodicals, videos) are needed to enhance program success? (Complete Schedule H, Learning Resources/Media Materials Request, as needed.)

Trade magazines and periodicals to keep current information on technology available
Video series in drafting fundamental and Geometric Dimensioning and Tolerancing

7. Operational Budget
Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? (Complete Schedule C, Request for Operating Budget Augmentation, as needed.)

Yes. The DDGT program has been operating on the same annual general fund allotment for over 10 years. This amount has not been updated to reflect the needs of a computer drafting and design technology center. This amount is more appropriate to the levels of cost associated with a manual drafting lab of two decades ago.
PROGRAM EVALUATION SUMMARY FOR
DIGITAL DESIGN GRAPHICS TECHNOLOGY

Complete the following sections based on the program evaluation completed. This summary will be forwarded to the Planning Committee after the verification phase is complete.

**Program Achievements** (major achievements, changes, implementations, progress since last program review)

Since arriving here to preside over the DDGT Program, we have worked hard to bring the lab up to current standards. We have:

1. Installed new computer workstation furniture to replace the plywood tables that were here previously
2. Installed a new Dell Main server with Windows 2003 server
3. Installed 27 new dual processor CAD workstations with flat panel monitors
4. Installed a 1 gigabit network independent of the campus network to allow high speed transfer of large cad and animation files more efficiently
5. Installed a smartboard and projector to show large images of instructors monitor and video presentations
6. Installed a new projector
7. Included student volunteers in lab upgrades to allow them to learn the technology behind the workstation
8. Installed Netop School software on network to allow instructors monitor to be transmitted onto student monitor for presentations.
9. Created www.ddgt.net where training schedule is updated and students create portfolio web-pages to show their work and projects to prospective employers
10. Training in Digital Video Production added to the curriculum to allow students to learn presentation technology

**Strengths** (unique characteristics, special capacities)

The fact that the DDGT lab is also the Premiere Regional Training Center for Autodesk technologies allows our degree-track students to enjoy access to the very latest in CAD programs. Our standing and visibility in the industrial design community in the Napa Valley is enhanced due to the fact that many employers send their designers here for update training in the latest releases. We have also received recognition awards from Autodesk on our level of training and our numbers of students trained.

**Challenges** (concerns, difficulties, areas for improvement)

The cost of running a technical program is high; however, once a technical lab starts to decline in keeping current in equipment and/or software, students are quick to go elsewhere. It has been suggested that if a technical program will bring up their enrollment, they might find Administration more willing to support that program with additional funding. It is very important to consider that, even though the DDGT program has good enrollment that is increasing and has always been above the NVC campus overall percentages, constant investment in our lab, the environment and training for Faculty and Staff is paramount to continued success and improvement.

**Optional:** What additional data, if any, would have been helpful to effectively evaluate the program?

Please feel free to make an appointment to visit the DDGT lab where we would be happy to show you how we work and what the students are learning in our program. We love to show off!
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning, and Development by ________________, for the verification phase.

| Program Evaluation Chair Signature: | ______________________________ |
| Division Chair/Supervisor Signature: | ______________________________ |
| Date: | ______________________________ |

**VERIFICATION PHASE**

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). The program evaluation will be verified by ________________. Once the report is verified and shared with the PEP team, will be forwarded to the appropriate Vice President or President (for administrative services) by _________________.

| Verified on: | ______________________________ |
| Verification Committee Signatures: | ______________________________ |

**ACKNOWLEDGEMENT PHASE**

The Vice President (or President for administrative services) will read and acknowledge the program and planning document and send a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program review results to 1) base discussions and decision making on data and evaluation provided by program evaluation; 2) inform program planning; and (3) advocate for program needs.

| Vice President/President | ______________________________ |
| Date Letter Sent: | ______________________________ |
| Recommend review in 2 years: | Yes _____ No _____ |
# Program Evaluation and Planning

## Student Learning Outcome (SLO) Matrix

### Digital Design Graphics Technology

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SLO #1 Manage and Create Digital Media/Data</th>
<th>SLO #2 Team Work and Office Environment: Work Positively in office environment</th>
<th>SLO #3 Perform Industry Specific Skills</th>
<th>SLO #4 Develop Personal Traits</th>
<th>SLO #5 Effectively apply technology learned/keep current with technology</th>
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PROGRAM EVALUATION AND PLANNING

STUDENT LEARNING OUTCOMES: PROGRAM LEVEL

DIGITAL DESIGN GRAPHICS TECHNOLOGY

1. Manage and Create Digital Media/Data
2. Team Work and Office Environment: Work Positively in office environment
3. Perform Industry Specific Skills
4. Develop Personal Traits
5. Effectively apply technology learned/ keep current with technology
<table>
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<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
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| 5,1,2                     | 1a, 7c                     | Upgrade DDGT Facilities and Equipment | 1 | 1. Request funding for needed upgrades to equipment and facilities.  
2. Create reports and distribute to Technical Division Chair, Office of Instruction, Presidents Office (in that order so as to keep a chain of command in mind when making these communications)  
3. Request necessary student comfort and safety needed upgrades | 1. Funding as requested in the last years regarding instructional equipment  
2. Institutional support to make the DDGT lab environment comfortable and safe, particularly as regards room temperature levels in the Summer  
3. Add additional workstations as funding becomes available to allow us to offer more classes. |
| 2,1,4,5,3                 | 3a, 7c, 4a, 4e, 5a, 5b, 5c,5d | Increase awareness of the DDGT program in the community to promote enrollment of students and involvement/investment by industry employers in the area | 2 | 1. Research and develop marketing plan for DDGT program. Work with Technical Division chair to use resources available to cross-promote other tech programs to reduce parallel efforts in this area.  
2. Work to make contact with area employers for visibility and involvement in DDGT program | 1. Funding to allow marketing efforts through area publications.  
2. Funding for marketing implementation by qualified marketing person who can make initial contacts efficient |

- New requests should be defined on resource forms and included in the unit budget.
# Program/Discipline Plan

## Digital Design Graphics Technology

<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td>5,3,2,1.4</td>
<td>2a; 3b,c,d; 5a,b; 7a</td>
<td>Increase enrollment, persistence and retention rates.</td>
<td>3</td>
<td>1. Additional classes created and full time instructor hired to make DDGT program grow in direction needed to serve DDGT students appropriately and to help solve the overload in duties and responsibilities problem inherent in a program where the Program Coordinator is the only full-time faculty. Enrollment in DDGT classes suggest that there is room to add short term certificate classes in sub-disciplines that will allow DDGT students to get more specialized training in areas that there is not time to cover in more depth in the two year AS Degree program core semesters.</td>
<td>1. Create a new 1.0 FTE faculty position in DDGT Program.</td>
</tr>
<tr>
<td>2</td>
<td>2b</td>
<td>Develop SLOs for DDGT</td>
<td>4</td>
<td>1. Train faculty; develop program-level and course-level SLOs</td>
<td></td>
</tr>
</tbody>
</table>
| 1, 4                      | 4c; 7d; 7a; 2e             | Develop and offer online DDGT related courses | 5 | 1. Design online curriculum  
2. Train faculty  
3. Develop curriculum online | |

- New requests should be defined on resource forms and included in the unit budget.

---

**Program Evaluation Section**

A. Curriculum and Instruction  
B. Student Success and Equity  
C. Enrollment Trends and Student Satisfaction  
D. Community Outreach  
E. Accreditation and External Reviews
REQUEST FOR NEW PERMANENT FACULTY AND STAFF

Accreditation reference: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. List in priority order. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title &amp; Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDGT Instructor</td>
<td>New</td>
<td>1.0</td>
<td>TBA</td>
</tr>
</tbody>
</table>

The DDGT advisory committee has identified several class types not currently being offered in the DDGT program that can serve as standalone technical classes related to DDGT and also serve well as additional training for degree-track students. To meet this need, a full-time faculty position will need to be staffed, and classes that have been identified will need to be developed and run through the curriculum approval process. Some of the courses identified are: Introduction to the Graphic Workstation, Introduction to Digital Video Editing, Geographical Information Systems and CAD, Introduction to Surveying Practices.

The addition of a full-time faculty to the DDGT program will help to solve the overloads of duties and responsibilities inherent in a program where the Program Coordinator is the only full time instructor.

Upkeep of the Drafting Network is a specialized task that the Campus IT department can only assist with, leaving many hours of development, maintenance, rotation of computer operating systems and installation of CAD software packages to the small staff in DDGT department. Assisting with these tasks would be a natural extension to the duties of a full time instructor.

IA3 adjustment

Currently, the IA3 in the DDGT department is an 11 month permanent/part time position. The DDGT program holds classes in the evening training center all school year long and through the Summer as part of our AutoCAD for the Professional Autodesk Certificate program. It would help with the load on staff immensely if this position could be changed to a 12 month permanent/part time position. The extension of IA hours beyond the current 20 hours per week would also allow for the IA3 person to further develop and maintain the DDGT website (www.ddgt.net) which is a large part of our advertising and outreach efforts. Students interested in CAD classes are directed to ddgt.net by Autodesk (the makers of the CAD software) directly from their site. This is a huge amount of exposure that is gained. Enhancement of the DDGT website can add to this value immensely.

*N=New, R=Replacement

Submitted by: __________________________ Approved by: __________________________

Budget Center Manager President/Vice President

APRIL 2006
REQUEST FOR OPERATING BUDGET AUGMENTATION

Budget Center  Technical Division—DDGT  Activity ______________________

Accreditation Reference: Financial planning is integrated with and supports all institutional planning.

Operating Budget
This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. List in priority order.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDGT General Funds</td>
<td>$2,000</td>
<td>DDGT program has an annual general funding of 1,200 dollars per year. This level of funding appears to be well below the general fund operating expenses for other departments on campus. Possibly it is a very old amount that reflects the days of drafting with a pencil and a t-square. This amount has not been increased in over 8 years and costs for regular supplies have increased dramatically.</td>
</tr>
</tbody>
</table>

Submitted by:  
Approved by:  

Budget Center Manager  
President/Vice President

APRIL 2006
PROGRAM-SPECIFIC EQUIPMENT REQUEST

Accreditation rationale: Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. List in priority order.

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual aids for instruction</td>
<td>$2000</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Several concepts taught in the DDGT program regarding 3D spatial orientation and coordinate systems can be difficult to describe without visual aids. Instructors in the program have requested funding to design, and have built, different models that will allow us to describe these fairly abstract concepts more fully to the students with better comprehension.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projects:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Creation of a plexiglass model that shows the Cartesian Coordinate System to help with better comprehension by students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Creation of 3D models of mechanical assemblies that come apart in sections to aid in teaching the method of 3rd angle projection and glass box orthographic projection for drafting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Non-instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chairs for workstations</td>
<td>$2200</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>(10 chairs at $220 each)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approximately 9 years ago, this department purchased chairs with Trust Fund monies. Many of these chairs are no longer safe or operable. Facilities money to purchase new chairs to replace them would be desirable.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitted by: __________________________  Approved by: __________________________

Budget Center Manager          President/Vice President

APRIL 2006
TECHNOLOGY REQUEST

Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order.
Provide a general description of the project that includes:
1. Equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (e.g., network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment–when will the equipment need to be replaced?

A. 3D Rapid Prototyping machine for producing mechanical part prototypes.
      All students in program served, constant use.
   2) Yes
   3) Classroom location, no modifications required
   4) Power and network connectivity already in place for this unit.
   5) None
   6) None
   7) Approx 7 years

B. Additional workstations for new classes to be added to DDGT program
   1) 25 Dual Processor Dell 690 workstations ~ students in program ~ Constant use
   2) Yes
   3) Installed in lecture side of existing classroom
   4) Power modifications and additional cooling, network connections will be needed as well as a partition wall to provide separation between two sides of the lab to allow simultaneous classroom use.
   5) None
   6) Yes, workstation furniture to install computers on will be needed.
   7) 5-7 years

C. Ansys Software package for Finite Element Analysis

Cost estimates will be provided for priority projects only.

Submitted by: Approved by:
___________________________________  __________________________________
Budget Center Manager        President/Vice President

APRIL 2006
FACILITIES IMPROVEMENT/RENOVATIONS REQUEST

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order.
Provide a description of the project that includes:
1. How the project supports the mission and objectives of your program
2. Project description
3. Location of the proposed project
4. Health and safety impacts of the project
5. Ongoing maintenance that will be necessary

We do not currently have any specific requests that are under $5000. The facility needs of the DDGT Department are well beyond the scope of this schedule.

Cost estimates will be provided for priority projects only.

Submitted by: ________________________  Approved by: ________________________

Budget Center Manager  President/Vice President

APRIL 2006
# Professional Development Needs

**Accreditation reference:** The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. **What training needs have been identified from your program review?**
   DDGT faculty must stay current in the training of the AutoCAD software and other Autodesk products/applications on which the program is built. Training for these applications is available at other Autodesk Training Centers for a fee.
   - AutoCAD 2007 ~3 attendees~ Available in San Francisco from ID8 Media
   - AutoCAD ADT ~3 attendees~ Available in San Francisco from ID8 Media
   - AutoDesk Revit ~3 attendees~ Available in San Francisco from ID8 Media
   - Autodesk Inventor ~3 attendees~ Available in San Francisco from ID8 Media

2. **What pedagogical training needs have been identified in your program review?**
   None

3. **What types of technology does your program use? What technology training needs have you identified?**
   Too numerous to list. At this time, we have no needs for technology training.

4. **What are the leading publications specific to your discipline and/or program?**

Submitted by: ___________________________ Approved by: ___________________________

Budget Center Manager ___________________________ President/Vice President ___________________________

April 2006
LEARNING RESOURCES/MEDIA MATERIALS REQUEST

Books including Reference:
Number of titles to add: 2 copies
Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments: Engineering Drafting and Design, 6th Edition
Titles that provide: a multi-cultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.
Recommendations/comments: We need two copies of Engineering Drafting and Design, 6th edition, to be available at the Library for students whose financial aid is late at the beginning of the year so they can keep up.
Estimated cost for new materials:

Periodical Titles: (Newspapers, Journals, Magazines)
Number of titles to add: 3
Cadalyst Magazine, CAD Review, Animation Magazine
Recommendations/comments:
Estimated cost for new materials: $60/year

Electronic Databases and Indexes:
Number of databases to add: 0
Recommendations/comments:
Estimated cost for new materials:

Media Collection (closed captioned or DVD):
Number of titles to add: 2
Recommendations/comments: We do not have any videos that we can show, as none of our library conforms to “access” standards. Consequently, we are unable to use them and can badly use new materials with captioning.
Estimated cost for new materials:

Yes X  No__ Are library/learning resource service hours adequate for this course/program?
Yes __ No X Is the quantity of materials sufficient for students within needed time frame?
Yes __ No X Will library/learning resources assignments be used in your course?
Yes __ No X Will this course/program require the assistance of library faculty for orientations or other information competency instruction?

X  I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.
X  To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.

APRIL 2006