Accrediting Council for Collegiate Graphic Communications

ACCREDITATION SELF STUDY

SUBMITTED BY:
University of Houston
Information and Logistics Technology Department
Digital Media Program
2015–2016 Academic Year

TABLE OF CONTENTS

UNIVERSITY OF HOUSTON SITE VISIT

Dates for campus site visit: October 4–6, 2015

Visiting Team Members

Mr. Barry J. Wilson
Associate Professor and Chair
Dept. of Graphics and Imaging Technologies
Pittsburg State University
1701 South Broadway
Pittsburg, KS 66762

Mr. James A. Workman
Assistant Vice President
Center for Technology and Research
Printing Industries of America
301 Brush Creek Road
Warrendale, PA 15086-7529

Mr. Mark A. Rzeznik
Associate Dean
Graphics and Engineering Technologies
G120A
Waukesha County Technical College
800 Main Street
Pewaukee, WI 53072

UNIVERSITY OF HOUSTON SITE VISIT

Schedule:

	4 Sunday	5 Monday	6 Tuesday
8 AM		Team with Advisory Board (Breakfast) SL TBD	Team with DIGM Faculty TBD
9 AM		Visit Labs (Harold and Can) 110, 201, 218, 219, 329	Visit 3354 lab 320
10 AM		Visit 3351 Lecture 362 Brazos Hall	Dr. Carter, Admissions, Placement, Career 109 George
11 AM		Visit 3325 Lab Department Chair 109 George	Bouchra (Distance Ed) 109 George
Noon		Vice Provost Jones SL Dean's Office Team with Students and Alumni SL TBD	Printing Services Manager Lunch with DIGM faculty TBD
1 PM		Program Coordinator Waite 109 George	Team Work Session TBD
2 PM	ACCGC Team Arrives Hobby Airport Hobby Airport	UH and FB Librarians UH SL Library	Concluding Discussion TBD
3 PM		Visit 3355	
4 PM	Jerry to Pick Up Team and drive to Main Campus	Dean Fitzgibbon SL Dean's Office Evidence Room	
5 PM	Tour of Main Campus and DIGM Facilities Main Campus		
6 PM	Opening Dinner with Team, Administrators, and Faculty Erics		
7 PM			
8 PM	Jerry to Drive Team to Sugar Land Hotel		
9 PM			

FOREWORD

The UH System

The University of Houston System is a group of ten public institutions of higher learning in the Houston area that share common goals and are governed by a Board of Regents.

The UH System comprises four universities and six multi-institution regional campuses that offer degrees in partnership with the universities. The University of Houston is the largest and most comprehensive institution of the UH System.

Relationships among UHS institutions are collegial and collaborative. Credits transfer easily from one institution to another, and students move freely from one campus' library to another. Each UHS institution has a distinct mission; together, the institutions' missions and programs complement and support one another.

Together with UH, the universities that make up the UH System are UH-Clear Lake, UH-Downtown and UH-Victoria. The established teaching centers are UH Sugar Land, UH System at Cinco Ranch, UH-Clear Lake Pearland, UH Northwest and UHD Northwest. In addition, UH offers several program components through facilities at the Texas Medical Center.

University of Houston

Founded in 1927, the University of Houston is the leading public research university in the vibrant international city of Houston. Each year, we educate about 40,000 students in more than 300 undergraduate and graduate academic programs, on campus and online. UH awards about 8,000 degrees annually, with more than 230,000 alumni.

The University of Houston's proud heritage of academic excellence dates back to its founding in 1927. In 1947, the institution launched one of its many rich traditions by adopting the cougar, later named Shasta, as its official mascot.

Over the years, we grew and prospered, becoming the University of Houston in 1934. Two years later, the institution acquired land for a permanent campus, and its first building opened in 1939. The university became a state institution in 1963 and joined the newly created University of Houston System in 1977.

Today, the University of Houston is a major public research and teaching institution, serving more than 39,800 students annually with nearly 300 undergraduate and graduate programs.

Our Mission Statement

The mission of the University of Houston is to offer nationally competitive and internationally recognized opportunities for learning, discovery and engagement to a diverse population of students in a real-world setting. The University of Houston offers a full range of degree programs at the baccalaureate, master's, doctoral and professional levels and pursues a broad agenda of research and creative activities. As a knowledge resource to the public, the university builds partnerships with other educational institutions, community organizations, government agencies, and the private sector to serve the region and impact the world.

University of Houston Goals

Nationally Competitive: UH will become a nationally competitive public research university as measured by the Top American Public Research University analysis and/or Carnegie Foundation for the Advancement of Teaching.

Student Success: UH will have a student profile consistent with a nationally competitive public research university by creating an environment in which student success can be ensured.

Community Advancement: UH will commit to fulfilling regional and state workforce needs while becoming the primary engine of social, economic, and intellectual development.

Athletic Competitiveness: UH will provide a comprehensive educational experience to its students and, within this context, it will seek to build the strongest athletic program possible.

Local and National Recognition: UH will be known for its accomplishments locally and nationally.

Competitive Resources: UH will build a resource base that enables it to accomplish its mission and realize its vision.

Programs of Study

Our undergraduates choose from 120 majors and minors. At the graduate level, we offer 139 master's, 54 doctoral, and three professional degree programs. You may study online through our Distance Education program, or take noncredit courses through Continuing Education. Many of our academic programs rank among the nation's best.

Research

Our faculty and students conduct research through 25 research centers and in every academic department. UH research regularly breaks new ground and opens doors to new ways of understanding the world**.**

Faculty

University of Houston faculty are renowned scholars with real-world experience who work closely with each student. From the Tony Award to the Nobel Peace Prize and back to the classroom, UH faculty makes things happen on campus and around the world.

Students

The University of Houston is the second most ethnically diverse major research university in the United States. Students come to UH from more than 137 nations and from across the world. Our student body comprises 40,914 undergraduate and graduate students.

UH Student Demographics—Ethnicity and Gender (More demographic information about our student population may be found in Appendix 6.)

Ethnicity	Fall 2014 01-SEP-14	Fall 2015 31-AUG-15	% Diff
White	11,887	11,805	-0.7
African American	4,161	4,262	2.4
Hispanic	10,928	11,742	7.4
Asian American	8,119	8,672	6.8
Native American	47	69	46.8
International	3,951	4,210	6.6
Unknown	491	577	17.5
Hawaiian/Pacific Isl	97	84	-13.4
Multiracial	1,219	1,301	6.7
Total	**40,900**	**42,722**	**4.5**

Gender	Fall 2014 01-SEP-14	Fall 2015 31-AUG-15	% Diff
Male	20,698	21,683	4.8
Female	20,202	21,034	4.1
Unknown	0	5	-
Total	**40,900**	**42,722**	**4.5**

Student Life

With more than 500 student organizations and 16 intercollegiate sports teams, life at UH is active and lively. About 6,000 students live on campus in residence halls, apartments and townhouses.

Alumni

UH alumni total 224,000. Of that number, 63 percent live in the Houston area and 75 percent live in the state of Texas.

- Degrees — More than 8,000 degrees awarded annually

- CEOs — More than 3,500 of our alumni are head of their own company or are presidents or chief executives of businesses or corporations.

- Powerful Alumni — Among our more than 224,000 alumni are Senator Elizabeth Warren; a former U.S. Secretary of Education; congressmen and legislators; the CEO of Neiman Marcus; astronauts, judges, educators, actors, artists and many more.

- Texas Legislature — Second most alumni in the Texas State Legislature.

- Cougars in the Limelight — Our long history of successful alumni in the arts includes actors Dennis and Randy Quaid, Brent Spiner, Loretta Devine, Jim Parsons and Robert Wuhl; authors Alice Sebold and Padgett Powell; singer Larry Gatlin; artists Julian Schnabel, Michael Ray Charles, "The Art Guys" (Michael Galbreth and Jack Massing); broadcasters Jim Nantz, Tom Jarriel, Dominique Sachse; clothing designer Victor Costa; film producer Walter Coblenz; and Pulitzer Prize-winning photographer Adrees Latif.

- World-class Athletes — Cougar athletic stars include Olympic medalists Carl Lewis, Leroy Burrell, and diver Yulia Pakhalina; Heisman Trophy winner Andre Ware; NBA stars Clyde Drexler and Hakeem Olajuwon; golfers Fred Couples, Steve Elkington and Fuzzy Zoeller; and MLB pitchers Doug Drabek, Ryan Wagner and Woody Williams.

Accreditation

In addition, the University is a member of the Council of Graduate Schools in the United States, the Conference of Southern Graduate Schools, the National Commission on Accrediting, the Association of Texas Colleges and Universities, the American Council on Education, the Association of American State Colleges and Universities, the Association of American Colleges, the Association of Urban Universities, and the National Association of State Universities and Land Grant Colleges. UH colleges, programs and professional associations also hold memberships and accreditations by additional agencies.

UH Administration

The University of Houston (UH) is the largest and only Ph.D.-granting university in the UH System, which includes UH-Clear Lake, UH-Downtown, UH-Victoria and campuses and teaching centers in Pearland, Houston, UH Sugar Land, Katy and Northwest Houston teaching centers. The UH System is governed by a 10-member Board of Regents.

President's Cabinet

Renu Khator
Chancellor, UH System
President, University of Houston

Paula Myrick Short
Senior Vice Chancellor for Academic Affairs, UH System
Senior Vice President for Academic Affairs and Provost, UH

Jim McShan
Interim Chief Financial Officer

Dr. Ramanan Krishnamoorti
Acting Vice Chancellor and Vice President for Research and Technology Transfer

Dona Hamilton Cornell
Vice Chancellor for Legal Affairs and General Counsel, UH System
Vice President for Legal Affairs and General Counsel, UH

Eloise Dunn Stuhr
Vice Chancellor for University Advancement, UH System
Vice President for University Advancement, UH

J. Richard Walker
Vice Chancellor for Student Affairs and Enrollment Services, UH System
Vice President for Student Affairs and Enrollment Services, UH

Richie Hunter
Vice Chancellor for University Marketing, Communication and Media Relations, UH System
Vice President for University Marketing, Communication and Media Relations, UH

Elwyn C. Lee
Vice President for Community Relations and Institutional Access, UH

Richard D. Phillips
Associate Vice Chancellor for System Initiatives
University of Houston at Sugar Land and University of Houston System at Cinco Ranch

Jason Smith
Vice President for Governmental and Community Relations, UH

Wynne Chin
President, UH Faculty Senate

Hunter Yurachek
Vice President for Intercollegiate Athletics

University of Houston Deans

Leonard M. Baynes
Dean and Professor of Law, UH Law Center

Roger Boltz
Interim Dean, College of Optometry

Steven Craig
Interim Dean, College of Liberal Arts and Social Sciences

Alan Dettlaff
Dean, Graduate College of Social Work

William E. Fitzgibbon III
Dean, College of Technology

Robert McPherson
Dean, College of Education
Elizabeth D. Rockwell Endowed Dean's Chair

William Monroe
Dean, The Honors College

William F. Munson
Dean of Students
Associate Vice President for Student Affairs

Patricia Belton Oliver
Dean, Gerald D. Hines College of Architecture

F. Lamar Pritchard
Dean, College of Pharmacy

Latha Ramchand
Dean, C.T. Bauer College of Business

Dennis Reynolds
Dean, Conrad N. Hilton College of Hotel and Restaurant Management
Barron Hilton Distinguished Chair

Lisa A. German
Dean of Libraries
Elizabeth D. Rockwell Endowed Dean's Chair

Joseph W. Tedesco
Dean, Cullen College of Engineering
Elizabeth D. Rockwell Endowed Dean's Chair

Dan Wells
Dean, College of Natural Sciences and Mathematics

UH Main Campus

Smack in the midst of a bustling international city, the University of Houston's 667-acre campus is a lush, green oasis. Fountains and sculptures adorn the grounds, while manicured lawns and tree-filled parks offer breathing room.

At the same time, the campus offers all the amenities and high-tech facilities required by modern university life; in the past few years, UH has made more than $220 million in campus improvements.

Our world-class facilities include high-tech laboratories, modern classrooms and nationally renowned centers such as the Moores School of Music, the Athletics/Alumni Center and the LeRoy and Lucille Melcher Center for Public Broadcasting, which houses KUHT HoustonPBS, the nation's first educational television station; KUHF (88.7 FM), Houston's NPR station; the Center for Public Policy Polling; and television studio labs.

In February 2004, we completed funding for the $49 million expansion and renovation of the M.D. Anderson Library and The Honors College. The library's new wing allows current collections to increase from 1.6 million volumes to 2.4 million volumes. It also includes a 24-hour study area, more than 140 networked workstations accessing about 180 electronic databases.

Our 264,000-square-foot Campus Recreation and Wellness Center offers three gyms, a variety of fitness equipment, a 53-foot-high climbing wall, racquetball and squash courts, a 70-meter indoor competition pool with diving facilities, a dry sauna and hot tub, an outdoor leisure pool with hot tub, a sand volleyball court, showers and dressing areas with lockers, and more. The center is recognized by the National Intramural-Sports Association as one of the most outstanding sports centers in the nation.

The 191,730-square-foot Science and Engineering Research and Classroom Complex promises unprecedented interdisciplinary cooperation within the sciences in cutting-edge facilities for research and teaching. The three-building complex includes a five-story research building, a two-story classroom building and a two-story auditorium. This new facility — designed by internationally renowned architect Cesar Pelli — addresses the evolution and future direction of collaborative research and will facilitate cross-disciplinary interaction among UH scientists and engineers, the Texas Medical Center, and other universities and research centers. The $81 million complex is the only academic facility of its kind in Houston. More plans are being made for a DNA Sequencing Lab, a nuclear magnetic resonance device for synthetic chemistry facilities and air-handling system in the clean room that will give scientists the completely sanitary environment necessary to work on bionanotechnology.

The Cynthia Woods Mitchell Center for the Arts at the University of Houston hosts world-class artists, writers, performers and scholars. We teach and inspire the next generation of creative visionaries through collaborative academic courses along with innovative public performances, exhibitions and informative lectures. Funded by a $20 million grant from George and Cynthia Woods Mitchell, the center — housed in the School of Theatre and Dance — is an alliance among the five arts units within our College of Liberal Arts and Social Sciences — the School of Art, the Creative Writing Program, the Moores School of Music, the School of Theatre and Dance and Blaffer Art Museum at the University of Houston. Along with classes, educational outreach programs, exhibitions and public performances, the center offers residencies to emerging artists, writers and curators to expand their work through postgraduate studies in the arts.

We've also completed a $6 million classroom enhancement project in 40 locations across campus including Melcher Hall, Agnes Arnold Hall, the Cullen College of Engineering, the Graduate College of Social Work and Farish Hall. Classrooms received new colorful and contemporary interior designs as well as audio, visual and mechanical upgrades.

As classrooms improved, campus parking increased by more than 800 spaces. New spaces have been added near the UH Law Center and across from the Campus Recreation and Wellness Center. A new 300-space lot was added on the south side of TDECU Stadium. Our new Welcome Center and parking garage offers convenient parking and easy access to student services including admissions and financial aid service centers, a visitor's center and the University Eye Institute.

The Burdette Keeland Jr. Design Exploration Center at the Gerald D. Hines College of Architecture rose from the skeleton of the World War II-era Band Annex, the last of its kind on campus, and provides a large, open space for student architects to test prototypes, gauge environmental effects on materials and build full-scale models. In addition to being a recycled and repurposed structure, this features Houston’s only the only sloped green roof in Houston. Green roofs such as this one offer an environmentally friendly alternative to traditional roofs.

Our off-campus teaching centers — UH System at Cinco Ranch, UH Sugar Land, UH Northwest and UH-Clear Lake Pearland — bring educational opportunities to students in outlying parts of the Houston area and offer credit and continuing education programs to meet almost any need. We have the highest distance education enrollment and the most upper-division resident courses and degree programs in Texas. Also, our instructional television and online programs provide degree opportunities for students at home, at work or in their neighborhoods.

Finally, we commissioned the development of a Master Plan to serve as our blueprint for growth for the next 20 years. The plan includes five distinct areas: Art District, Professional District, Undergraduate District, Core Academic District and Stadium District. By 2020, UH will be a more pedestrian-focused campus. We will have more housing, improved academic buildings, and new "lifestyle" features such as stores, restaurants and gathering areas.

UH Undergraduate Majors A–Z

The University of Houston offers 120 undergraduate majors in diverse areas ranging from biochemistry to music composition. Whatever major is chosen, students will complete a Core Curriculum, a well-rounded program of course options that will strengthen basic skills and expand one’s worldview. Majors are listed alphabetically.

Accounting
American Sign Language and Interpreting
Anthropology
Architecture
Art
Art History
Art with Teacher Certification
Biochemical & Biophysical Sciences
Biology
Biomedical Engineering
Biotechnology
Business
Chemical Engineering
Chemistry
Chinese Studies
Civil Engineering
Classical Studies
Communication
Communication Sciences & Disorders
Computer & Electrical Engineering
Computer Engineering Technology
Computer Information Systems
Computer Science
Construction Management
Creative Writing, English

Dance
Digital Media
Earth Science
Economics
Electrical Engineering
Electrical Power Engineering Technology
English
Entrepreneurship, Business
Environmental Design
Environmental Science
Finance, Business
French
Geology
Geophysics, Physics
Health
History
Hotel & Restaurant Management
Human Development & Family Studies
Human Resource Development
Industrial Design
Industrial Engineering
Interior Architecture
Interpersonal, Communication
Italian Studies
Journalism, Communication
Kinesiology–Exercise Science
Kinesiology–Sports Administration
Liberal Studies
Management, Business
Management Information Systems, Business
Marketing, Business
Mathematical Biology
Mathematics
Media Studies, Communication
Media Production, Communication
Mechanical Engineering
Mechanical Engineering Technology
Music
Music–Applied
Music–Area of Elective Studies
Music Composition
Music Theory
Nursing Dual Degree with UTSON
Nutrition (Human Nutrition & Foods)
Organizational Leadership and Supervision
Painting, Art

Petroleum Engineering
Philosophy
Photography/Digital Media, Art
Physics
Political Science
Public Relations, Communications
Psychology
Religious Studies
Retailing and Consumer Science
Sculpture, Art
Sociology
Spanish
Supply Chain & Logistics Technology
Supply Chain Management
Teaching and Learning in Curriculum & Instruction
Theatre
World Cultures and Literatures
Women's, Gender & Sexuality Studies

UH Masters Degree Majors A–Z

The University of Houston offers 120 undergraduate majors in diverse areas ranging from biochemistry to music composition. Whatever major is chosen, students will complete a Core Curriculum, a well-rounded program of course options that will strengthen basic skills and expand one's worldview. Majors are listed alphabetically. From accounting to world cultures, the University of Houston offers a wide variety of programs leading to the master's degree:

Accountancy (M.S.)
Acting (MFA)
Aerospace Engineering (M.S.)
Allied Health Education & Administration (M.Ed.)
Anthropology (M.A.)
Applied Economics (M.A.)
Applied Mathematics (M.S.)
Architecture (M.Arch.)
Architecture (M.S.)
Architectural Studies (M.A.)
Art (MFA)
Art Education (M.Ed.)
Art History (M.A.)
Arts Leadership (M.A.)
Athletic Training (M.A.T.)
Biomedical Engineering (M.S.)
Business Administration (MBA)
Chemical Engineering (M.S.)

Chemical Engineering (MChE)
Chemistry (M.S.)
Civil Engineering (M.S.)
Civil Engineering (MCE)
Collaborative Piano (M.M.)
Communication Sciences and Disorders (M.A.)
Computer & Systems Engineering (M.S.)
Computer Science (M.S.)
Construction Management (M.S.)
Counseling (M.Ed.)
Creative Writing (MFA)
Early Childhood Education (M.Ed.)
Education Administration & Supervision (M.Ed.)
Educational Learning, Design, and Technology (M.Ed.)
Electrical Engineering (M.S.)
Electrical Engineering (MEE)
Elementary Education (M.Ed.)
Energy, Environment and Natural Resources Law (LL.M.)
English and American Literature (M.A.)
Environmental Engineering (M.S.)
Finance (M.S.)
Foresight (M.S.)
Geology (M.S.)
Geophysics (M.S.)
Geosensing Systems (M.S.)
Global Energy Management (M.S.)
Global Retailing (M.S.)
Graphic Communications (MFA)
Health Communication (M.A.)
Health Education (M.Ed.)
Health Law (LL.M.)
Higher Education (M.Ed.)
History (M.A.)
Hospitality Management (M.S.)
Human Resources Development (M.S.)
Human Space Exploration Sciences (M.S.)
Industrial Design (M.S.)
Industrial Engineering (MIE)
Industrial Engineering (M.S.)
Information Systems Security (M.S.)
Intellectual Property & Information Law (LL.M.)
Interdisciplinary Practice & Emerging Forms in Art (MFA)
International Law (LL.M.)
Law (LL.M.)
Management Information Systems (M.S.)
Marketing (M.S.)

Mass Communication (M.A.)
Materials Engineering (M.S.)
Mathematics (M.A.)
Mathematics (M.S.)
Mathematics Education (M.Ed.)
Mechanical Engineering (M.S.)
Mechanical Engineering Technology (M.S.)
Music Composition (M.M.)
Music Conducting (M.M.)
Music Education (M.M.)
Music Performance (M.M.)
Music Performance & Pedagogy (M.M.)
Music Theory (M.M.)
Musicology (M.M.)
Network Communications (M.S.)
Nursing (M.S.N.)
Painting (MFA)
Petroleum Engineering (M.S.)
Petroleum Engineering (MPE)
Pharmacy Leadership & Administration (M.S.)
Philosophy (M.A.)
Physics (M.S.)
Physiological Optics/Vision Science (M.S.)
Photography & Digital Media (MFA)
Political Science (M.A.)
Public History (M.A.)
Public Policy (MPP)
Public Relations (M.A.)
Public Administration (MPA)
Reading & Language Arts Education (M.Ed.)
Sacred Music (M.M)
Science Education (M.Ed.)
Sculpture (MFA)
Secondary Education (M.Ed.)
Social Studies Education (M.Ed.)
Social Work (MSW)
Sociology (M.A.)
Space Architecture (M.S.)
Spanish (M.A.)
Special Education (M.Ed.)
Speech Communication (M.A.)
Sport and Fitness Administration (M.A.)
Subsea Engineering (M.S.)
Supply Chain and Logistics Technology (M.S.)
Supply Chain Management (M.S.)
Tax Law (LL.M.)

Teaching (M.Ed.)
Technology Project Management (M.S.)
Theatre (M.A.)
Theatre Costume Technology (MFA)
Theatre Design (MFA)
Theatre Technical Direction (MFA)
Theatre Studies (M.A.)
World Cultures and Literature (M.A.)

UH Doctoral Degree Majors A–Z

The University of Houston offers a wide array of programs leading to the doctoral degree. Whichever program you choose, you'll work closely with renowned scholars, conduct ground-breaking research and prepare for a dynamic future.

Doctoral programs include:

Accountancy (Ph.D.)
Atmospheric Sciences (Ph.D.)
Biochemistry (Ph.D.)
Biology (Ph.D.)
British & American Literature (Ph.D.)
Chemical Engineering (Ph.D.)
Chemistry (Ph.D.)
Civil Engineering (Ph.D.)
Clinical Psychology (Ph.D.)
Collaborative Piano (DMA)
Computer Science (Ph.D.)
Counseling Psychology (Ph.D.)
Curriculum and Instruction (Ph.D.)
Developmental Psychology (Ph.D.)
Early Childhood Education (Ed.D.)
Economics (Ph.D.)
Educational Learning, Design & Technology (Ed.D.)
Educational Psychology and Individual Differences (Ph.D.)
Electrical Engineering (Ph.D.)
English Rhetoric, Composition & Pedagogy (Ph.D.)
Environmental Engineering (Ph.D.)
Finance (Ph.D.)
Geology (Ph.D.)
Geophysics (Ph.D.)
Higher Education Leadership & Policy Studies (Ph.D.)
History (Ph.D.)
Hospitality Management (Ph.D.)
Industrial Engineering (Ph.D.)

Industrial Organizational Psychology (Ph.D.)
Kinesiology (Ph.D.)
Law (J.D.)
Literature and Creative Writing (Ph.D.)
Management (Ph.D.)
Management Information Systems (Ph.D.)
Marketing (Ph.D.)
Materials Engineering (Ph.D.)
Mathematics (Ph.D.)
Mathematics Education (Ed.D.)
Mechanical Engineering (Ph.D.)
Music Composition (DMA)
Music Conducting (DMA)
Music Education (DMA)
Music Performance (DMA)
Optometry (O.D.)
Pharmaceutical Health Outcomes & Policy (Ph.D.)
Pharmaceutics (Ph.D.)
Pharmacology (Ph.D.)
Pharmacology/Medicinal Chemistry (Ph.D.)
Pharmacy (Pharm.D.)
Physics (Ph.D.)
Physiological Optics/Vision Science (Ph.D.)
Political Science (Ph.D.)
Professional Leadership - K-12 (Ed.D.)
Professional Leadership - Health Science Education (Ed.D.)
Reading, Language Arts & Literature (Ed.D.)
School Psychology (Ph.D.)
Science Education (Ed.D.)
Social Psychology (Ph.D.)
Social Studies/Social Education (Ed.D.)
Social Work (Ph.D.)
Spanish (Ph.D.)
Supply Chain Management (Ph.D.)
Teaching/Teacher Education (Ed.D.)

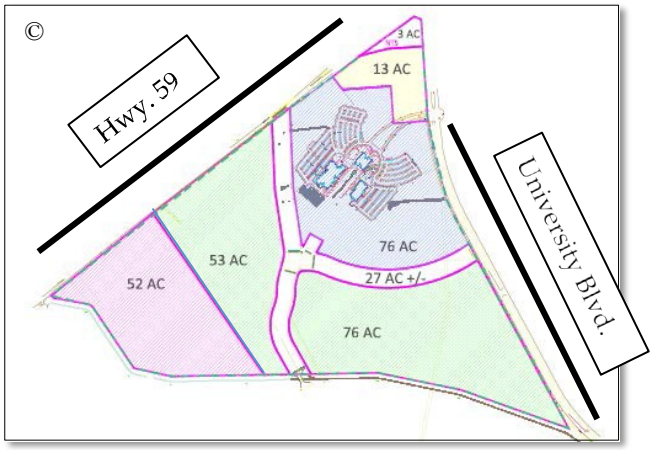
UH Sugar Land Campus History

The University of Houston Sugar Land (UHSL) campus began in 1994 when University of Houston-Victoria (UHV) started offering for-credit upper-division courses in space in Sugar Land leased from Wharton County Junior College (WCJC). This campus, known as the *CentraPlex,* was located at 550 Julie Rivers Drive in Sugar Land, Texas. At the outset, approximately 200 students enrolled in UHV courses at the CentralPlex.

A year later, in 1995, University of Houston Main Campus (UH), University of Houston-Downtown (UHD), and University of Houston-Clear Lake (UHCL) joined UHV in offering for-credit classes at the CentraPlex, which, by that time, was a multi-university *Teaching Center*. By Fall 1995, total Sugar Land enrollment from UH System Universities totaled 480, which exceeded the capacity of the CentraPlex. Thus, some courses were also taught at Clements High School in Sugar Land, a premier campus of the Fort Bend Independent School District.

Momentum for the Sugar Land campus continued in 1996 when the Texas Higher Education Coordinating Board (THECB) approved the creation of a partnership that allowed the four UH System universities, working with Wharton County Junior College and the Houston Community College System, to offer 30 bachelor's and master's degrees. To meet student demand, the University renovated the leased facilities at the CentraPlex to add 16 classrooms, two computer labs, and three interactive television studios. Later that year, the George Foundation presented a one million dollar gift to the University toward the construction and equipping of a permanent facility for the UH System at Fort Bend.

In 1997, the UH System at Fort Bend received accreditation from the Southern Association of Colleges and Schools. Then, in 1998, the Texas Department of Transportation gave 248 acres of land to the UH System at Fort Bend as the site for a permanent facility. This site, at the southeast corner of US 59 (now I-69) and University Blvd. in Sugar Land, is the current UHSL campus.



Fortified with the generous grant from the George Foundation, the University of Houston System Board of Regents approved $11 million dollars to build on the donated acreage. Some of this funding came from additional grants from the City of Sugar Land ($3.5 million); the George Foundation ($2 million); and a community campaign ($2 million).

Using the building funds allocated by the Board of Regents, the University began construction on the Albert and Mamie George Building on the UHSL campus. The building, which now houses the Digital Media program, housed 1,100 UH System students when it opened in 2002.

Between 2005 and 2008, the University of Houston System obtained $27 million in State Tuition Revenue Bonds. Those funds—in conjunction with grants from the City of Sugar Land ($3.5 million), the George Foundation ($4 million), and another community campaign ($2 million)—were used to build Brazos Hall, the second building on the UHSL campus. When completed, Wharton County Junior College entered into a 20-year agreement to lease some space in the new Brazos Hall. The remainder of the building was devoted to programs and courses taught by University of Houston System universities.

The third building on campus, the Fort Bend County University Branch Library, was built by Fort Bend County during 2009–2011. It is a joint-use facility for the public *and* UH students. The library is owned by the county and sits on land leased from the University of Houston System. Patrons have full access to *all* the holdings of *all* the University of Houston System Libraries *as well as* all Fort Bend County Library holdings.

In 2012, the University of Houston Board of Regents moved management of UHSL from the System to UH Main Campus. This decision resulted a gradual transition of UHSL from a *Teaching Center* serviced by several UH System Campuses to *a satellite* campus of the University of Houston Main Campus. Then, in December 2013, the Board of Regents announced that UHSL would be a *Single Institution Center,* whereby UH Main Campus would be the sole provider.

Concurrent with this realignment, the Digital Media program moved its primary operation from the UH Main Campus Calhoun Campus to UHSL beginning in Fall 2012. Thus, Digital Media became the first "paws on the ground" UH Main Campus program to be headquartered on the UH Sugar Land branch campus. This move helped boost the UHSL campus population to 3,700 students in 2012 (1,200 UH and 2,500 WCJC).

In 2014, UH System Chancellor Khator appointed a task force to recommend details of transitioning the UHSL campus from a Teaching Center to a branch campus of UH. As a result of this task force's work, the College of Technology will be a major anchor in Sugar Land as UHSL continues to grow. Other major players on the UHSL campus will be the School of Nursing, College of Education, Liberal Arts and Social Sciences, and the College of Business.

In June 2015, two events cemented the future of UHSL as a branch of UH Main Campus. First, the Texas Legislature and governor approved $54 million dollars in Capital Construction Bonds for a new academic classroom on the UHSL campus. When built, this new facility will house Digital Media and other College of Technology programs. Second, the Texas Legislature approved the transfer of 16 additional acres of land at the corner of Highway 59 (I-69) and University Blvd. Thus, the final footprint of UHSL is complete.

Developing Land Use Plan

Current UH Sugar Land Campus Facilities

UH Sugar Land is located at the intersection of US 59 South and University Boulevard, just northeast of the Brazos River and one exit south of Sweetwater/First Colony Boulevard. Campus buildings include the Albert and Mamie George Building, Brazos Hall, and University Branch Library.

Digital Media lectures are held in the Albert and Mamie George Building and Brazos Hall. The program's labs are located in the Albert and Mamie George Building, a 57,000 square foot facility that houses offices and classrooms. Its features include:

- 57,000 square-foot facility
- Computer labs
- General classrooms
- ITV classrooms
- UH System faculty and staff offices
- UHSL Academic Support and IT departments.

Space devoted to the Digital Media program in the Albert and Mamie George Building is described in greater detail in section 4.5. Digital Media offices are housed in Brazos Hall.

Parking: Currently there are no parking charges on the UHSL campus. Four concrete/asphalt lots and one gravel day lot are available on a first come, first-served basis.

Transportation: The lots serve as a park-and-ride location for commuters using the Trek Express bus service into the Medical Center, the Galleria, and Greenway Plaza. Currently there is also a UH/UHSL shuttle bus service for students taking classes in Sugar Land.

The College of Technology

The College of Technology began in 1941 when local firms contributed funds for the third permanent building on campus for the new School of Technology. The first technical institute programs to be initiated by the new college in 1945 were also the first engineering technology programs in the state of Texas, accredited by the Engineers Council for Professional Development. By 1962, the College of Technology offered 16 programs-9 vocational and 7 engineering technology programs. By 1968, the college was granting a Bachelor of Science in Technology degree.

Growth

Throughout the decades, the School of Technology grew to meet the ever-changing disciplines associated with technology and the growing diversity of the student body. Today the college is comprised of four different departments and a wide range of disciplines.

The Construction Management department offers both an undergraduate and graduate degree in the field of Construction Management. The Engineering Technology department has carried forth the engineering technology programs that were the hallmark of the college's early years, and now covers the areas of biotechnology, computer engineering technology, electrical power engineering technology, and mechanical engineering technology. The Human Development and Consumer Sciences department covers the areas of retailing and consumer science, and human resources development, and the Information and Logistics Technology department covers information systems technology and security, digital media, supply chain and logistics technology, technology leadership and project management.

Future

The College of Technology remains in the forefront of technology education, research, offering programs that meet the needs of a dynamic marketplace that demands competent, well-trained technologists.

Strategic Plan

Overview

The College of Technology strives to become recognized as the nation's premier College of Technology and as such the nation's intellectual bellwether for the preparation of the 21st Century Technologist.

The College of Technology has a proud history. We were founded in 1941 and in terms of maintaining its original name it is University of Houston's oldest college. We are the University of Houston's 4th largest college in terms of student enrollment (using student credit hours as the metric).

The College of Technology is also UH's most rapidly growing college, offering Bachelor of Science and the Master of Science degrees that range from disciplines focused on soft skills to the highly technical. The College of Technology will develop and maintain outstanding programs in technology education, applied and translational research, global outreach; and public service programs with the ultimate goal of being recognized as the nation's premier College of Technology. The College will serve the Greater Houston region, the State of Texas, and the Nation by preparing graduates for entry into and eventual leadership for the technological and professional workforce of the 21st Century. Our graduates will implement solutions to complex technological problems, conduct applied research and provide leadership, management and mentorship for the technical workforce in the private and public sectors.

Our Mission Statement

In 2004, the College of Technology articulated the following mission statement: "Preparing the technology leaders of tomorrow for global industry and commerce." We are dedicated to offering state of the art, high quality, accessible, and affordable education. Our success will be measured by the success of our graduates.

Vision

Attaining this vision will require the College to meet the following objectives during the next ten years:

- Attract and retain high quality students, doubling current enrollment levels
- Increase the level of research expenditures by a factor between five and ten
- Increase the annual level of philanthropic support by a factor between five and ten

Currently, the College of Technology offers programs in biotechnology, computer engineering technology, mechanical engineering technology, electrical power engineering technology, computer information systems, organizational leadership and supervision, construction management, retailing and consumer science, digital media communications, logistics and supply chain management technology, foresight, network communications, project management, human resource development, and network security. As such, the College of Technology is currently engaged with all of the major sectors of the Houston economy. We are committed to the intellectual development of our students, expanding the boundaries of knowledge through applied research and producing an educated professional workforce. Our programs cannot remain static but will need to evolve as some technologies mature and others emerge.

The cornerstone of a major university is the creation and dissemination of new knowledge. Research enriches the educational experience of students, enhances the cultural life of our constituents, and contributes to economic development. The College of Technology is committed to maintaining and advancing the University of Houston's status among the Nation's first rank of research- intensive universities.

The College of Technology will be accountable for student learning and for the effective use of resources. Our commitment is to serve the needs of our students and faculty effectively, by wisely and efficiently utilizing the resources with which we are entrusted. Human capital is a university's greatest resource. The College of Technology is fully cognizant that faculty and staff should be rewarded and energized. We will maintain an environment that is inclusive of people with diverse backgrounds, is positive, humane and physically accessible; and where all stakeholders (students, staff, faculty and visitors) feel welcome.

Strategic Initiatives

The following Strategic Initiatives focus on several key elements that are essential for our continued success and advancement. The College places an emphasis on the importance of quality and excellence in all aspects.

Strategic Initiative 1: Recruit and Retain Graduate and Undergraduate Students

- The College of Technology will aggressively market both its undergraduate and graduate programs. The College will seek to equilibrate the undergraduate graduate ratio at 4 to 1.
- Undergraduate first-time-in-college students will be recruited from both the greater Houston area and Texas high schools. Transfer students will be recruited from community colleges and international partners via articulation agreements with reverse articulation agreements in place where appropriate.
- Graduate students will be recruited locally, nationally, and internationally. Both executive programs and online programs will be expanded. Combined BS/MS degrees will be offered memoranda of understanding with partner institutions. Credit bearing non-degree graduate certificate programs will be expanded. Additionally, degree bearing undergraduate/graduate certificate programs will be offered.

- We will work toward developing partnerships to enhance the role the College of Technology plays in strengthening the PK-16 STEM education pipeline.
- The College will create a PhD program in selected areas.

Strategic Initiative 2: Recruit, Develop and Retain Top Quality Faculty

Instruction, research and scholarship constitute the foundation upon which a university is built. Faculty members who actively write, conduct research, and publish remain at the forefront of their disciplines. They impart this new knowledge and a sense of discovery to their students that is essential to their lives and careers.

University research is also an engine for economic development. Federal and private grants constitute an influx of new resources into the state and local economies, and the development and commercialization of new technologies leads to the creation of new companies and new jobs. College of Technology faculty growth will be predicated upon a balance of tenure track/tenured hires against untenured instructional, research faculty, and adjunct faculty. Tenure- track and tenured hiring will be done with high expectations of research productivity. All faculty members will contribute directly to the UHS Strategic Principle of Institutional Excellence and are expected to enhance academic and research excellence in accordance with the initiative of that principle.

- Tenure track and tenured hires will be made with high expectations of research productivity and the potential for funding at levels comparable to the nation's first rank research universities. Those hired in tenured positions will be expected to have a strong track record of research productivity and funding.
- Instructional faculty hiring will be done in areas of ongoing high student demand. Instructional faculty will be expected to present evidence of both practical experience and scholarship.
- Research faculty will be supported on externally generated funding from federal, state and local agencies, foundations, and industry.
- The College will put in place and maintain high quality laboratories, facilities, and classrooms requisite for research and education.

Strategic Initiative 3: Enhanced Revenues

The College of Technology will generate additional revenue to support and sustain its growth. Enhanced revenues will be derived from:

- Additional tuition and fees resulting from enrollment growth together with revenues generated by enha nced tuition from graduate degrees and graduate for credit certificate programs offered in executive format.
- External funding from federal, state, and local grants and projects, industrial partnerships, and foundations.
- Credit and non-credit certificate and professional workforce development programs, seminars, and workshops.

Strategic Initiative 4: Quality Assessment, Evaluation and Enhancement

A long-term strategic goal for the College of Technology has been to enhance the quality profile of the academic programs. A key element of this strategy was to seek accreditation of all programs for which, there was a recognized accrediting body. Since 2004, the number of accredited programs has risen from three to ten. All accredited programs in the College of Technology will undergo a reaccreditation review during the next ten years. Each reaccreditation has several components including completion of a self-study and a site visit by the accrediting organization. The entire process generally unfolds over the course of one year. Accreditation periods last from five to ten years depending on the organization. The goals for the College over the next ten years in terms of quality are framed by our accreditation efforts. These long-range goals include:

- Identifying accreditation opportunities for non-accredited programs.
- Maintaining status of currently accredited programs and achieving accredited status for appropriate non-accredited programs.
- Enhancing student performance data collection processes across all degree programs to support program improvement and university accreditation requirements.
- Improve general assessment data and evaluation capabilities.

Strategic Initiative 5: College Advancement and Communications

Put in place an effective, coordinated advancement and communications effort with the goals increasing philanthropic support, student recruitment strengthening alumni relationships and marketing to both external and internal constituencies.

Specific activities include:

- Expansion and strengthening of staff and infrastructure as required to support increased funding and recruiting.
- Utilization of state-of-the-art communications and marketing web based technologies including Customer Relations Management, social media, and advanced analytics and assessment.
- Continuing to develop and maintain the College Board of Advisers and Program Advisory Boards.
- Strengthening existing and create new ties with industry, local agencies, and individuals.

Strategic Initiative 6: International Programs

The College of Technology will continue its efforts to form international partnerships and connections with a view toward:

- Recruitment of both graduate and undergraduate students.
- Providing international experiences for College of Technology students.
- Dual degree programs and venues for offshore academic, non-credit professional training programs.

- Partners for distance delivery.

Strategic Initiative 7: Distributed Education

The College of Technology will offer educational and training programs across the Houston Metropolitan Statistical Area and upper Gulf Coast region.

- Complete degree programs will be offered at the UH Sugar Land Fort Bend Campus, at the North West Houston facilities and at other locales as needed.
- The College will develop technology, facilities, and capacity for both synchronous and asynchronous distance delivery.
- We will aggressively pursue partnerships with area community colleges and put in place both forward and reverse articulation agreements.

College of Technology Student Demographics—Ethnicity and Gender

Ethnicity	Fall 2014 01-SEP-14	Fall 2015 31-AUG-15	% Diff
White	1,352	1,435	6.1
African American	592	697	17.7
Hispanic	1,562	1,923	23.1
Asian American	926	1,128	21.8
Native American	3	12	300.0
International	309	337	9.1
Unknown	32	46	43.8
Hawaiian/Pacific Isl	22	16	-27.3
Multiracial	140	164	17.1
Total	**4,938**	**5,758**	**16.6**

Gender	Fall 2014 01-SEP-14	Fall 2015 31-AUG-15	% Diff
Male	3,375	4,021	19.1
Female	1,563	1,737	11.1
Unknown	0	0	-
Total	**4,938**	**5,758**	**16.6**

The Digital Media Program

Digital Media Mission Statement

The University of Houston Digital Media program prepares technologically-savvy graduates to develop, design, and manage established and emerging media that meets and even exceeds the visual communications needs of their clients.

Digital Media Goals

Digital Media students learn to prepare and repurpose content for distribution through varying media giving consideration to both graphic design and technology.

Students will develop skills to:

- Communicate using words, photographs, and video;
- Effectively use social media;
- Develop, plan, cost-estimate, manage, and evaluate project workflows and schedules;
- Work in and manage groups; and
- Perform self-initiated research.

Upon completion of the program core, students complete one of several in-depth areas of concentration, including print media, packaging, motion media, eCommerce, and eMedia. These concentrations focus the student's education on a specific field within digital media.

Successful completion of the program provides graduates with the skills needed to successfully obtain relevant employment and enjoy a highly satisfying career.

Graphic Communications Technology: Where it All Began

In an era when it is common to hear that Graphic Communications programs have been curtailed or closed, it is refreshing and exciting to know that a baccalaureate-level Digital Media program is thriving at the University of Houston. This development becomes even more inspiring when one considers that the motivation to begin the program came not from the University, but from the local graphic arts community. This industry involvement, coupled with the University of Houston's location in a major city in a state in which printing is booming, made the program unique in printing education. For many years, Houston-area printers were concerned that Texas colleges produce too few printing technicians and even fewer leaders. Printers in many areas of the country voice the same concern. However, instead of simply complaining, Houston's printers "put their money (and time) where their mouth is." In 1982, the Texas Printing Education Foundation (TPEF) was formed under the auspices of the Printing Industries of the Gulf Coast (PIGC). TPEF's board of directors, chaired by Mr. Jim White (see photo at left), was comprised of representatives from prominent printers as well as representatives of the Houston Litho Club. The TPEF was charged with providing educational opportunities for both technicians and management-level workers.

1982 - The TPEF Begins Offering Classes

Soon after it was formed, the TPEF began offering a variety of short-term non-credit technical and administrative courses in subjects that included estimating, press operation, and desktop publishing. These courses were offered each semester and were largely successful in providing skills upgrading for industry personnel. However, the need to prepare well-educated and degreed supervisors was not as easily met. The TPEF initiated discussions with representatives from the

University of Houston's College of Technology regarding the establishment of a sequence of courses designed to prepare supervisors for printing and publishing firms. Through these discussions, it became clear that, in an era of declining higher education revenues, major funding for the program could not come from the University. Rather than surrendering, the TPEF set out to raise the money necessary to fund the curriculum they wanted. They succeeded in obtaining the support of local printing firms and the Houston Litho Club, sponsor of Houston's Southwest Graphics Show. This support generated cash.

1993 - Dr. Jerry Waite Joins the University

Fortified with financial backing, the TPEF again approached the University's College of Technology. In 1990, the Foundation pledged a $30,000 start-up grant as well as an additional $120,000 over four years to help pay a professor's salary and defer operational costs (this $150,000 pledge was paid off in October of 1996). The College launched a nationwide search for a graphic communications technology professor/coordinator in 1992. In early 1993, the faculty of the College and the TPEF agreed to ask Dr. Jerry Waite to join the University as a tenure-track faculty member. Dr. Waite, a graphic-arts instructor who had accumulated 19-years of teaching experience at the Don Bosco Technical Institute in Rosemead, California, was asked to formulate an appropriate sequence of courses, recruit students, oversee the outfitting of laboratory facilities (shown on right with "Ben Franklin" [aka Harry Benson] using the first donated machine - an OVAC exposure unit) and build the program to a position of national prominence. He accepted the offer because the opportunity to start a brand new curriculum was both challenging and exhilarating. He arrived in Houston in August 1993 and began preparing the new curriculum.

1993 - Curriculum and Goals Established

The original graphic communications technology curriculum (GRTC) was an area of emphasis in the Technology Leadership and Supervision (TLS) Program. It was designed to prepare professional supervisors and managers for the highly unique and specialized printing and publishing industry, which is ranked among the largest industries in the United States. Individuals who wish to lead printing and publishing businesses need a broad understanding of graphic communications processes from ideation through image preparation, reproduction, and finishing. In addition, they need a background in supervisory theory and methodology. Because no other baccalaureate-level graphic communications technology program that specialized in supervision existed in the state of Texas, the need for printing supervisors was acute. To satisfy this need, the Department aspired to become the premiere center for graphic communications technology in the Southwest. The department's goal was to compete with the nationally known and respected programs offered by California Polytechnic State University, San Luis Obispo, and by Rochester Institute of Technology.

The faculty of the Industrial Technology Department (now the Information and Logistics Technology [ILT] Department) worked with the TPEF and the Printing Industries of the Gulf Coast to construct a sequence of graphic communications-specific courses that met the needs of the printing and publishing industries. Graphic Communications Technology (GRTC) courses covered printing processes as well as electronic publication, prepress, press, finishing, and costing activities. Approval for the specialization was acquired from the TPEF (acting as the advisory commit-

tee) and the faculty of the Department. The graphic-specific courses were then approved by the College, the University, and the Texas Higher Education Coordinating Board. After the curriculum was originally established in 1993, the GRTC courses were reviewed and updated on a regular basis by a committee composed of representatives of the Information and Logistics Technology Department, the TPEF, Printing Industries of the Gulf Coast, other industry leaders, local "feeder" school instructors, and GRTC alumni.

In addition to the GRTC area of emphasis, Graphic Communications Technology students completed several management-related courses to complete their degree in Technology Leadership and Supervision (now Organizational Leadership and Supervision). TELS core courses included production control, human resource management, logistics, quality control, leadership, and leading technological change in the workplace.

To serve students majoring in other fields, a fifteen semester-hour Graphic Communications Technology minor was created by the College of Technology. This minor was recommended to students who majored in journalism, fine arts, graphic design (studio arts), computer science, information systems, CADD, and architecture.

Courses offered by the GRTC program also served students in other majors. In particular, most students completing majors offered by the Information and Logistics Technology Department took Visual Communications Technology, a course that offered students the opportunity to learn how to use graphic design principles in their personal and business endeavors.

Besides providing instruction for University of Houston students, GRTC had a strategic partnership with the North Harris/Montgomery County Community College District (now known as Lone Star College) so that students enrolled in desktop-publishing courses at Kingwood College could participate in GRTC courses through two-way interactive television. In addition, students enrolled in graphic design courses at the District's Kingwood Campus worked with UH faculty and staff to print their design projects on the College of Technology's conventional offset press.

By Fall 1998, Enrollment Totaled 54 Students

In fall 1998, the graphic communications technology specialization and minor were serving a total of 54 students. According to Texas Printer magazine, this enrollment was the largest of any four-year college printing-related program in the state of Texas. At that time, the number of courses offered each semester exceeded the teaching load of one full-time faculty member. Therefore, at least one course or lab was taught each semester by a part-time professional from the industry.

The first student graduated with a minor in graphic communications technology in 1995. The first specialist graduated in 1996. By the end of the Spring 1999 semester, over 40 students had graduated with either a major or minor specializing in graphic communications technology.

New and Expanded Facilities

In 1998, Dr. Bernard McIntyre, then Dean of the College of Technology, commissioned a five-year strategic plan for Graphic Communications Technology (GRTC). The plan was completed by a committee composed of a cross-section of Texas Printing Education Foundation (TPEF) board members, GRTC alumni, representatives from the Printing Industries of the Gulf Coast, and the GRTC curriculum coordinator (Dr. Jerry Waite). The plan contained a thorough evaluation of the existing program and suggestions to make the program stronger. Two major recommendations were given: (1) to revise the course structure to make it even stronger, and (2) to expand the facilities to house an ever-growing student population.

Based upon the strategic plan, Dr. McIntyre allocated nearly 4,000 square feet of laboratory space in the 102 Wing of Building T (shown at left) to be used for GRTC courses. The space provided by the Dean is in a historically significant building known on campus as Technology I. Technology I was one of the original University of Houston buildings and was constructed in the late 1920's. During the 1940's, the building gained some notoriety because it was used by the military as the Houston-area training facility for personnel preparing to fight in World War II. It is reportedly one of the first air-conditioned classroom buildings built in the State of Texas.

Of the approximately 4,000 square feet allocated by the Dean to GRTC, 1,500 square feet (known as Rooms 102A-T and 102B-T) were occupied in Fall 1999. Digital prepress, multimedia, and web development classes were taught in Room 102A-T, shown at left in a 2001 photograph. Analog and digital photography, film assembly, platemaking, color management, and color output have all been taught in Room 102B-T. Room 102A-T accommodated 30 students and Macintosh workstations, as well as output devices and other peripherals.

The remaining 2,500 square feet, known as Room 102F, was occupied in 2000 and was used for image transfer—single and multicolor conventional and digital presses—as well as bindery and finishing equipment. In anticipation of the 2004 International Graphic Arts Education Association Conference, the Information and Logistics Technology Department, in 2003, purchased its first multi-color press, a Ryobi 3302-HA. The photo at left shows the machine being delivered prior to its installation in 102F.

Over the years, the Graphic Communications Technology laboratories were filled with a variety of state-of-the-art equipment that was updated on a regular basis.

Digital Media: The Vision Becomes a Reality

Recognizing the trend to distribute graphic content through multiple media, the GRTC faculty and staff, in 2005, began to create a new program that would prepare students to manage communications projects that integrate internet, photographic, videographic, and computer graphics communications channels with conventional print technology.

Working with an active Advisory Board, Dr. Jerry Waite and his colleagues envisioned a program that would combine team and project leadership skills with digital media technology skills.

Graduates would then be able to manage digital media projects so that the right message is sent to the right person at the right time with the right media. The essence of this process is personalization. Thus, database skills were also included in the mix.

Between 2005 and 2007, courses were developed, critiqued, and improved through extensive collaboration with faculty, staff, and advisors. Then, in 2007, a Substantive Change document was written to justify to the State of Texas' Higher Education Coordinating Board (THECB) the need for a baccalaureate degree based upon the shared vision of faculty and advisors. During that process, the moniker Digital Media was chosen to best represent the program.

The original Digital Media program, which was in effect from 2009 until 2012, required 42 semester hours of university core courses, 75 hours of major requirements, and 3 hours of electives. The major requirements included 42 hours of Digital-Media-specific coursework, 3 hours of Information Technology, nine hours of Supply Chain classes, and 15 hours of Technology Leadership courses. The remaining six hours were mathematics courses so that the degree would qualify for bachelor of science status.

Between 2007 and 2009, the Substantive Change document worked its way through departmental, college, and university committees, was approved by the University of Houston Board of Regents, and was sent to the THECB. Authorization was given by the THECB to begin offering the Bachelor of Science in Digital Media degree in Fall 2009. At that time, six students, who were already specializing in Graphic Communications Technology in the Technology Leadership and Supervision program, became the first Digital Media Majors. The first graduate from the new Digital Media program received her degree in Spring 2010.

The Digital Media Program grew explosively. By Fall 2010, there were 60 majors, followed by 94 in Spring 2011, 149 in Fall 2011, and 184 in Spring 2012. During the same timeframe, the enrollment in Digital Media classes grew to exceed 325 per semester. By 2015, over 350 students were majoring in Digital Media.

Digital Media: Reinvented for a Growing Market

By Spring 2011, it was obvious that the Digital Media program was viable and was ready to expand even further in order to handle the increasingly-large student body. Thus, the faculty and staff, in cooperation with the Advisory Committee, created a core/track program in which all majors would acquire a core understanding of digital media and then be allowed to choose an area of emphasis within the field. These areas of emphasis are:

- print media
- eMedia (ePublishing, object-oriented programming, internet application development)
- motion media
- eCommerce
- packaging

This expanded degree plan was approved, during 2011 and 2012, by the departmental, college, and university committees and went into effect in Fall of 2012. Further refinements completed the degree plan.

Added Faculty Members Bring New Skills

As the Digital Media program grew, so did its faculty. In 2005, Professor Monika Zarzycka brought her graphic design and computer graphics talents to the faculty…along with her exotic eastern-European accent, high fashion sense, and ever-changing hairstyles. She quickly became a favorite of the students, expanded her skills to include eMedia, and currently leads the ePublishing and eCommerce areas of emphasis within the Digital Media Program.

In 2013, Disney's Jiminy Cricket (no lie), in the form of humanoid Phil Snyder, brought his 1,000 voices and his filmmaking and animation skills to the program. Phil became an instant hit among the students and currently leads the Motion Media area of emphasis. With Phil at the helm, the Motion Media courses have expanded to include 2D and 3D animation as well as transmedia.

Fall 2014 saw yet another expansion to the Digital Media faculty when Jean Pierce joined the faculty full time to teach Packaging. Prior to her appointment as a UH professor, Jean was in the global marketing organization at Hewlett Packard and had a history of strategic marketing management. In cooperation with the Institute of Packaging Professionals, Jean created the Packaging Area of Emphasis and teaches the courses she created.

In Fall 2015, Professor Jose Baez-Franceschi joined the Digital Media faculty. After serving University of Houston's College of Natural Sciences and Mathematics for several years as a Digital Multimedia Developer as well as a Game Art and Animation Instructor, professor Baez will build a Digital Media Area of Concentration in Simulation and App Development.

Digital Media Flies the Coop and Lands in Sugar Land

Due to the explosive growth of the Digital Media program, the facilities that once housed the program on the University of Houston's Central Campus could not handle student demand. In an effort to provide the program with sufficient space, College of Technology Dean William Fitzgibbon arranged for the program to acquire laboratory and office facilities on the University of Houston's satellite campus in Sugar Land, Texas.

Beginning in Fall 2012, the Digital Media program began to occupy space in the Albert and Mamie George Building. The building, which was opened for classes in 2002, has three floors and encompasses over 57,000 square feet of classroom, administration, and office space.

During the 2012–13 academic year, the DIGM program was co-located on both Central and Sugar Land campuses. The first course taught in Sugar Land was DIGM 3351. The course's lecture portion was originated in Sugar Land in a multi-media classroom and transmitted to a satellite classroom on Main Campus. Lab sections of the same course were taught both on Main Campus,

in 102A-Technology Annex, and in room 320 in Sugar Land. At the time, room 320 had 20 Macintosh workstations and a tabloid-sized color laser printer.

Between Fall 2013 and Spring 2014 DIGM faculty and staff, with the able assistance of College of Technology and Sugar Land IT staff, opened a second Macintosh lab in the George Building, room 218. Room 218 became the "basic" lab, and is currently outfitted with 30 Macintosh workstations. Classes in computer graphics, web design, photography, page layout, black-and-white prepress, ePublishing, and integrated media are currently taught in 218. Room 320, which is now the "advanced" lab, is outfitted with Mac Pro computers each driving two monitors. It is used for color prepress, videography, animation, and transmedia.

During 2014, room 201 became the photography/videography studio. It is outfitted with photographic backdrops, a green screen, copy stand, video rendering station, and both HD and UD monitors, most of which were moved from Main Campus room 102B-Technology Annex. In addition, the conventional and digital printing equipment were moved from room 102F-Technology Annex on Main Campus to Sugar Land and installed in Room 110.

Overcrowding in Room 110 led the campus administration to provide Digital Media with yet another dedicated lab in Spring 2015. This lab, room 219, is now the home of our digital output devices, package prototyping desktop die cutter, platesetter, and workbench space that is used by packaging students to do hand work as necessary.

Digital Media Program Student Demographics—Ethnicity and Gender

Ethnicity	Fall 2014 01-SEP-14	Fall 2015 31-AUG-15	% Diff
White	98	95	-3.1
African American	47	66	40.4
Hispanic	100	111	11.0
Asian American	64	89	39.1
Native American	0	1	-
International	11	7	-36.4
Unknown	1	1	-
Hawaiian/Pacific Isl	4	0	-100.0
Multiracial	12	12	-
Total	**337**	**382**	**13.4**

Gender	Fall 2014 01-SEP-14	Fall 2015 31-AUG-15	% Diff
Male	188	227	20.7
Female	149	155	4.0
Unknown	0	0	-
Total	**337**	**382**	**13.4**

4.0 ACCREDITATION STANDARDS

ACCGC'S intention is to ensure that graphic communications programs in higher education which are accredited meet or exceed established standards. Both qualitative and quantitative criteria stated in the following standards will be given consideration. Standards have been grouped as follows: 1. Mission, Philosophy, Goals, and Objectives; 2. Administration, Support, Equipment and Facilities; 3. Curriculum and Instruction; 4. Faculty; and 5. Students/Graduates.

Mission, Philosophy, Goals, and Objectives

4.1 Mission Statement

Mission statements provide philosophical direction and relevance to the institutional mission.

Standard:
The graphic communications program must have a clearly written mission statement aligned with the institutional mission.

Basis for Judgment:
The mission statement demonstrates philosophical direction consistent with institutional goals and resources. Mission statements must be written to address the interests of the various constituencies.

4.1.1 Institutional mission

Provide a range of educational programs that foster an intellectually and culturally diverse environment that enhances individual growth and development. To prepare a broad community of students (undergraduate, graduate, professional and non-degree seeking) to make lifelong learning commitments that result in personal, social, economic and community contributions to an increasingly globally interdependent world.

Create, discover, disseminate and preserve knowledge and understanding by engaging in basic and applied research, scholarly and artistic activities that benefit students, scholars and external constituencies. Serve as a major resource for local, state, national and global communities by applying scholarly analysis and experience to community problems. Recognize its special responsibility to the Houston metropolitan area by making the knowledge base and other resources of the institution readily accessible to its citizens.

4.1.2 College/School mission

The College of Technology articulated the following mission statement: “Preparing the technology leaders of tomorrow for global industry and commerce.”

The college will achieve its mission through the following activities:

- Deliver high quality education that leverages the intellectual curiosity of individuals to serve their chosen professions and society at large;
- Engage in research into new and innovative applications of existing and emerging technology;
- Function as a leading resource for the life-long learning needs of traditional and nontraditional students; and
- Enable underprivileged and underrepresented segments of society to fully participate in the rewards of technology.
- The College of Technology is focused on key areas in technology and merchandising that have the power to improve products and operations, and that are in high demand by businesses and organizations around the world. These include construction, computer, mechanical, electrical power, logistics, digital media, and computer information systems as well as consumer sciences, merchandising and organizational leadership.

4.1.3 Departmental mission

The mission of the Department of Information and Logistics Technology (ILT) at the University of Houston is to produce new ideas and knowledge within the fields of information, logistics, digital media, and leadership and to educate highly capable and diverse technology leaders for the state of Texas, the nation, and the global community.

4.1.4 Programmatic mission[1]

The University of Houston Digital Media program prepares technologically-savvy graduates to develop, design, and manage established and emerging media that meets and even exceeds the visual communications needs of their clients.

Digital Media students learn to prepare and repurpose content for distribution through varying media giving consideration to both graphic design and technology.

Students will develop skills to:

- Communicate using words, photographs, and video;
- Effectively use social media;
- Develop, plan, cost-estimate, manage, and evaluate project workflows and schedules;
- Work in and manage groups; and

[1] This programmatic mission statement was reviewed, edited, and approved by a sub-committee

- Perform self-initiated research.

Upon completion of the program core, students complete one of several in-depth areas of concentration, including print media, packaging, motion media, eCommerce, and ePublishing. These concentrations focus the student's education on a specific field within digital media.

Successful completion of the program provides graduates with the skills needed to successfully obtain relevant employment and enjoy a highly satisfying career.

4.1.5 Relationship between mission statements.

Since the mission of the Digital Media program is to prepare technologically-savvy graduates to develop, design, and manage established and emerging media, it supports the ILT Department's mission to "educate highly capable and diverse technology leaders (within the fields of information, logistics, digital media, and leadership) for the state of Texas, the nation, and the global community." The mission of the department, in turn, supports the College's mission to prepare "the technology leaders of tomorrow for global industry and commerce."

The College of Technology's mission to prepare technology leaders supports the University's mission to prepare students who will "make lifelong learning commitments that result in personal, social, economic and community contributions to an increasingly globally interdependent world." The technology leaders prepared by the College of Technology during its 68-year history have contributed to personal, social, economic, and community affairs. For example, former Harris County Judge (CEO of the county) Robert Eckles is a graduate of the College. In addition, former Miss America, Crystle Stewart, is a Technology alumnae.

4.1.6 Program Strategic Plan

One of the members of the Digital Media Advisory Board, Mr. Jim Mousner, Principal and Creative Director at Origin in Houston, specializes in corporate branding and strategic planning. He has worked extensively with the DIGM faculty and Advisory Board since the last ACCGC team visited UH. His work is an integral part of the existing program.

However, strategic planning is never finished. Thus, in Spring 2015, the Advisory Board began work on "The Convergence Curve: Leading the Evolution of Education for Digital Media." This initiative, which is currently underway, looks at the following six components of digital media:

- Idea Origination
- Visual Development

- Technical Execution
- Media Distribution
- Media Management, and
- Process Management

The UH Digital Media, according to the Advisory Board, exhibits "strength" in Technical Execution, Media Distribution, and Process Management. Two of these six facets, Idea Origination and Visual Development are "emerging" while media management "needs focus."

The goal of this initiative, which is scheduled for 2017, is to create a program that develops "Transliterate Producers" who exhibit strength in all six facets of digital media as outlined above.

Slides of Jim Mousner's Spring 2015 Advisory Board Presentation are shown in Appendix 4 of this report.

4.2 Goals, Objectives, and Assessment Plans

4.2.1 Goals

While respecting both graphic design and technology, all Digital Media students learn to prepare and repurpose content for distribution through varying media; appropriately communicate using words, photographs, and video; effectively use social media for personal and business communication; plan, cost-estimate, manage, and evaluate project workflows and schedules; work in and manage groups; and perform self-initiated research.

Upon completion of the program core, and depending upon individual temperament and skills, students complete one of several in-depth areas of concentration, including print media, packaging, motion media, eCommerce, ePublishing, and others. These concentrations focus the student's education on a specific field within digital media.

Successful completion of the program provides graduates with the skills needed to effectively obtain relevant employment and enjoy a satisfying career.

4.2.2 Objectives and Assessment

The University of Houston (UH) is regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Accreditation for UH was reaffirmed in 2008. SACSCOC requires all educational programs in the institution to identify expected outcomes to support continuous improvement. The university has invested considerable resources in identifying outcomes, collecting assessment data, and using these data for informed decision-making to assure quality of degree programs. All

programs in the College of Technology have a long history of outcomes-focused assessment due to program and regional accreditation expectations.

Coinciding with UH's regional SACS accreditors, Digital Media has been assessing and reporting student learning outcomes in courses via an Institutional Effectiveness Plan (IEP) since the 2009-2010 academic year. Each document discusses the program mission, the goals for the course specified, the measurement method used, the standard that is used, the results, the analysis of the results, and a plan for improvement.

Starting in 2013, the Institutional Effectiveness Department updated the IEP forms to Academic Program Assessment Reports (APAR), which includes documenting assessment for both student learning outcomes and program outcomes. The new APAR's have aided the Digital Media faculty to adhere to a specific suggestion made by the ACCGC team in 2009. Specifically, in its report to the Digital Media faculty, based upon its November 2–4, 2009 visit to University of Houston, the ACCGC team (page 23) suggested: "The outcomes assessment plan should be simplified. Specifically, the projects and exams identified for measurement of the outcomes might be narrowed down to a few key "capstone" projects that reflect the broad curricular outcomes. A rubric that incorporates the curricular outcomes statements can be used for evaluation."

With the new APARs, Digital Media has established a more simplified outcome assessment plan. This process determines if the programs are identifying measurable student learning outcomes and program outcomes, using appropriate assessment practices to assess those outcomes, and making programmatic adjustments based on assessment results. To facilitate this process, faculty complete an Academic Program Assessment Report (APAR) describing key aspects of their assessment process for a given year. The elements of this report include:

- The academic program mission
- Program–level student learning outcomes coinciding with a specific competency
- Student learning outcome assessments
- Performance standards for student learning outcome measures
- Student learning assessment results and analysis
- Program improvement plans
- Prior program improvements

The Institutional Effectiveness Office developed the APAR template that provides guiding questions and descriptions to help faculty collect relevant information for the report. For example, the following narrative from the template describes the guidelines for identifying valid student learning outcome assessments.

> **Student Learning Outcome Assessment**: What is the assessment activity that is being used to collect data for the learning outcome (e.g. exams, presen-

> tations, performances, papers)? Does the assessment activity provide data that directly tie back to the outcome? *Measures cannot focus on grades, pass rates, or GPAs since these are not necessarily reflective of specific skills or knowledge.*

Assessment reports are collected on an annual basis for each academic program. APARs for 2013-2014 were collected in fall 2014. As faculty complete their assessment reports, the Director of Assessment and Accreditation within the College of Technology provide technical and analytic feedback as needed. The Institutional Effectiveness team developed a rubric (APAR rubric) to facilitate the review of assessment report content. The Director of Assessment and Accreditation in the College of Technology facilitated the review of the assessment report content by validating each competency with an APAR rubric.

Appendix 1contains both the Digital Media APARs that were completed for both students learning outcomes and program outcomes. Appendix 1 also contains the APAR rubric that the Director of Assessment and Accreditation used to review all content in each assessment report.

Subsequent to both the ACCGC Visiting Team's above suggestion and the new SACS IEP requirement, the Digital Media faculty met and created the following learning outcomes:

1. Students will demonstrate skills related to print production and production control.
2. Students will demonstrate research and written communication skills related to Digital Media. Students conduct research on a chosen theme during all DIGM courses and then prepare a publishable written paper and a website to disseminate their findings in DIGM 4378.
3. Students will demonstrate their ability to plan workflows for digital media projects and assign costs to each production stage.
4. Students will demonstrate their ability to construct purposeful, graphically appealing, accessible, and usable multimedia websites consisting of text, graphics, photographs, video, and animations.
5. Students will demonstrate the ability to apply evidence-based reasoning to solve a problem.

For each of these five learning outcomes, faculty created a measurement procedure and standard. In addition, at the end of the academic years, 2011–2012, the DIGM faculty analyzed the outcomes and interpreted the results. For each of those years, the outcomes met or exceeded the standard.

For the 2013–2014 academic year, the assessment process was improved greatly based on two factors: (1) the move to APARs (as contrasted with IEPs) *and* (2) the Digital Media Program's continued growth and development.

The Digital Media faculty selected specific student learning outcomes and program outcomes to complete their APAR. All outcomes were approved by the DIGM Advisory

Board in Fall 2014. The DIGM student learning outcomes and program outcomes are:

Student Learning Outcomes

1. Students will demonstrate research and written communication skills related to Digital Media. Students conduct research on a question developed during several semesters, (leveraging DIGM 2350, 2352, 3351, and 4372) and then, in DIGM 4399, complete a written paper to disseminate their findings. The best papers in each class are submitted to peer review in applicable journals.
2. Students will demonstrate their ability to plan digital media projects and assign costs to each production stage.
3. Students will demonstrate skills related to their Digital Media Area of Emphasis.

Program Outcomes

1. The Digital Media program will grow in total student enrollment by at least 5% per year.
2. The Digital Media program will maintain program-level accreditation from the Accrediting Council of Collegiate Graphic Communications (ACCGC).
3. Graduating DIGM students will rank their skill and knowledge acquisition as "Functional" or "Advanced" on the College of Technology Graduating Student Survey.

For each of these six outcomes, the faculty devised direct performance standards that are *not* based on course grades, examination scores, or test grades. Subsequently, data were collected and analyzed and program improvement plans created for those outcomes in need of improvement.

The 2013–14 Digital Media APAR is given in its entirety in Appendix 1 of this report while the 2014–15 APAR is provided in Appendix 2.

In its report to the Digital Media faculty, based upon its November 2–4, 2009 visit to University of Houston, the ACCGC team suggested: "Consider increasing the writing requirements across the Digital Media courses. This may include lab reports, trade journal article reviews, reflection papers, and research papers. These activities will compliment the technical skill and knowledge development already occurring in courses."

Given this recommendation, as well as the University of Houston's designation as a Tier-One Research University, the Digital Media faculty created a six-semester across-the-curriculum research project that culminates in DIGM 4399, Senior Thesis. This research paper then became Student Learning Outcome 1 in the APAR, as described above. A flowchart, which describes the across-the-curriculum nature of the thesis project, is provided below.

Digital Media Senior Thesis Flowchart

Goal	Thesis Chapter	Course	Professor
To explore the digital media industry as a whole	Pre-thesis preparation	DIGM 2350	Zarzycka
To dig deeply into the area of digital media in which you wish to specialize	Pre-thesis preparation	DIGM 2352	Charleville

Problem Statement
• **Introduction. Cite using APA.**
  ○ **You need some supporting sources, but don't be as extensive as in the Literature Review section**
• **What "problem" are you trying to solve?**
  ○ **Ask your (research) question clearly and obviously…as a *question.***
• **Why is it a problem (issue)?**
  ○ **Why is it important (to you)?**
  ○ **Why should the reader want to read about what you learned?**
• **It needs to be measurable (test-able).**
• **Define terms**
	Chapter 1	DIGM 3351
		
		FALL
			Waite

Literature Review • **What do other credible people or institutions have to say about your question?** • **Write about their research** • **Don't provide your own opinion** • **Cite at least 10 sources using correct APA style.** ○ **Wikis are not credible sources**	Chapter 2	Depends on your area of emphasis: DIGM 3252 DIGM 3374 DIGM 3356 *SPRING*	Depends on your area of emphasis: Waite Zarzycka Snyder
Method • **You need to be able to answer your research question (goes back to the Problem Statement) through measurement and/or testing.** • **Given what you learned in the Literature Review, what are you going to do to add to the knowledge base?** • **Write a step-by-step workflow.**	Chapter 3	DIGM 4372 *FALL*	Waite
Results and Conclusions • **Do your method.** • **What happened?** • **What does it mean?**	Chapters 4-5	DIGM 4399 *SPRING*	Waite Zarzycka Pierce Snyder
FINAL PAPER • ***Visual Communications Journal* Requirements** • **Max 10 pages excluding References, tables, illustrations, and photos**	Abstract 1. Statement of Problem 2. Concise Lit Review 3. Method 4. Results 5. Conclusions 6. Recommendations for further study	DIGM 4399 *SPRING*	Waite Zarzycka Pierce Snyder

Administration, Support, Equipment, and Facilities

4.3 Governance/Administration

The administrative activities must be organized to support the overall goals of the academic unit. The administrative structure must be clearly defined with faculty involvement.

Standard:

The person(s) in the administrative/leadership role(s) of the graphic communications program must be able to promote the intellectual and academic cause of the educational unit.

Basis for Judgment:

The Self-Study report reflects administrative support. Administrative responsibilities are clearly defined. Minutes of program meetings are available for review. Faculty roles in governance are defined.

4.3.1 College/school governance/administration

The College of Technology is governed by University policies (see separate Faculty Handbook) as well as its own Bylaws (see the UH, College, and Department Policies binder). All College of Technology policies are subject to University policies and regulations.

4.3.2 Departmental governance/administration

The Department of Information and Logistics Technology is governed by its own Bylaws as well as those of the College and the policies of the University (see the UH, College, and Department Policies binder). All departmental policies are subject to the Bylaws of the College of Technology and the policies of the University of Houston.

4.3.3 Programmatic governance/administration

The Digital Media program, as a unit within the Information and Logistics Technology Department, does not have its own governance policies or administration.

4.4 Financial Support

It is recognized that graphic communications programs often require more financial support than many other more traditional academic programs. The budget should reflect funding for quality instruction, salaries, facilities, equipment, supplies, support services, travel, and professional development.

Standard:

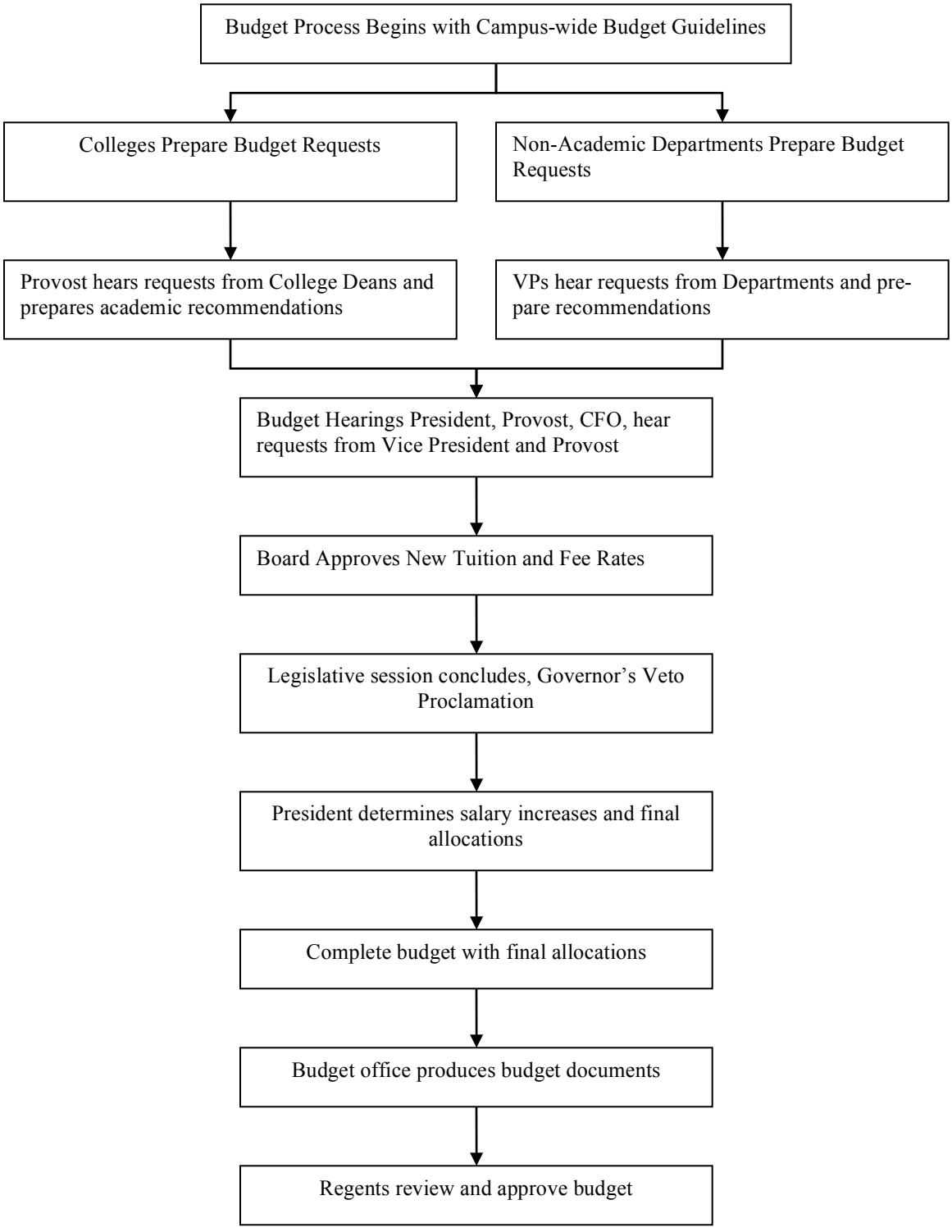
The budget for graphic communications programs must be adequate to support program objectives and promote continuous program improvement.

Basis for Judgment:

The budget status of the institution, indication of how funds are allocated, and evidence of external supplement financial support without displacement of normal institutional funding support are significant factors to consider.

4.4.1 Institutional

The following chart illustrates the process by which the University of Houston makes funding decisions for the various colleges (e.g. College of Technology) and non-academic departments (e.g. Office of the President).



In FY 2014, the operating budget for the University of Houston totaled slightly more than $1.3 billion. During this budget cycle, the College of Technology had roughly $14.9 million in operations expenditures and $2.3 million restricted ex-

penditures. The operations budget for the University consists of three components: 1) general funds (e.g. formula funding, tuition and fees); 2) designated funds (e.g. designated tuition, library fee, technology fee); and 3) auxiliary enterprises (e.g. student service fee, parking fee). Restricted funds include contracts and grants, gifts, and endowment income.

Generally, budget decisions at the institution level regarding college funding are dictated by the college's enrollment.

4.4.2 College/School

As indicated by the previous section, each college Dean submits a budget request to the Provost's office. The Provost then makes a decision regarding the distribution of funds for the fiscal year based on several factors including budget guidelines, student enrollment figures and credit hour generation for the college.

Within the college, funding decisions are based primarily on faculty and department requests weighed against available funds.

4.4.3 Department

The Information and Logistics Technology Department is comprised of four undergraduate programs (Computer Information Systems, Digital Media, Supply Chain and Logistics Technology, and Organizational Leadership and Supervision) and three graduate programs (Information Systems Security, Supply Chain/Logistics Technology and Technology Project Management). Funds for the Department and its constituent programs come from four sources: University Allocated Budget, Continuing Education and Program Revenue, Indirect Costs (IDC) Generated from Research and Sponsored Projects, and Gifts.

The University allocated budget is generated from state allocated funds and student tuition & fees, which are allocated to the University through a formula related to Student Contact Hours and other funds designated through the state budgeting process. The College makes requests for budget allocations and adjustments in the spring of each year for operating funds for the following academic year. The University administration makes decisions on initial budget allocations typically in August for the beginning of the next fiscal year, which starts on September 1. Additional allocations can be distributed throughout the fiscal year to meet demand from growth in student enrollment. Some funds generated from student fees are restricted to be used for equipment, services and investments that are a direct benefit to the students.

The Department has a number of Continuing Education Programs that generate revenue for either the Department or Centers aligned with the Department. These funds are a major source of support for travel and professional development within the Department. These funds, as well as IDC, are housed in cost centers that are separate from student tuition and fees.

Gifts are typically used for scholarships, equipment, and faculty support. These funds are also held in separate cost centers, which are neither associated with student tuition & fees, revenue programs or IDC. The Digital Media Program has been the recipient of recurring gifts from print, lithographic, and media companies in the Houston region.

Digital Media faculty are provided with assistance for all technology needed to support their teaching and research efforts. Graduate assistants are funded to support the teaching for those classes that need grading or instructional assistance. In addition, contingent on the availability of funds, research assistants can be provided to support the research activities of tenured and tenure-track faculty members.

Historically, the Digital Media program has relied on industry to provide funding for necessary large-scale equipment. In recent years, however, there has been a more coordinated effort between the department, college and university to support Digital Media activities, including the development of several new classrooms and labs on the UH Sugar Land satellite campus. Large scale investments are addressed in two fashions: 1) through College level funds that are pooled across departments; or 2) through capital outlay by the University. Each of these processes require the submission of a funding request and an appropriate justification for the expenditure. Decisions are then made at either the College or University level based on an overall prioritization of the requests received and the availability of funds.

Since funding is adjusted through the fiscal year, based on Student Contact Hours and budgetary needs, the best way to view financial support for the department is through actual expenditures. The following table provides an overview of the budget and actual expenditures for fiscal years 2011 – 2015 (year-to-date through July 31, 2015). In addition the table also provides a summary of the number of graduate student employees supported within the department.

Two mechanisms are used to adequately provide resources to deliver the student outcomes through the Digital Media curriculum within the funding profile of the department. The first is the use of adjunct faculty to support fluctuations in student population and/or course demand. Utilizing adjunct faculty that have strong industry ties enables the program to maintain a strong relationship with the constituencies of our program and provide students with practical knowledge of the application of their learning post-degree. The second is continuous innovation and improvement in the type of course delivery (face-to-face, hybrid, online) and scale of students in the class sections.

	FY2011		FY2012		FY2013		FY2014		FY2015	
	Budget	Expenses	Budget	Expenses	Budget	Expenses	Budget	Expenses	Budget	Expenses
State Allocated Funds 1026/1054	$1,072,469	$1,166,704	$1,079,073	$1,229,433	$1,079,073	$1,272,049	$1,125,937	$1,519,035	$1,159,324	$1,092,599
Undergraduate Tuition & Fees 2063/2064	$905,256	$1,414,729	$1,352,602	$1,409,145	$1,351,128	$1,657,902	$1,183,471	$1,577,293	$2,050,885	$2,470,685
Graduate Tuition & Fees 2164	$115,345	$245,263	$277,078	$273,044	$207,264	$224,886	$405,613	$440,814	$0	$0
Consolidated University Fee 2079	$30,000	$68,853	$30,000	$97,603	$30,000	$81,645	$30,000	$40,960	$31,298	$29,185
Dept. Generated Revenue 2080	$261,500	$316,881	$301,500	$258,897	$217,900	$190,231	$315,250	$147,598	$135,102	$121,604
IDC 2072	$1,000	$2,055	$5,000	$4,302	$10,552	$5,735	$10,000	$3,161	$0	$591
Gifts/ Endowments	$30,046	$21,351	$24,208	$7,974	$32,904	$23,546	$31,925	$16,509	$24,152	$10,760
Total Expenditures	$2,415,616	$3,235,836	$3,069,461	$3,280,398	$2,928,821	$3,455,994	$3,102,196	$3,745,370	$3,400,761	$3,725,424
Graduate Students Supported	17		14		16		13		17	

4.4.4 Program

The Digital Media program does not have a specific separate funding stream but rather receives funding as part of the Information and Logistics Technology Department as described in 4.4.3.

Salaries for Digital Media faculty and staff members, FY 2015–16, total nearly $475,000. These salaries are part of the department's operating expenditures, as shown in the table above.

4.4.5 Other (special funding)

Between 2012 and 2015, more than $200,000 was invested in the Digital Media program by the UH Department of Off-Campus Operations. These funds were used during the transition of the Digital Media Program from Main Campus to Sugar Land and were used for equipment, data connections, electrical installations, moving, ventilation, and other activities necessary to make the transition successful. These expenditures are provided in the following table.

Date	Room	Work	Cost
6/21/12	GB220	Mac Mini computers, accessories, software, etc.	$50,971.61
4/15/14		Video camera equipment	$32,996.04
6/20/14		Lighting equipment	$6,559.95
11/7/13	GB220	Data switch & 34 data jacks	$23,621.08
12/10/13		Equipment, furniture & moving costs	$54,109.04
1/3/14	GB320	Additional Electrical	$7,390.00
1/5/14	GB106	Cubicles	$4,720.00

Date	Room	Work	Cost
6/1/14	GB212	Architectural costs	$14,500.00
8/22/14	GB110	Moving costs	$1,053.00
12/22/14	GB219	9 Data jacks installed	$2,250.00
5/11/15	GB110	Venting costs	$19,767.46
		Total Expenditures	**$217,938.18**

4.4.6 Non-institutional support

The Digital Media program has close industry ties in the region and continues to benefit from these connections. For example, the program receives paper gifts from local companies who often check in to see what the program needs. In addition, the program advertises through the Printing Industries of the Gulf Coast online newsletter, which leads to more contacts and additional paper gifts.

The University of Houston maintains a Department of Advancement that has primary responsibility for alumni giving. The department sponsors an annual alumni giving drive in order to boost donations from graduates.

The College of Technology also employs a Director of Advancement who contributes to college and university-level advancement opportunities. Generally, the Director serves three roles. First, the Director supports advancement activities in the College of Technology, which are dictated by the Dean's priorities. Second, the Director supports University advancement efforts as they relate to the College. Finally, the Director provides guidance to College of Technology faculty as they seek non-academic funding opportunities. Specifically, the Director works alongside the Department Chairs to raise endowment and operating funds. For example, in the spring of 2015 the Digital Media Advisory Board identified a need for scholarships in the field. The Director met with the Department's Chair, the DIGM Program Coordinator, and key members of the Advisory Board to begin the process of raising a minimum of $25,000 to fund merit based scholarship. As a result, The Benjamin Franklin Scholarship Endowment was established and is being funded by gifts from alumni, friends, and professionals from the digital and print media industry.

The College of Technology encourages faculty to coordinate with the Director of Development when pursuing gifts and donations. The rationale for this policy is that the Director of Development is in the best position to facilitate advancement activities since faculty may not be aware of concurrent efforts, either within the college or elsewhere on campus, to secure gifts from the same source. In addition, the Director may have historical information on gifts to the college thereby giving faculty a way of targeting potential donors.

4.5 Equipment and Facilities

The equipment should be of the amount, type, and quality representative of the industry to meet the educational program's mission, goals, and objectives. Safety and environmental concerns must comply with the institution's regulations. Laboratory space should be adequate for effective and efficient instruction. All equipment should be well maintained. Office and storage space should be sufficient to house faculty, supplies, and materials. The university and/or program library (learning resources) shall be supplied with current publications and electronic media for graphic communications student and faculty use.

Standard:
The equipment and facilities must be adequate to fulfill the stated educational missions, goals, and objectives.

Basis for Judgment:
The equipment should be representative of industry technology. It is not necessary for the equipment to be of the size and complexity as utilized in the graphic communications industry, but every effort should be made to have equipment available for student use that permits instruction and learning in the systems that students will experience within current and future industrial operations. The classroom and laboratory facilities should be of adequate size and number to provide sufficient space for both current and future equipment. Also, there should be appropriate space for the students to learn and work. In addition, the classrooms and laboratories should be well appointed and organized for appropriate teaching and learning to take place.

4.5 Due to the explosive growth of the Digital Media program—which only had six declared majors when the ACCGC Team last visited in 2009 and had 333 majors and 74 minors in Fall 2014—the facilities that once housed the program on the University of Houston's Main Campus could not handle student demand. In an effort to provide the program with sufficient space, College of Technology Dean William Fitzgibbon arranged for the program to acquire laboratory and office facilities on the University of Houston's satellite campus in Sugar Land, Texas.

Beginning in Fall 2012, the Digital Media program began to occupy space in the Albert and Mamie George Building. The building, which was opened for classes originally in 2002, has three floors and encompasses over 57,000 square feet of classroom, administration, and office space.

During the 2012–13 academic year, the DIGM program was co-located on both Main and Sugar Land campuses. The first course taught in Sugar Land was DIGM 3351. The course's lecture portion was originated in Sugar Land in a multi-media classroom and transmitted to a satellite classroom on Main Campus. Lab sections of the same course were taught both on Main Campus, in 102A-Technology Annex, and in room 320 in Sugar Land. At the time, room 320 had 20 Macintosh workstations and a tabloid-sized color laser printer. Room 102A-Technology An-

nex was essentially the same as it was when the ACCGC team visited in 2009 except the computers had been updated in alignment with the university's computer upgrade policy.

Between Fall 2013 and Spring 2014 DIGM faculty and staff, with the able assistance of College of Technology and Sugar Land IT staff, opened a second Macintosh lab in the George Building, room 218. Room 218 became the "basic" lab, and is currently outfitted with 30 Macintosh workstations. Classes in computer graphics, web design, photography, page layout, black-and-white prepress, ePublishing, and integrated media are currently taught in 218. Room 320, which is now the "advanced" lab, is outfitted with Mac Pro computers each driving two monitors. It is used for color prepress, videography, animation, and transmedia.

During 2014, room 201 became the photography/videography studio. It is outfitted with photographic backdrops, a green screen, copy stand, video rendering station, and both HD and UD monitors, most of which were moved from Main Campus room 102B-Technology Annex. In addition, the conventional and digital printing equipment were moved from room 102F-Technology Annex on Main Campus to Sugar Land and installed in Room 110.

Overcrowding in Room 110 led the campus administration to provide us with yet another dedicated lab in Spring 2015. This lab, room 219, is now the home of our digital output devices, package prototyping desktop die cutter, platesetter, and workbench space that is used by packaging students to do hand work as necessary.

The following table lists the facilities allocated on both the Sugar Land and Main Campuses to the Digital Media Program.

DIGM Facilities	Square Ft.	Use
Brazos (Fac Offices)	456 Sq. Ft.	Faculty Offices
George 110	653 Sq. Ft.	Output Lab
George 201	621 Sq. Ft.	Studio
George 218	991 Sq. Ft.	Basic Mac Lab 2
George 219	658 Sq. Ft.	Digital Output and Packaging
George 320	982 Sq. Ft.	Advanced Mac Lab
Main Room 102A-T	1058 Sq. Ft.	Basic Mac Lab 1
Total	5419 Sq. Ft.	

In total, the Digital Media program now possesses five dedicated laboratories in Sugar Land and one (102A-Technology Annex) on Main Campus. These facilities, coupled with classroom and faculty office space, total more than 6,000 total square feet of dedicated space.

It is necessary for the Digital Media Program to retain one lab on Main Campus because the current legal arrangement between the University of Houston's Sugar Land campus and Wharton County Junior College (WCJC) prevents us from teaching our sophomore courses in Sugar Land. While WCJC does offer the equivalent of our sophomore classes using our syllabi, several procedural and political reasons require us to also teach our sophomore classes. To do that, we currently need to retain at least one lab on Main Campus. Should this situation be resolved, the 102A-Technology Annex lab on Main Campus will be closed and the equipment will be moved to Sugar Land. In such an eventuality, the entire Digital Media program would be housed in Sugar Land.

In its report to the Digital Media faculty based upon its November 2–4, 2009 visit to University of Houston, the ACCGC team suggested: "Because image and video capture is central to the curriculum, consider expanding the photo/video studio to create a larger stand-alone space. The conversion of George 201 to a stand-alone photo/video studio fulfills this suggestion by the previous ACCGC team.

4.5.1 Inventory of equipment utilized for instruction

4.5.1.1 SUGAR LAND CAMPUS George Room 110

Model	Description	Manufacturer
J75	Digital Color Press	Xerox
3302HA	2-Color Offset Press with Ink Console	Ryobi
Titan 265	Paper Cutting Machine	Challenge
MultipIi 35	Folding System	MB Bäuerle
BinderyMate 305	Book Stitcher	ISP
USA Pro	Crease Machine	James Burn
1501	Small Paper Folder	Martin Yale
Ex J75 Print Server	Control Console for J75 Digital Press	Fiery
JF Handy-Drill	Paper Drill	Challenge
518	SpectroDensitometer	X-Rite
OptiPlex 755	Computer with Dual Screen Monitors[1]	Dell
Software[1]		
SHOTS	Sheetfed Offset Training Simulator	Sinapse Graphic

4.5.1.2 George Room 201

Model	Description	Manufacturer	Quantity (if > 1)
SpectroLED-14	Three Point Light Kit	Genaray	2
1x1 LS Traveler Duo	Three Point Light Kit	Litepanels	2
	Big Screen LED TV	Sony	
	Big Screen 4k LED TV	Sceptre	
CW	Steel Crate Wagon and Snap-on Stool	Sandusky Lee	
	Three Point Flood Light Kit with Soft Box	Arri	
	Four Panel Mounted Photographic Backdrops	Denny MFG	
5000 Series	Studio Light Fluorescent System	Just Normlicht	
Mac Pro Tower	Computer Station[1]	Apple	
Software[1]			
Mac OS X Mavericks 10.9.5		Apple	
Creative Cloud Complete Suite		Adobe	
Office 2011		Microsoft	
DeskPack Clients 14 for Adobe Illustrator	3D Packaging Software	Esko	
Final Cut 7		Apple	
Maya 2015	3D Animation Software	Autodesk	
x-code	Apple's SDK for App Development	Apple	
reflector	Monitor Profiles Mirroring	Squirrels	
iWork		Apple	
iBooks Author	ePublishing Software	Apple	
Cloud Connect	ePublishing Software	Aquafadas	
Digital Publishing Suite	ePublishing Software	Adobe	
XM Pie	InDesign Plugin	Xerox	

4.5.1.3 George Room 218

Model	Description	Manufacturer	Quantity (if > 1)
iMac	Flatbed Scanner Computer Station	Apple	

Model	Description	Manufacturer	Quantity (if > 1)
Scan Maker 8700	Flatbed Scanner	Microtek	
Mac-Mini	Computer Station[1]	Apple	34
Software[1]			
Mac OS X Mavericks 10.9.5		Apple	
Creative Cloud Complete Suite		Adobe	
Office 2011	Productivity Suite	Microsoft	
DeskPack Clients 14 for Adobe Illustrator	3D Packaging Software	Esko	
Final Cut 7	Video Editing Software	Apple	
Maya 2015	3D Animation Software	Autodesk	

4.5.1.4 George Room 219

Model	Description	Manufacturer	Quantity (if > 1)
Stylus Pro 4800	Color Inkjet Printer	Epson	
PDV	Professional Desktop Viewer	GTI	
LaserJet 5500	LaserJet Color Printer	HP	
Phaser 5550DN	Black and White LaserJet Printer	Xerox	
CS2236	Large Format Inkjet Printer	Océ	
Digiplater SDP-Eco 1630	Plate Maker for Ryobi Offset Press	Mitsubishi	
FC4510-60	Compact Flatbed Cutter for Package Prototyping	Graphtec	
EVS208	Print Viewing Station	Graphtec	
iMac	Computer Station[1]	Apple	4
Software[1]			
Preps	Imposition Software	Kodak	
SpectraShop 4	Print Color Management Software	Robin D. Myers Imaging	

4.5.1.5 George Room 320

Model	Description	Manufacturer	Quantity (if > 1)
iPad Mini	Tablet	Apple	25
HVR-M15AU	HDV Digital HD Videocassette Recorder	Sony	
HVR-V1U	High Definition Handheld Camcorder	Sony	7
NEX-EA50UH	High Definition Handheld Camcorder	Sony	7
HVR-Z7U	HDV High Definition Handheld Camcorder	Sony	3
HVR-Z5U	High Definition Handheld Camcorder	Sony	4
HDC-SD60K	SD Based Hi-Def Camcorder	Panasonic	4
H1	Recorder and Accessory Kit	Zoom	2
	Wireless Lavalier Micro-phone system	Sony/Sennheiser	4
Scan Maker 9800XL	Flatbed Scanner	Microtek	
Bamboo	Writing Tablet	Wacom	9
NTG-2	Shotgun Microphone Kits with Boom Pole	Rode	18
	Professional Video Tripod		19
Phaser 7500DX	LaserJet Color Printer	Xerox	
DTP41 Series II AutoScan	Spectrophotometer	X-Rite	
Digital Swatch Book DTP22	Spectrophotometer	X-Rite	
CRD-1	Portable Color Rendition Demonstrator	GTI	
Slidecam LITE	Camera Rail	Varavon	
i1 Publish Pro 2	Complete Color Manage-ment System	X-Rite	
iMac	Flatbed Scanner Computer Station	Apple	
iMac	Computer Station[2]	Apple	
Mac Pro Tower	Computer Station[2]	Apple	
Mac Pro	Computer Station with Dual Screen Monitors[1]	Apple	22
Software[1]			
Mac OS X		Apple	

Model	Description	Manufacturer	Quantity (if > 1)
Mavericks 10.9.5			
Creative Cloud Complete Suite		Adobe	
Office 2011		Microsoft	
DeskPack Clients 14 for Adobe Illustrator	3D Packaging Software	Esko	
Final Cut 7		Apple	
Maya 2015	3D Animation Software	Autodesk	
x-code	Apple's SDK for App Development	Apple	
reflector	Monitor Profiles Mirroring	Squirrels	
iWork	Productivity Software	Apple	
iBooks Author	ePublishing Software	Apple	
Cloud Connect	ePublishing Software	Aquafadas	
Digital Publishing Suite	ePublishing Software	Adobe	
XM Pie	InDesign Plugin	Xerox	
Other Software[2]			
Color Shop X		X-Rite	
MonacoOPTIX		X-Rite	
MonacoProfiler		X-Rite	

4.5.1.6 Technology Annex Room 102A

Model	Description	Manufacturer	Quantity (if > 1)
DM-GL1A 3CCD	Video Camcorder	Canon	
XHA1	Digital Video Camcorder	Canon	
Phaser 7760GX	Color Printer	Xerox	
HG10	AVCHD Camcorder Kit	Canon	
EOS 5D Series	Digital SLR Camera	Canon	2
EOS Rebel Series T4i	Digital SLR Camera	Canon	15
EOS Rebel Series T2i/T3i	Digital SLR Camera	Canon	16
Speedlite 270 EX II	Camera Flash	Canon	4
	Proline Tripod	Sony/Dolica	22
	Digital SLR Camera	Olympus	6
	Telephoto, Macro, Wide Angle Lenses	Canon	7

Model	Description	Manufacturer	Quantity (if > 1)
	Directional Condenser Mic	Rode	7
Bamboo	Writing Tablet	Wacom	5
i1 Display Pro	Display Calibrator	X-Rite	4
	3 Point Strobe Lighting Kit	Norman	
iMac	Computer Station[1]	Apple	35
Software[1]			
Mac OS X Mavericks 10.9.5		Apple	
Creative Cloud Complete Suite		Adobe	
Office 2011		Microsoft	
DeskPack Clients 14 for Adobe Illustrator	3D Packaging Software	Esko	
Final Cut 7		Apple	
Maya 2015	3D Animation Software	Autodesk	
iWork		Apple	
iShowU	Screen to Video Capture Software	Shiny White Box	

4.5.1.7 Advisory Committee Equipment and Facilities Subcommittee Report

During the 2014–15 academic year, the Digital Media Advisory Committee's Equipment and Facilities Subcommittee toured the DIGM facilities, spoke with professors, students, and employers, and concluded that the equipment and facilities are adequate to launch, support, and sustain the proposed curriculum for the foreseeable future. A full report of their findings may be found in Appendix 5 of this report.

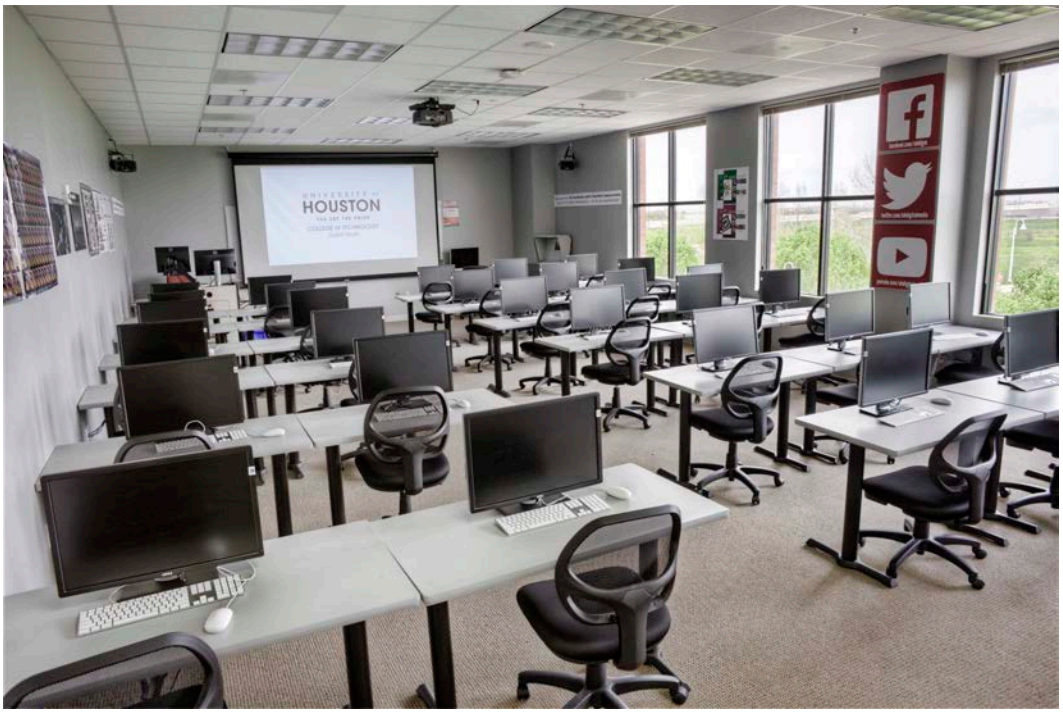
4.5.2 Inventory of computer software utilized for instruction.
The inventory of computer software is included in the equipment lists for each lab.

4.5.3 Photographs of instructional facilities.

SUGAR LAND CAMPUS Room 110

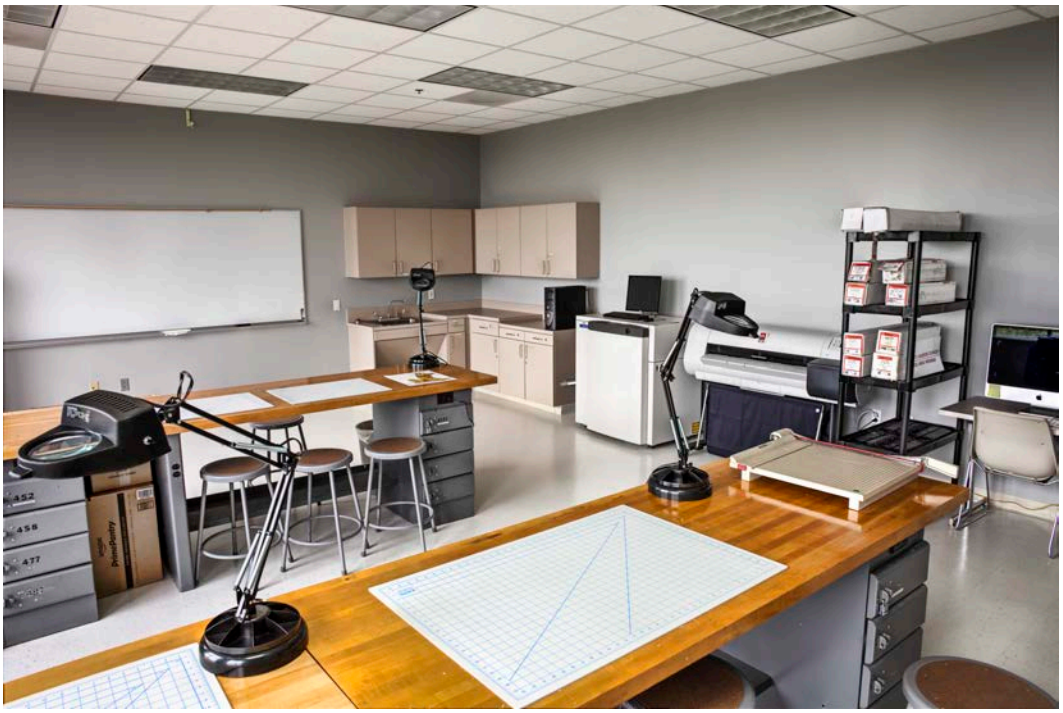
SUGAR LAND CAMPUS Room 201

SUGAR LAND CAMPUS Room 218



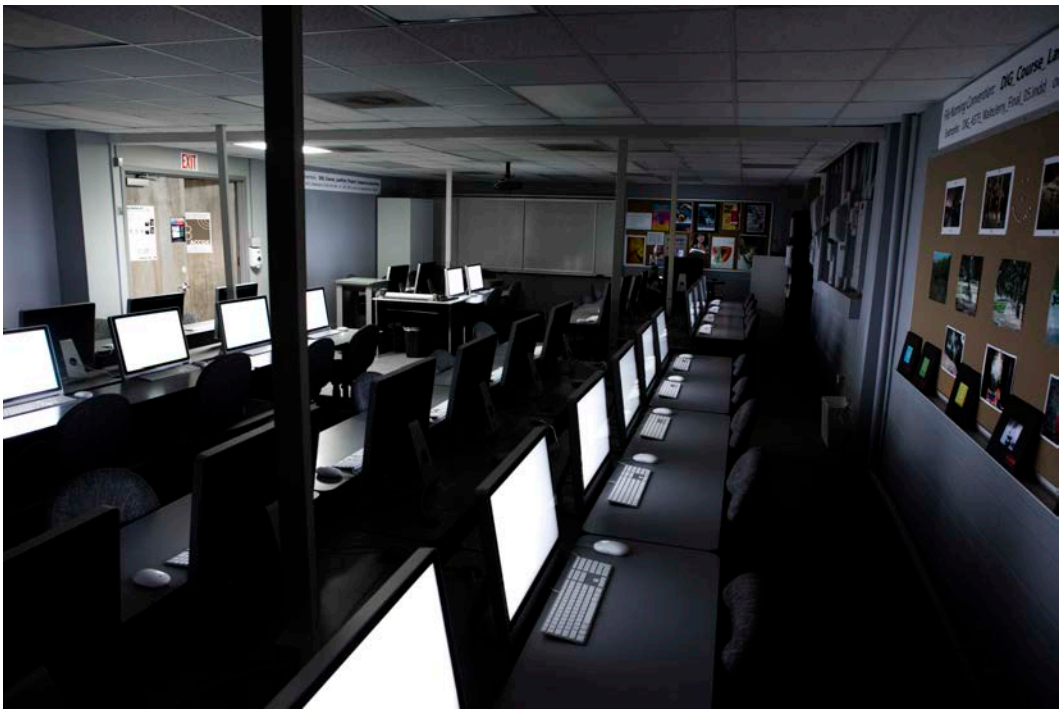
SUGAR LAND CAMPUS Room 219 East View

SUGAR LAND CAMPUS Room 219 West View



SUGAR LAND CAMPUS Room 320

CALHOUN CAMPUS Room 102A-Technology Annex



4.5.4 Availability and supervision of facilities and equipment for student use.

All digital media lab facilities are available to students at least 40 hours per week. These 40 hours include scheduled times associated with particular courses as well as open lab periods. Students are encouraged to work in the labs outside of their scheduled assigned lab periods. In addition, students not enrolled in a given scheduled lab are welcome to work quietly during that lab session if space is available. Both scheduled and open labs are supervised by three lab managers who are employed 40 hours per week…Mr. Can Le (SL labs 201, 218, 219, and 320), Mr. Harold Halliday (SL lab 110), and Mr. Mike Dawson (Main Campus lab 102A). In addition to the lab managers, faculty members also supervise laboratory activities during scheduled lab sessions.

Beginning in 2014, the ILT Department began funding a student assistant position on the Sugar Land Campus. This student, who is allowed to work up to 19 hours per week, keeps our Sugar Land labs open after hours during the week and for a few hours on Saturday.

4.5.5 Institutional/Program safety policies and procedures

Please see the UH and Digital Media lab safety policies and procedures found in the “Policies” binder.

4.5.6 Equipment maintenance, repair, and renovation

4.5.6.1 Computer hardware

The College of Technology employs a full-time IT staff to support its more than 1200 Microsoft Windows computers and more than 100 Apple Macintosh computers housed in numerous laboratories and offices. Although the majority of the College's computers are Microsoft Windows PCs, the IT staff has members who are competent in the Macintosh platform and can help when issues occur. All of the five primary desktop support IT staff are issued Macintosh laptops and Microsoft Windows Desktops as a measure to keep them familiar with both major operating systems in use at the College of Technology.

One of the Digital Media program's lab managers, Mr. Can Le, has numerous years of experience performing prepress activities on the Macintosh platform. Mr. Le reports problems and issues to the IT staff and helps them test new software.

The College of Technology's IT staff employs Mr. Vinh Trinh, a LAN Administrator who is the primary support for Apple computers in the Digital Media program. He is in charge of creating "disk images" of Mac Operating systems with all the applications needed included in the image. In addition, he is charged with deploying the "disk images" to the computers, troubleshooting issues, arranging for equipment repair, software updates and install, managing the program's X-Serve and RAID, and other specialized duties.

Mr. Tom Jones, the College's IT Support Director, provides secondary support and assists Mr. Trinh, especially with Apple Servers and broad views of the College's plan as a whole. Mr. Jones is also in charge of ordering all new Apple computers, projectors, software, and related items and advising faculty and staff with regards to facility changes such as new room layout and setups. He also oversees ceiling projector installs and equipment upgrades.

Finally, the University of Houston employs an Apple-certified engineer, Patrick Lockett, who is available to answer questions posed by Mr. Jones and Mr. Trinh if there are issues that they cannot handle on their own.

The program's Mac computers were purchased at various times and are warranted for three to four years. The ILT Department's Apple replacement policy calls for computers to be replaced on a four-year cycle. Should repairs or upgrades be necessary for any of the program's computers after the warranties expire, the department will pay the cost to repair or replace the computer (as necessary). The same policy applies for faculty and staff machines.

The program has three main computer labs. The lab on the Calhoun Campus is located in room 102A Technology Annex building. It contains 27-inch, Mid 2011, iMacs and the warranty expires August 7th, 2016. The first of two labs on the

Sugar Land campus is located in room 320 George Building with Mac Pros (Late 2013) and the warranty expires March 11th, 2017. The second Sugar Land lab is located in room 218 George building with Mac Mini Computers (Mid 2011) and the warranty expires March 2nd, 2016.

4.5.6.2 Mechanical

The University of Houston employs dedicated maintenance staffs to handle issues such as heating and air conditioning, electrical, plumbing, and so on. A simple call to "fixit" usually results in a quick response by the appropriate personnel.

Mechanical maintenance of printing machinery (presses, cutter, and so on) is handled by the image transfer lab manager, Mr. Harold Halliday. He also handles most mechanical repairs. However, if a problem arises that Harold cannot handle, the Department contracts with appropriate repair technicians.

4.5.6.3 Facilities

General maintenance of the facility (such as daily cleaning, carpet shampooing, floor waxing, and removal of recyclables and trash) is handled by the University's custodial staff. Repairs to the facility are handled by the maintenance staff.

Repairs to computer hardware are handled as outlined in 4.5.6.1 above while mechanical repairs to equipment follow the process outlined in 4.5.6.2.

4.5.7 Locally available publications for student reference

Note that all Digital Media students, whether they take classes on the Calhoun Campus or the Sugar Land campus or both, may obtain services, including research assistance and book/periodical check out, from both *the Calhoun* and *Sugar Land libraries.*

UH Calhoun Campus Library Assessment for Digital Media Program
(This section was prepared by Loretta Wallace, University of Houston Libraries Business & Technology Librarian assigned to the following departments within the College of Technology: Human Development and Consumer Science and Information & Logistics Technology.)

Library Collections and Resources:

The University of Houston Libraries is a member of the following institutions; the Association of Research Libraries, the Center for Research Libraries, the Greater Western Library Alliance, and the Houston Area Research Library Consortium. We strive to provide exceptional resources, services, and facilities to meet the academic and research needs of the University community. The Libraries hold over 2.5 million volumes and are staffed by 50 librarians and 120 support employees.

The Libraries have an annual budgetary allocation for the acquisitions of materials that support the College of Technology's curricula. Currently, we have approximately 8,091 titles (including books and journals/periodicals) that cover these subject areas:

Information Technology:
- Computer graphics
- Computer systems
- Digital media
- Digital photography
- Digital video
- Human-computer interaction
- Internet programming
- Multimedia authoring
- Packaging & Package Design
- Printing and Printing Process
- Visual communication

Business:
- Entrepreneurship
- Human resources in technology
- Logistics
- Organizational leadership

The collections in these areas, as well as those of related subjects, are growing in order to keep abreast of the University's program and curriculum developments. Some of the books and journals/periodicals are available in electronic format. Faculty and students can conveniently access them off-campus via the online catalog or electronic journal list.

The Libraries also acquire resources that support the courses offered by the School of Communication in these subject areas:

- Desktop publishing
- Graphics applications
- Multimedia production
- Nonlinear editing

- Web technologies

These resources will help meet the academic needs arising from the Digital Media Program. Should faculty and students have suggestions about new acquisitions, they can forward them to the College of Technology subject librarian, Loretta Wallace, for consideration.

The Libraries provide access to over 600 electronic indexes and article databases. The following resources are particularly pertinent to the Digital Media Program:

Information Technology:
- ACM (Association for Computing Machinery) Digital Library
- Compendex
- Computers & Applied Sciences Complete
- Computer Source
- Emerald Fulltext
- IEEE Xplore
- Information Science & Technology Abstracts (ISTA)
- Inspec
- Safari Tech Books Online
- SpringerLink
- Wiley Online Library

Business:
- ABI/INFORM Complete
- Business Source Complete
- Emerald Fulltext
- Gartner Core Research
- TableBase

In addition, the Libraries maintain "subject resource guides" that act as online portals to library resources for particular subjects. The resource guides for the College of Technology are currently subdivided by department, and faculty are encouraged to collaborate with the librarian to create pages tailored to suit the needs of individual courses.

For publications that are not readily available from the Libraries, faculty and students can rely on our award-winning Inter-library Loan Department. Its experienced staff delivers materials including books, technical reports, patents, dissertations, and conference papers with a short turn-around time.

During the 2008-2009 academic year, the library opened its Learning Commons, a computing and collaboration space available for use by all university students. The Learning Commons maintains higher-end computers than those in our regular computing lab, and there are currently 65 windows workstations and 30 iMac workstations. Several of the software packages installed in the Learning Com-

mons support the Digital Media program's curricula, including the entire Adobe Creative Suite, Camtasia, and Audacity. The Learning Commons also makes digital cameras, video cameras, scanners and Wacom tablets available for checkout.

Liaison Librarian and Library Services

The College of Technology's Digital Media Program subject librarian, Loretta Wallace, is devoted to collecting materials and providing instruction for the students, staff, and faculty of the College. She joined the University of Houston Libraries in 2007 and has experience providing research support in both academic and corporate libraries.

Ms. Wallace has provided instruction for students in the College of Technology to prepare them for their academic pursuits. Individual students and faculty may and do schedule one-on-one consultations with her to work on particular research projects. In addition, she is prepared to offer expert assistance in incorporating library help and resources into electronic course management systems (e.g. WebCT/Blackboard).

University Branch – University of Houston Sugar Land

(This section prepared by Amy Hingst, Academic Liaison &, University Branch Librarian for the University of Houston Sugar Land Campus)

The University Branch Library is the result of a partnership library between University of Houston and Fort Bend County. The library is operated by Fort Bend County Libraries (FBCL). We endeavor to provide resources and reference services to the students, faculty and staff of University of Houston-Sugar Land. Our services are provided by seven professional full time librarians, seven full time paraprofessionals, five full time library clerks, eight part time library assistants and four part time library clerks.

Services offered to the students and faculty include library instruction, reserve materials, circulation of requested materials from UH Libraries, and collection development.

According to the FBCL integrated library system, University Branch currently holds over 83,000 titles in the collection on-site. In addition to these materials, Fort Bend County has 10 library branches from which students can request titles, and in total the 11 branches of FBCL provide access to 944,351 items.

Focusing on the College of Technology, we provide books and serials that cover these subject areas:

Information Technology:
- Computer graphics

- Digital photography

Business:
- Entrepreneurship
- Organizational leadership

The collections in these areas are developed during the fiscal year considering the overall curriculum needs of the academic programs and specific course requirements for the current and upcoming semesters.

Other subject areas supported by our book collection included:

- Computer systems
- Digital video
- Human-computer interaction
- Multimedia authoring
- Visual communication
- Human resources in technology
- Printing and Printing Process

Responses to ACCGC Team Request Questions Regarding the Library

While reviewing an early draft of this self-study, members of the ACCGC team asked if the library resources for the students were weakened as a result of the move to Sugar Land?

Loretta Wallace, Associate Librarian of the University of Houston Libraries for the College of Technology responded, "The answer would be no, due to the fact that both the UH Sugar Land & the UH Main Campus Libraries have access to numerous resources, available in electronic format and in print. Both campuses have systems in place to readily deliver physical items to students attending classes at UH Sugar Land."

The ACCGC team members also asked why "printing" was not treated as a library topical area. This has been rectified in this version of our Self Study.

4.5.8 Online, CD-ROM and Web based electronic database and media resources for student/faculty use.

See 4.5.7 above.

4.6 Staff Support Services

Office staff, technical personnel, and student assistants shall be adequate to efficiently and effectively conduct the day-to-day activities of the academic unit. Technical support is essential in equipment-intensive graphic communications instructional laboratories.

Standard:
The unit must have sufficient support services to provide adequate assistance to meet program objectives.

Basis for Judgment:
4.6.1 Availability and utilization of office staff

The Information and Logistics Technology (ILT) Department's Chief Executive Officer is the Departmental Chair, Dr. Ray Cline. He is assisted by Ms. Elizabeth Reilly, Department Business Administrator, and Ms. Shantavia Settles, Office Assistant II. Ms. Reilly oversees the department's financial responsibilities. Ms. Settles handles student-related tasks, such as petitions, textbook orders, mailings, telephone follow-ups, prerequisite checking, course evaluations, maintenance of syllabi, and so forth. She also oversees the course schedule.

Each of the Department's programs has a Program Coordinator. Program Coordinators are faculty members who: (1) interpret the programmatic visions of the ILT Chair and faculty, and (2) plan, implement, and evaluate the operation of the academic program that progresses towards a shared vision of the program that simultaneously leads to the highest quality for the program and department. Program Coordinators assist the chair by: 1) planning and implementing institutional assessment and accreditation studies; 2 promoting ILT department and academic programs; 3) supporting learning experiences for students; 4) providing guidance and support for instructors to enhance their teaching experiences; 5) facilitating a professional work environment for the department's staff; 6) facilitating research opportunities for faculty and students; and by 7) aiding in the development and administration of certificate programs.

Dr. Jerry Waite is the Program Coordinator for the Digital Media program, Mr. Dan Cassler coordinates the Supply Chain and Logistics program, Mr. Bret Detiller coordinates the Computer Information Systems program, Dr. Art Conklin is the Coordinator for the Information Systems Security (graduate) program, Dr. Ron Hopkins coordinates the Technology Project Management (graduate) program, and Dr. Jerry Pyka coordinates the Organizational Leadership and Supervision program.

All of the ILT staff members are very supportive of the Digital Media program and its faculty. Ms. Reilly competently and promptly processes requisitions to purchase required equipment, materials, and supplies for the program. Ms. Reilly also capably handles the hiring of part-time faculty, laboratory assistants, and

graduate assistants. Ms. Settles knowledgeably inputs the course schedule and informs the program managers and faculty of any irregularities.

Ms. Settles is always willing to lend a hand to prepare mailings (such as recruitment letters and advisory board meeting notifications), check on textbook orders, handle student petitions, and facilitate course evaluations.

In addition to the support from the Information and Logistics Technology Department and the College of Technology, the Digital Media program also receives a substantial amount of instructional support from the UH Writing Center (http://www.uh.edu/writecen/). The Writing Center has been able to secure grant moneys from foundations *specifically because* of its close relationship with the Digital Media Program. In particular, all students in DIGM 2350, which is taught by Professor Monika Zarzycka, are required to participate in at least one meeting with a Writing Center Consultant while preparing an initial research paper that answers the question, "What is Digital Media?" Students write a draft, meet with a Writing Center consultant, improve their work, and submit a final draft that is rated by Writing Center staff in consultation with Professor Zarzycka.

4.6.2 Availability and utilization of technical personnel—computer support.

The Digital Media program is indeed fortunate to have the superb support of its own lab managers, Mr. Can Le and Mr. Michael Dawson, as well as the services of the College of Technology's Manager of Information Services, Mr. Tom Jones, LAN Manager Mr. Vinh Trinh, and the College's capable IT staff. In addition, the University of Houston has a dedicated Macintosh specialist, Mr. Patrick Lockett, who provides his expertise on an as-needed basis.

Mr. Can Le, a graduate of the TELS/GRTC program, the precursor to the Digital Media program, came to the College of Technology as an employee with not only his Graphic Communications Technology degree but also with a degree in Computer Science. Mr. Le worked for several years in prepress positions in the printing industry and taught computer-related classes both as an adjunct instructor for UH and in a university in Vietnam. Mr. Le manages the prepress labs, coordinates maintenance and repairs with Mr. Jones, and oversees student scheduled and open laboratory sessions. He also handles software updates, creates lab "master images" in consultation with Mr. Jones, and oversees the "mirroring" of the master image to the lab's computers.

Mr. Tom Jones manages information services for the College of Technology. Mr. Jones has a well-qualified and motivated staff that is known on campus as the best IT unit in the University. Mr. Jones is a well-regarded UNIX expert who understands the Macintosh system at its core. Although the majority of Mr. Jones' staff is dedicated to the hundreds of PC computers in the College's inventory, he makes sure that the Digital Media program's Macintosh (and PC) computers are functional and that the information infrastructure (gigabit ethernet) well supports

its computers and dedicated servers/RAIDs. Mr. Jones, in consultation with Mr. Trinh and Mr. Le, occasionally calls upon the Apple-specific knowledge of the University's Mac expert, Mr. Lockert. In addition, Apple's Houston-area engineer, Mr. Dreux Ste. Marie, is quickly accessible for consultation.
The result of the superb computer support offered by the Department, College, and University is three state-of-the-art Macintosh labs served by a dedicated X-Serve. Students' homes reside on the X-Serve. So, students can move from one workstation to another and still be "at home." In addition, the lab's infrastructure allows for all of the computer workstations to be overseen by Mr. Le, Mr. Trinh, and Mr. Jones remotely using Apple Remote Desktop.

The Digital Media computer facilities, of course, contain more than just computer workstations. The black-and-white and color laser and ink-jet printers, scanners, spectrophotometers, colorimeters, and digital cameras are all supported by Mr. Le and the College's Information Services Department.

4.6.4 Availability and utilization of technical personnel- non-computer support.

The Digital Media program is fortunate to have on its staff a full-time output lab manager Mr. Harold Halliday. Mr. Halliday came to the program with many years of offset press and bindery experience. Under the supervision of a full-time professor, Mr. Halliday supervises small-group laboratory sessions for the Graphic Production Process Control courses during which he teaches offset and digital presswork and bindery. When Mr. Halliday is not supervising labs, he prints collateral materials for the ILT Department and College. He also manages the program's environmental and safety programs under the direction of the University's Lab Safety Officer.

Mr. Halliday is well supported by the printing industry. Paper and supplies manufacturers regularly supply him with donated materials. In addition, cooperating printers have hosted him for short-term internships.

Printing Industries of the Gulf Coast have a Graphic Excellence Award program each year, and Mr. Halliday's students won: "Best in Category" award in 2009 for their production of the ILT Department's newsletter, *Possibilities;* "Best in Category" award in 2010 for their production of the *Visual Communications Journal* for the International Graphics Arts Education Association; "Best in Category" award in 2012 for their production of the UH/Lone Star College, Kingwood collaborative design/print project; "Best Student Entry" award in 2012 for their production of the UH/Lone Star College, Kingwood collaborative design/print project (different printed materials from above); and "Best in Category" award in 2013 for their production of the UH/Lone Star College, Kingwood collaborative design/print project. In 2015, Digital Media students won three "Awards of Merit" and one "Best in Category" awards for their 2014 graphic design and variable data work.

Industry representatives also support Mr. Halliday and his students with shadowing and mentoring opportunities.

Should Mr. Halliday require assistance with a task he cannot complete by himself, he can call upon the College's other lab managers and the University's Physical Plant Department for assistance.

4.6.5 Availability and utilization of student assistants.

Student assistants, at both the graduate and undergraduate level, are often utilized by the Digital Media program. Typically, these student assistants proctor open-lab sessions and assist students with their projects. Since Digital Media student assistants are required to help students with their projects, only those students who have Macintosh and/or graphic-related-software experience are considered as candidates for student assistant positions. Once hired, student assistants are encouraged to further their graphic-related skills by working on self-directed workbooks when their services are not needed by students in the lab.

The ILT Department employs several undergraduate college work-study students to work as lab assistants, graders, and assistants to faculty. These students may work up to 15 hours per week. For the Fall 2015 term, Mr. Can Le is employing two work-study students, while Professors Zarzycka, Snyder, and Pierce each have one. Mr. Le's students keep the Sugar Land labs open before-and after scheduled labs while the individual professors' work study students help primarily in grading lab assignments. It should be noted that all students who work with a faculty member have already excelled in that professor's course(s).

4.6.6 Availability and utilization of other support staff such as audiovisual, custodial, and plant operations.

The Sugar Land campus has an extensive audiovisual support staff and they enthusiastically support our Digital Media faculty and staff. Under the direction of Zee Ali, the audiovisual support staff provides installation, maintenance, troubleshooting, and repair of the AV equipment in each Digital Media lab and classroom. This equipment includes built-in video projectors and sound systems that connect to both the faculty member's laptop computer and the room's instructor/podium computer. The AV staff also supports academic videoconferencing classrooms that are sometimes used by Digital Media faculty for teaching classes remotely. Most importantly, AV and IT personnel are always available during building hours for faculty and staff assistance in the George Building at the third-floor service desk.

Faculty members who wish to utilize the University's on-line teaching system, Blackboard, are fully supported by the College's Instructional Designer, Ms. Bouchra Bakach. Ms. Bakach's support has enabled Digital Media faculty to teach

numerous "lecture" classes completely online. Students in most Digital Media classes, however, do attend face-to-face labs aligned with online courses.

The University's custodial staff tidies up the Digital Media labs and all of the College's classrooms each night. They empty waste paper baskets and recycling bins, sweep, clean white/chalk boards, and so on. "Deep cleaning" operations, such as scrubbing/waxing floors and shampooing carpets are completed when requested. The task of requesting such services generally falls to Mr. Le, Mr. Dawson, and Mr. Halliday, who oversee the program's labs.

Plant Operations personnel paint the program's facilities on a scheduled basis and are available to assist in moving equipment, repairing facilities, and so forth on an as-needed basis.

Curriculum and Instruction

4.7 Curriculum

It is imperative that the program reflects current industry trends and practices in graphic communications technology and management along with general education and courses from other related disciplines.

Standard:

Graphic communications programs must exhibit logical curricular diversity consistent with the program's mission statement, goals, and objectives.

Basis for Judgment:

The student requirements of the graphic communications program(s) are clearly stated.

4.7.1 Admissions/Graduation requirements.

4.7.1.1 Institutional

4.7.1.1.1 **Freshman Admissions (from UH Website)**

All freshman applicants must successfully complete at minimum the state recommended high school program as required by Texas Education Code 513.803-51.809.

Automatic Admission

Students who meet the following requirements are assured admission:

- graduate in the top 10% of their high school graduating class with no SAT/ACT minimum requirement;
- graduate in the top 11-25% with 1000 SAT/21 ACT;
- graduate in the top 26-50% with 1100 SAT/24 ACT;

- 51% and lower require individual review.

Individual Review
The University of Houston continues to review those applicants who do not meet the assured admissions criteria in light of the applicant's academic rigor, community service, extracurricular activities, and surmounting obstacles to pursue higher education. Letters of reference from high school teachers, counselors, supervisors and activity leaders along with personal statements are welcome additions to an applicant's file.

Transfer Admissions (from UH Website)
Applicants who have completed fewer than 15 semester credit hours will be reviewed as freshman applicants.

Applicants who have completed 15 or more semester credit hours from a U.S. regionally accredited institution will be considered transfer students. To be considered for admission, students must be eligible to return to the final institution attended.

The following are requirements for general admissions for transfer students (impacted majors have additional requirements):

- Applicants who have completed between 15 and 29 semester hours of college-level credit must have a 2.50 or higher cumulative grade point average*.
- Applicants who have completed 30 or more semester hours of college credit must have a 2.00 or higher cumulative grade point average.*
- Admission will be granted to applicants who have earned an associate of science or associate of art degree from the last school attended as long as the school is a U.S. regionally accredited school. Official transcripts must be received from all previously attended institutions.
- Applicants who are not eligible to return immediately to the last institution attended will not be admitted.

- All grades earned from college-level courses, including repeated courses, are used in computing the grade point average. All colleges attended must be U.S. regionally accredited.

4.7.1.1.2 **Graduation**

General Requirements for a Baccalaureate Degree (quoted from UH on-line catalog)

All candidates for a bachelor's degree at the University of Houston must meet certain minimum requirements. Additional requirements may be imposed by the individual department or college. Students should refer to the department or college section of this catalog for complete requirements and total number of hours prescribed for the specific degree.

The following are the minimum requirements for a bachelor's degree:

Students must complete at least 120 semester hours of courses. At least 36 of the 120 semester hours must be advanced, according to the requirements of respective degree plans.

Students must complete the state-mandated 42 hour core curriculum (see Core Curriculum Requirements section of this catalog).

Students must complete all course requirements of the major as specified in the college section of the catalog, some of which may also satisfy university core curriculum requirements.

Students must earn a 2.00 minimum cumulative grade point average in courses attempted at the university.

Students must earn a 2.00 minimum cumulative grade point average in courses attempted in the major at the university.

In addition to these general requirements, candidates for graduation must meet all special degree requirements as specified in the appropriate college sections in which the major is completed.

Students cannot satisfy any degree requirements in their major with advanced courses that were completed more than seven years before the semester in which the degree is awarded, unless they receive permission from their college dean.

No more than 30 semester hours of correspondence work and extension class credit may be applied to a bachelor's degree. The maximum correspondence credit applicable to the degree is 18 semester hours, with no more than six hours applicable toward the major.

Students must complete at least 30 semester hours in residence.

These residence hours are not to include credit by examination, special problems, or individual research courses taken at the University of Houston.
A minimum of nine semester hours of advanced work in the major field must be completed in residence.

Twenty-four (24) of the last thirty (30) semester hours to be applied toward a bachelor's degree must be taken in residence. The six credits allowed to be taken at external institutions within the final residency may be used only for:

- Core Requirement
- 1000 and 2000 level foreign language courses

Students are advised to consult a UH academic advisor before enrolling in courses off campus.

4.7.1.2 **Departmental/Programmatic**

4.7.1.2.1 Admissions

The College of Technology and the Information and Logistics Technology Departments follow the same

admissions procedure as the University of Houston (see 4.7.1.1.1).

4.7.1.2.2 Graduation **(from College of Technology Website)**

Hours Requirements

Students must complete a minimum of 120 hours to receive a degree from the University of Houston. Some degrees will require more than the 120 minimum in order to satisfy all the requirements for the major. Students should consult their degree plan in order to determine how many hours are required for their degree.

Students transferring to the University of Houston from a community college should be aware that a maximum of 66 hours can be applied toward their degree. It is possible that some students will have more than 66 hours of credit from a community college. In these instances the advisor and students may select which 66 hours of coursework from the community college will apply to the degree when the degree plan is filed.

For students who are pursuing a minor, it is possible for some courses that are completed as part of the general university requirements, college requirements or major requirements to also apply to the minor. In cases where one course satisfies a requirement in two areas of the degree plan, students should be aware that the course only counts once in calculating the total number of hours completed for the degree. In some instances, it is possible for students to complete all of the stated course requirements on their degree plan but fall short of the total hours required for the degree. In these instances, students will need to complete additional coursework (free electives) to bring their total hours to 120.

Graduation Preparation and Process

Graduating seniors should make an appointment with an advisor at least a year before graduation in order to identify unexpected problems or answer

any concerns in time to remedy them. The advisor will go over the degree plan to identify any remaining classes the student has to complete.

Students must apply for graduation through their myUH account. The academic calendar identifies the deadlines for submitting the graduation application.

Midway through the semester for which the student has applied for graduation, a "graduation analyst certification form" will be mailed to the student. The certification form will indicate that the student has been conditionally approved for graduation. The form will list the conditions that must be satisfied in order for the student to complete the requirements for their degree by the end of the current semester. The conditions listed on the analyst certification form typically include: satisfactory completion of the current semesters course work, submitting official transcripts for any outstanding transfer work, submit petitions for course substitutions and filing minor degree plans.

The analyst form will be marked "disapproved" if the applicant is not on track to satisfy their remaining degree requirements at the close of the semester.

Students should read the conditions carefully and take the necessary steps to satisfy all of the conditions by the end of the semester. If the student believes that any of the conditions listed have previously been met or are otherwise in error, the student should contact their advisor as soon as possible. If the conditions listed on the analyst certification form are not satisfied by the end of the semester, the student will be disapproved for graduation and must reapply for graduation in a subsequent semester.

4.7.2 List of all required courses by category. *(Note: the sample major degree plan displayed below is subdivided into categories similar to those requested in sections 4.7.2.1–4.7.2.5.). Also shown are the program's four minor programs.*

4.7.2.1 General Education (with mathematics, physical sciences, oral and written communications, and computer usage courses delineated). See the left side of the degree plan.

4.7.2.2 Digital Media technology (see DIGM, ELET, CIS and HDCS courses below)

4.7.2.3 Digital Media management (see TELS and DIGM 4372 courses below)

4.7.2.4 Related courses (management, human resources, advertising, marketing, accounting, photography, graphic design, electronics, journalism, and human relations) (see TELS, ITEC, and SCLT courses below).

4.7.2.5 Elective hours (see ELECTIVES below).

DIGITAL MEDIA (DIGM)

UNIVERSITY OF HOUSTON
COLLEGE OF TECHNOLOGY

DEPT. OF INFORMATION & LOGISTICS TECHNOLOGY
BACHELOR OF SCIENCE

NAME _____ UHID _____

UNIVERSITY CORE REQUIREMENTS

	GR	SH	AH
Communication (6 SH)			
ENGL 1303 English Composition I	____	____	____
ENGL 1304 English Composition II	____	____	____
Writing in the Discipline (3 SH)			
TELS 3363 Technical Communication	____	____	____
History/Government (12 SH)			
HIST 1376 or 1377 US History to 1877	____	____	____
HIST 1378 or 1379 US History since 1877	____	____	____
POLS 1336 US & TX Const/Politics	____	____	____
POLS 1337 US Government	____	____	____
Language, Philosophy, & Culture* (3 SH)			
_____	____	____	____
Creative Arts* (3 SH)			
_____	____	____	____
Social/Behavioral Sciences* (3 SH)			
_____	____	____	____
Math/Reasoning (12-13 SH)			
Students must choose 12-13 hours from courses listed below.			
MATH 1310 College Algebra	____	____	____
MATH 1313 Finite Math With Applications	____	____	____
TMTH 3360 Applied Tech Statistics	____	____	____
PHIL 1321 Logic I	____	____	____
eMedia Area of Emphasis Requires MATH 1330 & MATH 1431			
MATH 1330 Precalculus	____	____	____
MATH 1431 Calculus I	____	____	____
Life & Physical Sciences* (6 SH)			
_____	____	____	____
_____	____	____	____

APPROVALS:

_____
Student Signature Date

_____
Advisor Date

_____
Department Chair Date

36 advanced (3000, 4000 level) semester hours (SH) must be completed.

TASP requirements must be met.

* Refer to class schedule for lists of courses that satisfy University Core requirements.
** Equivalent courses from other UH departments and community colleges can satisfy this course requirement.
*** Students must pass the department computer literacy test prior to enrollment in advanced, major courses.
**** Equivalent courses from other UH departments can satisfy this course requirement

Total hours required: 120-121 SH minimum
For graduation with Honors, see Undergraduate Catalog.

Major Requirements

MUST RECEIVE A "C" OR BETTER	GR	SH	AH
Digital Media Core—60 hours			
DIGM 2350 Graphics for Digital Media**	____	____	____
DIGM 2351 Web Design**	____	____	____
DIGM 2352 Digital Photography**	____	____	____
DIGM 2353 Page Layout & Design	____	____	____
DIGM 3351 Graphic Prod Process Cont. 1	____	____	____
DIGM 3354 Video Production 1****	____	____	____
DIGM 4372 Costing in Digital Media	____	____	____
DIGM 4399 Senior Thesis	____	____	____
ITEC 3325 Survey of Info Tech Applications	____	____	____
SCLT 2362 Intro To Logistics Technology	____	____	____
SCLT 2380 Distribution Channels	____	____	____
SCLT 3381 Industrial and Consumer Sales	____	____	____
TELS 3340 Org Leadership and Supervision	____	____	____
TELS 3345 Human Resources in Tech	____	____	____
TELS 3355 Project Leadership	____	____	____
TELS 3365 Team Leadership	____	____	____
TELS 4341 Production & Service Operations	____	____	____
TELS 4342 Quality Improvement Methods	____	____	____
Students Must Choose One Area of Emphasis			
Print Media Area of Emphasis —12 hours			
DIGM 3350 Digital Media Mat & Proc	____	____	____
DIGM 3252/3152 Graphic Prod Process Cont. 2 & Lab	____	____	____
DIGM 4373 Graphic Prod Process Cont. 3	____	____	____
DIGM 4375 Package Design	____	____	____
eMedia Area of Emphasis—12 hours *Prerequisite of MATH 1330 and MATH 1431*			
ELET 2300 Introduction to C++ Programming	____	____	____
CIS 2336 Internet Application Development	____	____	____
DIGM 3356 ePublishing	____	____	____
DIGM 4376 Integrated Media	____	____	____
Video Production Area of Emphasis—12 hours			
DIGM 3370 2D Animation	____	____	____
DIGM 3374 Video Production 2****	____	____	____
DIGM 4376 Integrated Media	____	____	____
DIGM 4379 Transmedia	____	____	____
eCommerce Area of Emphasis—12 hours			
DIGM 3356 ePublishing	____	____	____
DIGM 4376 Integrated Media	____	____	____
HDCS 4374 Entrepreneurial E-Tailing	____	____	____
HDCS 4375 Strategies in E-Tailing	____	____	____
Packaging Area of Emphasis—12 hours			
DIGM 3252/3152 Graphic Prod Process Cont. 2 & Lab	____	____	____
DIGM 4373 Graphic Prod Process Cont. 3	____	____	____
DIGM 4375 Package Design	____	____	____
Guided Elective_____	____	____	____
ELECTIVES (6 SH): Choose 6 hours from among the following			
_____	____	____	____
_____	____	____	____

DIGM 4396, HDCS 3369, TELS 2360, TELS 4371, Computer Literacy***
Up to 6 hours of ART coursework

NOTE: The Academic Services Center can assist in determining the directed emphasis courses that best fit your degree requirements.

Fall 2014

U N I V E R S I T Y of H O U S T O N

College of Technology
Academic Services Center
Fax: 713/743-4032

300 Technology Building, Room 108 T1
Houston, TX 77204-4021
713/743-4100

College of Technology
Declaration of Minor for Computer Graphics (CGTMNR)

Students wishing to obtain a minor may choose any approved minor program within the College of Technology. Minimum requirements range from 15 to 18 semester hours of course work, of which 9 must be advanced; 9 semester hours in residence at UH of which 6 must be advanced; and a 2.0 minimum grade point average in all courses in the minor at the University of Houston.

Name _____ Daytime Phone # _____

Address _____
Street City State Zip

Student PS # _____ Major_____

Email _____ Hours needed for minor: 18 hours

COURSEWORK REQUIRED FOR MINOR

Department	Course Number	Transferred	Completed at UH	To be Completed
DIGM	2350			
DIGM	2351			
DIGM	2353			
DIGM	3356			
DIGM	3357			
DIGM	4376			

_____
Student Signature Date

_____
Academic or Faculty Minor Advisor Date

Distribution: Student/RAR

Learning. Leading.

U N I V E R S I T Y of H O U S T O N

College of Technology
Academic Services Center
Fax: 713/743-4032

300 Technology Building, Room 108 T1
Houston, TX 77204-4021
713/743-4100

College of Technology
Declaration of Minor for Graphic Communications Technology (GCTMNR)

Students wishing to obtain a minor may choose any approved minor program within the College of Technology. Minimum requirements range from 15 to 18 semester hours of course work, of which 9 must be advanced; 9 semester hours in residence at UH of which 6 must be advanced; and a 2.0 minimum grade point average in all courses in the minor at the University of Houston.

Name _____ Daytime Phone # _____

Address _____
Street City State Zip

Student PSID _____ Major_____

Email _____ Hours needed for minor: 18 hours

COURSEWORK REQUIRED FOR MINOR

Department	Course Number	Transferred	Completed at UH	To be Completed
DIGM	2350			
DIGM	2353			
DIGM	3350			
DIGM	3351			
DIGM	3252/3152			
*				

*** Select 1 course from electives below**
DIGM 4372
DIGM 4373
DIGM 4375

_____
Student Signature Date

_____
Academic or Faculty Minor Advisor Date

Distribution: Student/RAR

Learning. Leading.

U N I V E R S I T Y of H O U S T O N

College of Technology
Academic Services Center
Fax: 713/743-4032

300 Technology Building, Room 108 T1
Houston, TX 77204-4021
713/743-4100

College of Technology
Declaration of Minor for Motion Media (MOMMNR)

Students wishing to obtain a minor may choose any approved minor program within the College of Technology. Minimum requirements range from 15 to 18 semester hours of course work, of which 9 must be advanced; 9 semester hours in residence at UH of which 6 must be advanced; and a 2.0 minimum grade point average in all courses in the minor at the University of Houston.

Name _____ Daytime Phone # _____

Address _____
Street City State Zip

Student PS # _____ Major_____

Email _____ Hours needed for minor: 18 hours

COURSEWORK REQUIRED FOR MINOR

Department	Course Number	Transferred	Completed at UH	To be Completed
DIGM	2350			
DIGM	2352			
DIGM	3354			
DIGM	3370			
DIGM	3374			
DIGM	4371			

_____
Student Signature Date

_____
Academic or Faculty Minor Advisor Date

Distribution: Student/RAR

THIS MINOR IS NOT FOR MEDIA PRODUCTIONS MAJORS IN THE SCHOOL OF COMMUNICATION.

Learning. Leading.

U N I V E R S I T Y of H O U S T O N

College of Technology
Academic Services Center
Fax: 713/743-4032

300 Technology Building, Room 108 T1
Houston, TX 77204-4021
713/743-4100

College of Technology
Declaration of Minor for Package Design (PKGMNR)

Students wishing to obtain a minor may choose any approved minor program within the College of Technology. Minimum requirements range from 15 to 18 semester hours of course work, of which 9 must be advanced; 9 semester hours in residence at UH of which 6 must be advanced; and a 2.0 minimum grade point average in all courses in the minor at the University of Houston.

Name _____ Daytime Phone # _____

Address _____
Street City State Zip

Student PSID _____ Major_____

Email _____ Hours needed for minor: 18 hours

COURSEWORK REQUIRED FOR MINOR

Department	Course Number	Transferred	Completed at UH	To be Completed
DIGM	2350			
DIGM	2353			
DIGM	3355			
DIGM	3252/3152			
DIGM	4373			
DIGM	4375			

_____
Student Signature Date

_____
Academic or Faculty Minor Advisor Date

Distribution: Student/RAR

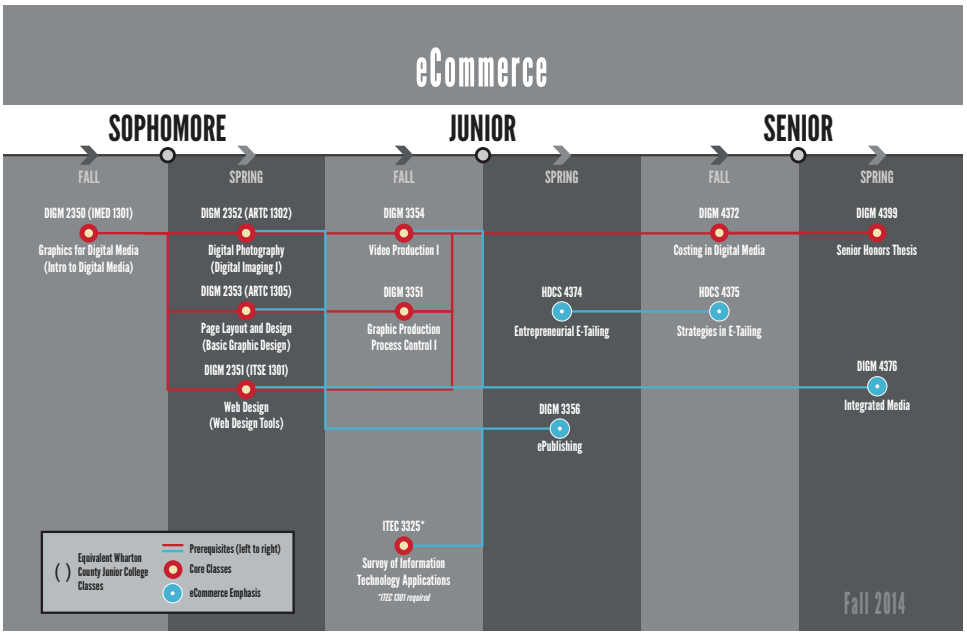
Learning. Leading.

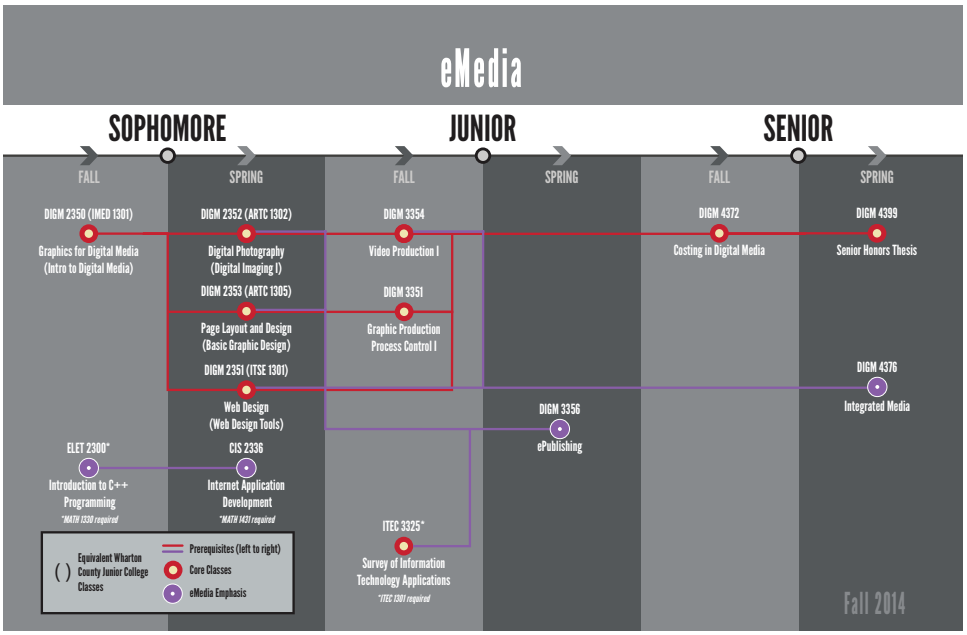
4.7.3 Course outlines for Digital Media courses.
Please see course syllabi binder and the teaching binders available for each course. All syllabi are also available online at http://www.uh.edu/tech/digitalmedia/program/courses/.

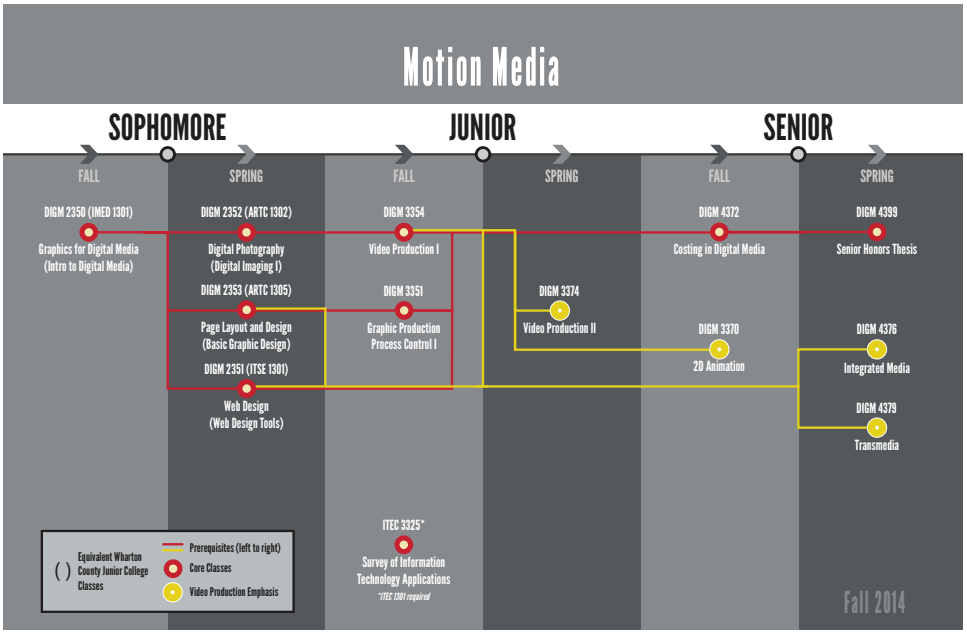
4.7.4 Course Sequence: Curricular structure is in place exhibiting a logical diversity consistent with the mission, goals, and objectives of the program.

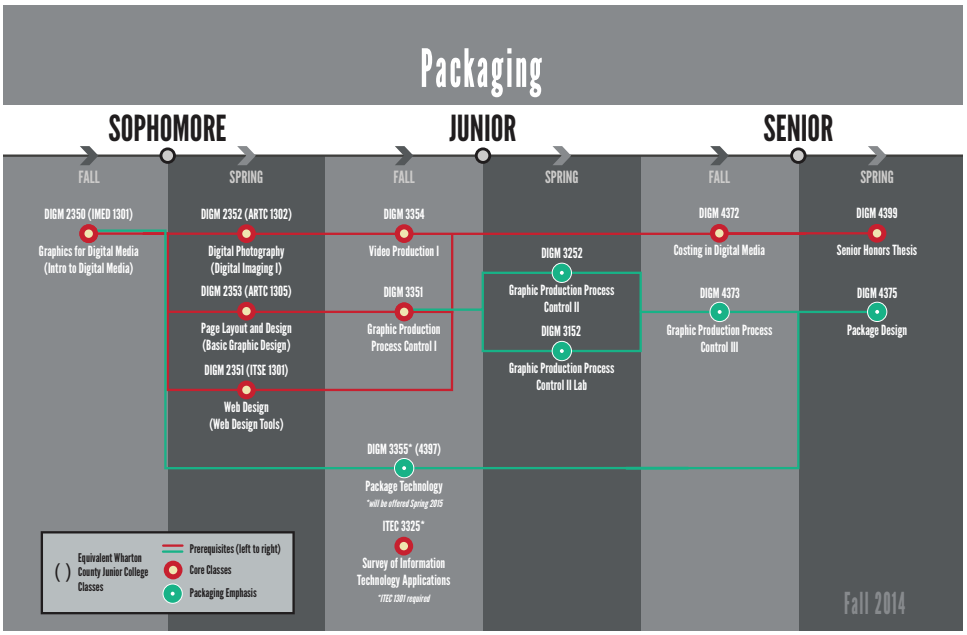
4.7.4.1 Current technology is exhibited.
Please see course syllabi and Section 4.5 Equipment and Facilities.

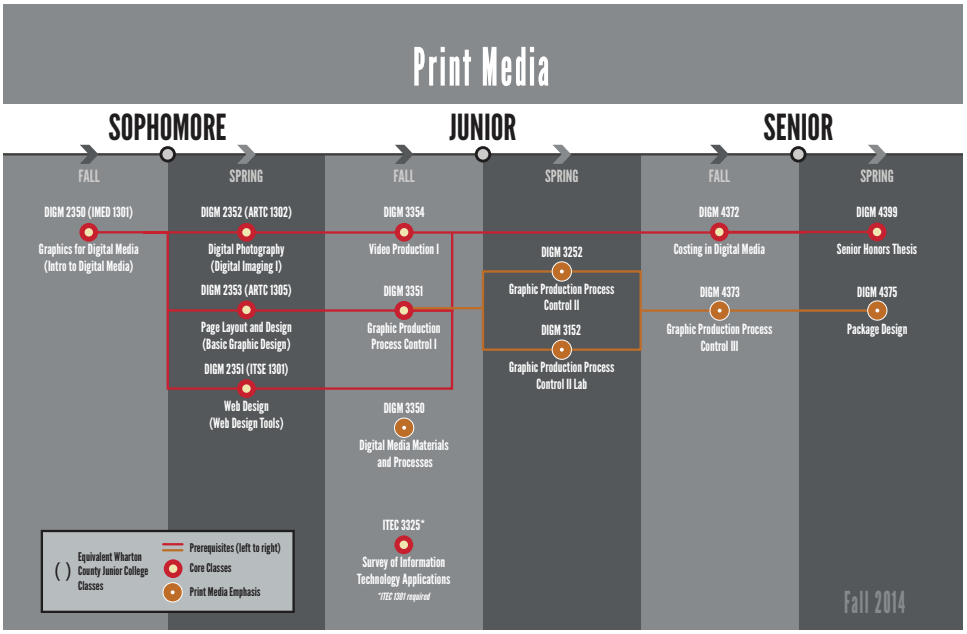
4.7.4.2 Schematic diagram of course sequence, including prerequisites. *For purposes of advisement, separate flowcharts are provided for each of the five Digital Media areas of emphasis. Required classes are shown in each flowchart in red while the emphasis area's specific courses are in the contrasting color.*




eMedia
SOPHOMORE
JUNIOR
SENIOR
FALL
SPRING
FALL
SPRING
FALL
SPRING
DIGM 2350 (IMED 1301)
Graphics for Digital Media (Intro to Digital Media)
DIGM 2352 (ARTC 1302)
Digital Photography (Digital Imaging I)
DIGM 2353 (ARTC 1305)
Page Layout and Design (Basic Graphic Design)
DIGM 2351 (ITSE 1301)
Web Design (Web Design Tools)
DIGM 3354
Video Production I
DIGM 3351
Graphic Production Process Control I
DIGM 3356
ePublishing
ITEC 3325*
Survey of Information Technology Applications
*ITEC 1301 required
DIGM 4372
Costing in Digital Media
DIGM 4399
Senior Honors Thesis
DIGM 4376
Integrated Media
ELET 2300*
Introduction to C++ Programming
*MATH 1330 required
CIS 2336
Internet Application Development
*MATH 1431 required
( ) Equivalent Wharton County Junior College Classes
Prerequisites (left to right)
Core Classes
eMedia Emphasis
Fall 2014


Motion Media
SOPHOMORE
JUNIOR
SENIOR
FALL
SPRING
FALL
SPRING
FALL
SPRING
DIGM 2350 (IMED 1301)
Graphics for Digital Media (Intro to Digital Media)
DIGM 2352 (ARTC 1302)
Digital Photography (Digital Imaging I)
DIGM 2353 (ARTC 1305)
Page Layout and Design (Basic Graphic Design)
DIGM 2351 (ITSE 1301)
Web Design (Web Design Tools)
DIGM 3354
Video Production I
DIGM 3351
Graphic Production Process Control I
DIGM 3374
Video Production II
ITEC 3325*
Survey of Information Technology Applications
*ITEC 1301 required
DIGM 4372
Costing in Digital Media
DIGM 3370
2D Animation
DIGM 4399
Senior Honors Thesis
DIGM 4376
Integrated Media
DIGM 4379
Transmedia
( ) Equivalent Wharton County Junior College Classes
Prerequisites (left to right)
Core Classes
Video Production Emphasis
Fall 2014


Packaging
SOPHOMORE
JUNIOR
SENIOR
FALL
SPRING
FALL
SPRING
FALL
SPRING
DIGM 2350 (IMED 1301)
Graphics for Digital Media (Intro to Digital Media)
DIGM 2352 (ARTC 1302)
Digital Photography (Digital Imaging I)
DIGM 2353 (ARTC 1305)
Page Layout and Design (Basic Graphic Design)
DIGM 2351 (ITSE 1301)
Web Design (Web Design Tools)
DIGM 3354
Video Production I
DIGM 3351
Graphic Production Process Control I
DIGM 3355* (4397)
Package Technology
*will be offered Spring 2015
ITEC 3325*
Survey of Information Technology Applications
*ITEC 1301 required
DIGM 3252
Graphic Production Process Control II
DIGM 3152
Graphic Production Process Control II Lab
DIGM 4372
Costing in Digital Media
DIGM 4373
Graphic Production Process Control III
DIGM 4399
Senior Honors Thesis
DIGM 4375
Package Design
( ) Equivalent Wharton County Junior College Classes
Prerequisites (left to right)
Core Classes
Packaging Emphasis
Fall 2014


Print Media
SOPHOMORE
JUNIOR
SENIOR
FALL
SPRING
FALL
SPRING
FALL
SPRING
DIGM 2350 (IMED 1301)
Graphics for Digital Media (Intro to Digital Media)
DIGM 2352 (ARTC 1302)
Digital Photography (Digital Imaging I)
DIGM 2353 (ARTC 1305)
Page Layout and Design (Basic Graphic Design)
DIGM 2351 (ITSE 1301)
Web Design (Web Design Tools)
DIGM 3354
Video Production I
DIGM 3351
Graphic Production Process Control I
DIGM 3350
Digital Media Materials and Processes
ITEC 3325*
Survey of Information Technology Applications
*ITEC 1301 required
DIGM 3252
Graphic Production Process Control II
DIGM 3152
Graphic Production Process Control II Lab
DIGM 4372
Costing in Digital Media
DIGM 4373
Graphic Production Process Control III
DIGM 4399
Senior Honors Thesis
DIGM 4375
Package Design
( ) Equivalent Wharton County Junior College Classes
Prerequisites (left to right)
Core Classes
Print Media Emphasis
Fall 2014

4.7.5 Rationale for graphic communications program curricular structure, scope, and sequence.

4.7.5.1 Rationale for graphic communications courses.

Graphic-specific courses in the Digital Media Program provide students with a wide range of background in print, eMedia, eCommerce, packaging, and motion media. Many courses support all of these areas of endeavor, such as DIGM 2350 (Photoshop and Illustrator skills are used in print, eMedia, motion media, and packaging), 2352 (digital photography is used in print, eMedia, motion media, and packaging), 4372 (costing is approached from print, web, graphic design, web design, photographic, and videographic perspectives), and 4399 (a student's senior thesis can focus on any area within digital media). Other courses are primarily devoted to print (DIGM 3350, 3351, 3152, 3252, and 4373), some to motion media (DIGM 3354, 3374, 3370, 4371, and 4379), some support packaging (DIGM 3351, 3152, 3252, 3355, 4373, and 4375), and some to eMedia and eCommerce (DIGM 2351, 3356 and 4376). One class, DIGM 3353, introduces graphic communications concepts to non-DIGM majors.

Many DIGM courses support other majors and/or minors. For example, DIGM 2350, 2353, 3350, 3351, 3152/3252, 4372, 4373, and 4375 are all used in the Graphic Communications Technology Minor. Similarly, DIGM 2350, 2351, 2353, 3356, 3356, 3357, and 4376 all support the Computer Graphics Minor. In addition, DIGM 2350, 2352, 3354, 3370, 3374, and 4371 are all used in the Motion Media Minor. Finally, DIGM 2350, 2353, 3355, 3152/3252, 4373, and 4375 are all part of the Package Design Minor.

DIGM 2350, 2351, and 3353 are all approved technical electives for the College of Technology's Computer Information Systems Program. DIGM 2350, 3350, and 3351 are all Approved Electives for the Supply Chain and Logistics Technology Program.

DIGM 2350, 2352, 3353, and 4390 all support the College of Liberal Arts and Social Sciences' Visual Studies minor. Finally, DIGM 3353 is a core course for most majors in the Information and Logistics Technology Department.

DIGM 2350 (Graphics for Digital Media) is the introductory technology-intensive course for students majoring in the Digital Media Program or in any minor offered by the Digital Media program. DIGM 2350 also serves students majoring in Information Systems Technology as one of three courses in a digital me-

dia/Web elective block, and the Supply Chain and Logistics Technology students as an approved elective. The course is designed to familiarize students with vector graphics and pixel-based images as well as terminology and concepts used in print and other digital media. It introduces students to the Macintosh computer platform, covers vector and pixel-based image creation techniques, and provides students with tools to create and/or manipulate illustrations for given media. Students completing the class will have a broad overview of image generation procedures so they may design vector and pixel-based images and/or effectively communicate technically with vendors and buyers. The required course also serves as the introduction to the six-semester-long senior thesis sequence that begins in the sophomore year and ends in the senior year. More information about the Digital Media Program's research process is found in this report in sections 4.2.2 and 4.6.1. This course supports all of the Digital Media Program's areas of emphasis.

DIGM 2351 (Web Design) is an introduction to web design. Topics include the tools and technologies involved in website design; how to design for the medium and its audience; website interface design principles; planning and organizing a website; information architecture; wire framing; navigation; layout; typography, graphics and color for the web; enhancing websites with animation, video and sound; publishing, testing, and maintaining a website; implementing Search Engine Optimization (SEO); and copyright and ethical considerations. Students completing the course will have a broad overview of web design techniques and procedures so they may create websites, work as a part of a website development team, and/or effectively communicate technically with vendors and clients. This required course specifically supports the Digital Media Program's eMedia and eCommerce areas of emphasis as well as the Computer Graphics Minor. DIGM 2351 also serves students majoring in Information Systems Technology as one of three courses in a digital media/Web elective block.

DIGM 2352 (Digital Photography) introduces students to digital cameras; photographic principles; image organization, meta-data, evaluation, and correction; digital asset management; creating image portfolios for the Web; and use of color management to soft- and hard-proof finished photographs. Students completing the course have a broad overview of digital photography, photographic retouching, and digital asset management so they may work as a part of a digital media development team, implement digital asset management processes, and/or effectively communicate technically with vendors and buyers. This course supports all areas of emphasis in the Digital Media Program and the Motion Media Minor.

DIGM 2353 (Page Layout and Design) provides students with a focus on the design aspects of Digital Media including the use of typography, graphics, color, and graphic design principles through instruction in an industry standard page layout software program. This required course supports all of the Digital Media Program's areas of emphasis as well as the Computer Graphics and Graphic Communications Technology Minors.

DIGM 3350 (Digital Media Materials and Processes) introduces students to printing processes that are not covered in-depth by the program's labs, including screen-printing, flexography, gravure, engraving, pad printing, large sheet and web offset-lithographic and digital printing, and state of the art finishing processes. To the extent possible, students visit Houston-area plants to see these processes first-hand. In addition, the DIGM 3350 course functions as the Digital Media program's ink and substrate course. Paper and ink manufacturing, attributes, print characteristics, and environmental considerations are covered. This course supports the Digital Media program's Print Area of Emphasis and print's interconnection to all forms of digital media. It is also required for the Graphic Communications Technology Minor and is an approved elective in the Supply Chain and Logistics Technology Program.

DIGM 3351 (Graphic Production Process Control 1) introduces students to the print production workflow, variable-data personalization, imposition planning and application through software, tone reproduction, tone correction, proofing, and outputting. Students use Macintosh computer workstations; page layout, pixel-editing, scanner, variable-data, imposition, and RIP software; proofers; platesetter; digital and conventional printing machines; paper cutter; folding machine; and padding rack. This course is the initial course in graphic production process control and is followed by two additional related courses, DIGM 3252, DIGM 3152 (the lab component of DIGM 3252), and 4373. This required course supports the Digital Media program's area of emphases in Print and Packaging, is appropriate for students completing minors in Graphic Communications Technology, and is an approved elective in the Supply Chain and Logistics Technology Program.

Note that in its report to the Digital Media faculty, based upon its November 2–4, 2009 visit to University of Houston, the ACCGC team suggested: "Consider adding more print production planning to appropriate course, specifically imposition planning and imposition application software use." By adding content-rich online content to the lecture portion of this class coupled with step-by-step

video demonstrations, the Digital Media faculty have complied with the first part of this recommendation. In addition, the course's lab now features tutorials and multiple projects using Kodak PREPS software. Thus, the second half of the recommendation has been fulfilled.

Note also that the previous ACCGC team recommended: "Consider adding a RIP and digital press to teach variable data printing and other digital printing applications." The Digital Media program has complied with this recommendation through its extensive use of its XEROX J75 digital press and its front-end RIP coupled with the use of XMPie in DIGM 3351. Students in DIGM 3351 prepare variable data projects and then watch a demonstration of their work output on the J75 press. In the subsequent lab course, DIGM 3152, students do static and variable-data printing on the J75. The DIGM program now complies with the previous ACCGC Team's recommendations.

DIGM 3252 lecture and 3152 lab (Graphic Production Process Control 2) builds upon the concepts covered in DIGM 3351 and focuses on the production of conventional and digital documents using a PDF workflow. Due to the large number of students taking this course, coupled with the small size of the lab and the limited equipment available for student use, the lecture and lab components of this class were separated. A "lecture" module is taught once per year entirely online and a face-to-face lab is offered every semester, including summer.

This course, and its associated lab, comprises the second of three courses in graphic production process control and is followed by DIGM 4373. This course supports the Digital Media program's areas of emphases in Print and Packaging and is applicable to students completing the Graphic Communications Technology and Package Design Minors.

The lecture portion of the course, DIGM 3252, covers press and printing technologies including offset lithography, gravure, letterpress/flexography, screen, digital printing technologies, and specialized applications; history of lithography; dampening, inking, and printing systems; web- and sheetfed presses; imposition; folding; binding and cutting; makeready; quality control; and environmental health and safety.

In the lab, students focus on conventional and digital printing device makeready, running, and cleanup/maintenance. The Sheetfed Offset Training Simulator (SHOTS) is utilized extensively to teach

press troubleshooting. In addition, variable data production is covered. Students also do binding and finishing operations as they produce documents they (in DIGM 3351) and others have created using page layout, imposition, and PDF-generating software.

Please note the comments under DIGM 3351 above regarding the fulfillment of the previous ACCGC team's recommendations about teaching digital printing and variable-data printing.

DIGM 3353 (Visual Communications Technology) functions as a graphic design class for "non-designers." This unique class was fashioned as a departmental core class for the Information and Logistics Technology department because the faculty believes that each of the department's graduates should be visually literate. The course focuses on the use of typography, graphics, color, and graphic design principles in the preparation of typical business documents. Instead of spending time learning graphic-related software, students may use previously-mastered off-the-shelf business applications that they would typically use in their chosen careers (word-processing and presentation software) to demonstrate their mastery of the course's objectives. The course is not taken by students majoring in Digital Media, but it supports numerous minors as an elective and is a departmental core course in the Information and Logistics Technology Department. The course provides students with an introduction to the complexities of visual communications and an understanding of the efforts involved in generating successful deliverables so that they will have an understanding of creating a personal and professional brand. DIGM 3353 has been featured at two International Graphic Arts Education Association conferences and is the topic of a paper in the *Visual Communications Journal.*

DIGM 3354 (Video Planning and Production) introduces students to digital video pre-production, including story idea generation, story pitching, project planning, storyboarding, scriptwriting, budgeting, and scheduling. In the area of production, students are introduced to the use of a digital camcorder, composition, lighting, and directing. Students also begin learning about video post-production, including capturing video and audio, editing, audio mixing, special effects and exporting in the proper compression and aspect ratios. The course builds upon knowledge students acquired in DIGM 2352 (Digital Photography), and prepares them for more advanced work in DIGM 3374 (Video Production 2). This course supports the Digital Media program’s emphasis in Motion Media as well as the Motion Media Minor.

DIGM 3355 (Packaging Technology) is a course that covers the realities of packaging supply chain and logistics. Students analyze the effectiveness of different types of packaging materials and solutions, evaluate the functionality of a design's product protection capabilities, and discover how to synthesize a variety of options and alternatives in order to create an effective palletization plan utilizing secondary and tertiary packaging. In addition to these skills, students are provided with opportunities to tour local packaging businesses, interact with guest speakers in a variety of areas of specialization, and learn basic functionality of ESKO *Toolkit for Boxes* software. This course builds on knowledge students acquired in DIGM 2350 (Graphics for Digital Media) and DIGM 2351 (Page Layout and Design) in order to understand how those principles apply to packaging for consumer and commercial products. This course supports the Digital Media program's emphasis in Motion Media. It also supports the new Packaging Minor.

The **DIGM 3356 (ePublishing)** course focuses on electronic publishing for e-readers, emails, and the Internet. The course provides an overview of the e-publishing workflow, file formats, metadata, digital assets management, xml, and eMedia specifications. Students completing the course will plan, create, and evaluate various electronic publications for different ePublishing devices, such as the iPad or the iPhone. Students will differentiate between traditional and eMedia publishing models and workflows. They will utilize various digital media publishing formats, such as EPUB, iBOOKS, PDF, and XML. Students will also differentiate among Content Management, Digital Assets Management, and Rights Management. They will create XML-based metadata files of their content following specific eMedia standards and specifications and utilize email blasts and print-to-web technologies. This course supports the Digital Media Program's eMedia emphasis area and the Computer Graphics Minor.

DIGM 3374 (Video Production 2) reinforces and builds upon what students learn in DIGM 3354 (Video Production 1). Students learn and utilize, in two major projects, more advanced production techniques that emphasize aesthetics, design, color theory, composition, direction, and special effects. Students are also given a greater understanding of the business side of video production, through the use of guest speakers from the industry and documentary and training screenings. This course supports the Digital Media program's emphasis in Motion Media as well as the Motion Media Minor.

DIGM 3370 (2D Animation) covers two-dimensional (2D) computer-generated imagery (CGI), including drawing, coloring, and animating objects and characters; phonemes for character dialog; and object-oriented programming. This course introduces students to the animation production pipeline, requiring them to produce a one-minute long fully animated project. Students learn the business side of 2D animation from the instructor and industry guest lecturers. This course supports the Digital Media program's emphasis in Motion Media as well as the Motion Media Minor.

DIGM 4371 (3D Modeling and Animation) covers the creation of three-dimensional (3D) computer-generated imagery (CGI), including modeling, texturing, and rigging for animating objects and characters; morphing target blendshapes for facial animation and phonemes; and special effects creation with compositing in video. Students learn the business side of 3D animation from the instructor and industry guest lecturers. This course supports the Digital Media program's emphasis in Motion Media as well as the Motion Media Minor.

DIGM 4372 (Costing in Digital Media) covers the estimating of digital media materials and labor; derivation of costs of raw material, labor, and fixed expenses; calculation of budgeted hour rates; application of business/trade customs; workflow and floor plan analysis; profit; and pricing. These processes are covered from the perspectives of graphic design, photography/videography, and web design. From the printing perspective, the course also includes a comprehensive review of paper attributes and planning with an emphasis on the impact of paper choices on job cost. The course does not rely on computer software to prepare estimates. Instead, it focuses on deriving costs necessary to provide accurate data to estimating software packages. Students who express an interest in estimating and costing are encouraged to apply for relevant internships to further their knowledge of software-specific estimating processes. This course supports the Digital Media Program's area of emphasis in print and the Graphic Communications Technology Minor.

DIGM 4373 (Graphic Production Process Control 3) builds upon the concepts covered in DIGM 3351 and 3252/3152. It focuses on color theory and reproduction. Topics include color models, color measurement, device calibration and characterization, color separation using locally-created or industry-standard ICC profiles, global and local color correction, and image modification. Student-created projects are proofed on digital proofing devices and output on conventional and digital printing machines. This course is the

third of three courses in graphic production process control and is the capstone of the program's print emphasis. This course supports the Digital Media program's area of emphases in Print and Packaging, is required for students completing the Package Design Minor and can be used by students completing the Graphic Communications Technology Minor.

DIGM 4375 (Package Design) builds upon the concepts introduced in DIGM 3355 (Package Technology), DIGM 3252/3152, and DIGM 4373 (Graphic Production Processes). It focuses on packaging aesthetics, brand management, sustainability, and governmental regulations. Students delve into additional aspects of ESKO software including labels, shrink-wraps, bottle design and flexibles. Students prepare both individual products to develop shelf identity for a variety of structures and a team project in which they develop product hierarchy while maintaining consistency across the brand. Guests are invited to join the critique of the team projects in order to provide feedback and give the students experiencing presenting recommendations to a client. This course supports the Digital Media Program's Packaging Minor as well as the Packaging Emphasis in the Digital Media Degree Plan. It is the capstone class of the Packaging Area of Emphasis.

The **DIGM 4376 (Integrated Media)** course is the capstone course for Digital media students who complete the eMedia area of emphasis. Students create an extensive communication piece to deliver through several media channels, including video, web, ePublishing, mobile, print, and/or social media. Students prepare project design proposals and storyboards and present them to the instructor. They develop the chosen designs and create corporate and personal social media strategies. Students also present the final design products to class and invited guest(s). This course supports the Digital Media program's eMedia emphasis as well as the Computer Graphics Minor. This course supports the Digital Media program's area of emphasis in print

DIGM 4379 (Transmedia) covers the theory and practice of multiple media platform storytelling and distribution, also known as Transmedia. The course includes the technology, production, and management of creative transmedia storytelling. This course supports the Digital Media Program's emphasis in Motion Media and is its capstone class. It also supports the Motion Media Minor.

DIGM 4396 (Internship). All internships are custom-designed by the individual student in consultation with a professor who teaches Digital Media. Before beginning an internship experience, a stu-

dent must meet with a professor who teaches graphic communications technology to discuss the student's educational needs and objectives. Based upon the meeting, the student will compose a draft objective statement. The objectives of each internship are flexible and will vary according to the knowledge-acquisition needs and career goals of each individual student. Based upon the completed objective statement, the professor will work with the student to obtain an appropriate mentor. The objective statement then becomes a "contract" with the mentor and will also be the table of contents of the student's required term paper.

DIGM ELECTIVE COURSES

The DIGM degree provides for six hours (two courses) of electives. Students who transfer into the program from the Graphic Design program offered by the School of Art may apply two related ART courses to their Digital Media degree. In addition, students may choose to take two additional DIGM courses that are *not* part of their Area of Emphasis, Entrepreneurship (HDCS 3369), Business Law (TELS 2360), Leading Change in the Workplace (TELS 4371), and/or DIGM 4396 (Internship).

Note that in its report to the Digital Media faculty, based upon its November 2–4, 2009 visit to University of Houston, the ACCGC team suggested: "The team believes an internship requirement would strengthen the program. The university is ideally situated in a major US city with great potential for local placement of interns. Both the Digital Media program and students would likely benefit from this requirement."

Although a real-world experience ought to be experienced by *all* Digital Media students prior to graduation, the Internship course is an elective for two reasons: 1) There are often issues with foreign students that make it difficult for employers to hire such individuals; and 2) Many Digital Media students are already employed in the digital media industry and do not particularly need an introduction to the "real world." For this reason, the Digital Media faculty have not implemented the previous ACCGC Team's recommendation regarding internships.

4.7.5.2 Rationale for non-graphic communications courses in support of the major including explanation of how support courses are used to supplement, strengthen, and broaden the program.

The mission of the Digital Media program states: "The University of Houston Digital Media program prepares technologically-savvy graduates to design and manage media projects that meet the visual communication needs of their clients." Digital Media courses designated DIGM (supplemented, as appropriate, with those with the ITEC, ELET, CIS, and HDCS rubrics) provide the "technology savvy." However, the program relies on sister programs within the Information and Logistics Technology Department to enhance the students' knowledge of management, especially sales, distribution, project management, human resource management, and quality control. These concepts are taught by the Supply Chain and Logistics and Organizational Leadership and Supervision faculties…SCLT and TELS, respectively.

ORGANIZATIONAL LEADERSHIP AND SUPERVISION REQUIRED COURSES

The philosophy of the Accrediting Council for Collegiate Graphic Communications (ACCGC) states, in part, “Management includes marketing, sales, customer service, costing, pricing, estimating, financial controls, production, inventory control, distribution, personnel relations, quality control, and related areas.” To meet the Council’s recommendation to cover management, production control, personnel relations, and quality control, the Digital Media program includes courses offered by the Organizational Leadership and Supervision (OLS) major. Courses from this major that are taken by Digital Media students are: Organizational Leadership and Supervision, Human Resources Management, Project Leadership, Team Leadership, Production and Service Operations, and Quality Improvement Methods. In addition, students’ general business skills are refined and expanded through participation in all graphic-related courses.

TELS 3340 (Organizational Leadership and Supervision) covers the role of supervisors in making goods, services, jobs, and income; describes organizational concepts, principles, and practices; describes problem-solving techniques; discusses problem solving and motivational techniques; explores the significance of human resource management; and discusses the ethical responsibilities of supervision. This course supplements the Digital Media courses by providing a basic foundation in organizational supervision that graduates will need to function as leaders in the digital media industry.

TELS 3345 (Human Resources in Technology) addresses the functions of personnel administration in human resource develop-

ment, employee-supervisor relationships, interviewing, recruiting and selection techniques, and training and development strategies and programs. The course provides students with an opportunity to study: the elements, processes, and functions of human resource management; how investments in intellectual resources contribute to a positive, satisfying, productive workplace environment; the value of attitude, motivation, humor, creativity and leadership in maximizing human capital; and how human resource development continues to evolve in a technology-oriented, economically driven global society. Since the goal of the Digital Media program is to prepare students to lead teams of technology and design specialists, a firm grounding in human resource management is essential. This course provides that basis.

TELS 3355 (Project Leadership) introduces digital media students to project management leadership processes. Topics include core knowledge and skills required for project management including project management planning, scope management, time management, human resource management, project quality management, risk management, contracts and procurement in projects, and project execution. The entire project life cycle and the role of a project leader are covered. Project requirements and standards as published in the Project Management Institute's A Guide to the Project Management Body of Knowledge (PMBOK Guide) are also highlighted. Since products of the Graphic Communications/Digital Media industry are generally produced as discrete projects, as contrasted to mass production, a firm grounding in project leadership processes is essential. Thus, this course strengthens the Digital Media program.

TELS 3365 (Team Leadership) teaches digital media students about roles, processes, and strategies for team leadership. Students learn to create collaborative climates for team performance, to develop team members, to lead successful team meetings, and to use strategies for dealing with global and virtual teams. Since most graphic communications/digital media products are completed by teams of creative personnel, technologists, salespersons, sales support staff, and managers, students interested in leading such teams need the strategies covered in this supplementary course.

TELS 4341 (Production and Service Operations) teaches the digital media students to plan and control production and service operations. Topics include product and service design, design of work systems, forecasting, scheduling, capacity planning, and inventory control. Students learn the significance of operations management from a business perspective; analyze the performance of

business processes related to transforming inputs into outputs; describe how supply chain systems operate, including ERP, lean and synchronous manufacturing, and the theory of constraints and apply forecasting, capacity and aggregate planning, inventory control, MRP, and scheduling models/tools to real-world situations. Since the mission of the Digital Media program is to prepare technologically savvy students to manage print and media projects, knowledge of the design and control of production and service operations (the graphic communications/digital media industry encompasses both production and service components) is essential.

TELS 4342 (Quality Improvement Methods) covers quality improvement methods for managing production and service operations. Students learn concepts, methodologies, and tools of quality improvement, including quality theory, standards, design, control, and assurance. Upon completion of the course, students understand quality/process improvement terminology; can solve small problems (that involve process improvement); can recognize the importance of customers, as well as map processes, collect data, establish basic baseline measurements, identify causes, and develop solutions to problems. This course supports the Digital Media program by providing its students with a basis in quality management processes and techniques necessary to adequately control graphic communications/digital media production processes to meet customer quality requirements and expectations.

INFORMATION TECHNOLOGY REQUIRED COURSE

Graphic Communications/Digital Media experts regularly emphasize the importance of information technology skills to those intending to work in virtually any aspect of the industry. In particular, essential skills, in a world becoming dominated by personalization, include database management from a user's, *not a database designer's,* perspective. Also important are skills related to choosing appropriate hardware and software from a business management perspective. When the University of Houston Graphic Communications/Digital Media program coordinator approached the Information and Logistics Technology Department Chair and the Program Managers of the Computer Information Systems (CIS) and Technology Leadership and Supervision (OLS) programs, all three individuals were excited and enthusiastic about preparing a course to not only meet the needs of Digital Media students, but also other non-CIS majors. Thus, ITEC 2335 was born.

ITEC 3325 (Survey of Information Technology Applications) covers business information systems, data analysis, database con-

cepts, applications, business intelligence, and data management: warehousing, analyzing, mining, and visualization. This course is essential to digital media students due to the increasing emphasis on variable data printing and personalized URLs. In addition, the overview in business information systems provided by this course provides the background digital media graduates will need in the use of computers to assist in the control of production, estimating, costing, and other business-related fields.

LOGISTICS AND SUPPLY CHAIN REQUIRED COURSES

The philosophy of the Accrediting Council for Collegiate Graphic Communications (ACCGC) states, in part, "Management includes marketing, sales, customer service, costing, pricing, estimating, financial controls, production, inventory control, distribution, personnel relations, quality control, and related areas." To meet the Council's recommendation to cover marketing, sales, inventory control, and distribution, the Digital Media program takes advantage of courses offered by its sister program, Logistics and Supply Chain Management.

SCLT 2362 (Introduction to Logistics Technology) covers the basic logistical functions of warehousing, inventory control, order processing, customer service, packaging, and transportation. It explores techniques used in analyzing distribution costs as well as planning distribution systems. This course supports the Digital Media program by providing its students with a basis in logistical functions necessary to manage graphic communications businesses so that they meet customer requirements and expectations. It also introduces students to the importance of customer service standards.

SCLT 2380 (Distribution Channels) covers the organization and operations of distribution channels with an emphasis on vendor evaluation, research techniques, complex pricing, value analysis, promotional methods, and channels of distribution. It also emphasizes the role of marketing in an industrial firm and the "four P's (product, price, promotion, and place) in a firm's marketing plans. This course supports the Digital Media program by providing its students with a basis in vendor analysis and marketing necessary to manage graphic communications businesses.

SCLT 3381 (Industrial and Consumer Sales) covers the analysis of consumer bases, product knowledge and applications, benefits selling, competition analysis, and strategies and methods appropriate to inside/outside sales. This introductory sales course supports

the Digital Media program by providing future graphic communications leaders with tools and theories needed to enhance the sales and sales support functions of their businesses.

MATH/REASONING REQUIRED COURSES

The Digital Media program leads to a Bachelor of Science degree. At the University of Houston, BS degrees require more mathematics and reasoning courses (a total of 12 hours) than the State of Texas' minimum university core requirements (six hours of math). Therefore, the UH University Core Requirements of MATH 1310 (College Algebra) and MATH 1313 (Finite Math with Applications) are supplemented with six additional hours, including TMTH 3360 (Applied Technical Statistics) and PHIL 1321 (Logic 1). These two additional math/reasoning courses are required of all undergraduate students in the Information and Logistics Technology Department.

Students who declared Digital Media as a major prior to Fall 2015 and elected to emphasize eMedia were required to take, as part of their Math/Reasoning requirements, Precalculus (MATH 1330) and Calculus 1 (MATH 1431). These math courses are prerequisites to ELET 2300 and CIS 2336. Beginning in Fall 2015, the CIS faculty will only require Precalculus (MATH 1330) as a prerequisite to CIS 2336. So, after that point in time, Digital Media eMedia students did not need to take Calculus.

eMEDIA EMPHASIS COURSES (Not DIGM courses)

Students in Digital Media may choose to pursue a career emphasizing the eMedia portion of the graphic communications industry. These students are required to take two programming-related courses, ELET 2300 and CIS 2336 in addition to their Digital Media and TELS courses.

ELET 2300 (Introduction to C++ Programming) presents applied programming concepts focusing on the imperative aspects of the standard C++ and basic object-oriented programming techniques. Topics include C++ language constructs, data types and expressions, variable declaration, assignment, interactive data input and formatted output, effective use of control structures, modularity using functions, I/O streams and data files, arrays, pointers, and introduction to C++ classes. This course aims to prepare students with the skills needed for developing basic computer software using the C++ computer language. This course broadens the background of the Digital Media program's eMedia students by

providing them with an understanding of object oriented programming that is fundamental to website and mobile application programming. It is a required course in the eMedia emphasis area.

CIS 2336 (Internet Applications Development) provides an introduction to e-business strategy and the development and architecture of e-business solutions and their components. Topics include: E-business and models; the World Wide Web and Web servers; Hypertext markup language (XHTML, DHTML); Cascading Style Sheets; JavaScript control statements, functions, arrays, and objects; an introduction to ASP.NET; and an introduction to XML. This course broadens the background of the Digital Media program's eMedia students by providing them with an understanding of the Web programming that underlies a site's appearance. It is a required course in the eMedia emphasis area.

eCOMMERCE EMPHASIS COURSES (Not DIGM courses)

Students in Digital Media may choose to pursue a career emphasizing the eCommerce portion of the graphic communications industry. These students are required to take two E-Tailing courses, HDCS 4374 and 4375 in addition to their Digital Media and TELS courses.

HDCS 4374 (Entrepreneurial E-tailing) covers the dynamics of web-based strategies for technology based entrepreneurial enterprises with emphasis on business strategies (selling, marketing, social networking, mobile commerce, and legal, ethical and tax issues) and technologies for electronic commerce (hardware, software, electronic commerce security, and payment systems) and their related integration inclusive of return on investment. This course supports the Digital Media eCommerce emphasis area by providing its students with a basic understanding of the key business and technology issues in electronic commerce for entrepreneurial ventures.

HDCS 4375 (Strategies in E-Tailing) introduces students to the emerging trend of social enterprise retail and analyzes how this strategy is being used as a tool to create a new competitive advantage in business. The course looks closely at businesses that are embracing social and environmental change through market-based, consumer retail, both locally and nationally. Students in the course investigate the operations of several models of socially conscious businesses, including Certified Benefit Corporation Patagonia, Whole Goods, and Houston-based New Living. This course supports the Digital Media eCommerce area of emphasis by providing

its students with an understanding of the use of social enterprise retail techniques to increase competitive advantage.

ORGANIZATIONAL LEADERSHIP AND SUPERVISION ELECTIVE COURSES

Students who are interested in the business management side of the graphic communications/digital media industry are advised to take additional Organizational Leadership and Supervision courses from among the list of approved electives. These courses cover Business Law, Team Leadership, and Leading Change in the Workplace.

TELS 2360 (Business Law) is an overview of the areas of law most commonly encountered in the business arena. The course also prepares students to recognize legal issues when they arise. This course is strongly recommended as an elective to Digital Media students since the course deals with, among other things, intellectual property law, contracts, and other issues of importance to people working in the graphic communications field.

TELS 4371 (Leading Change in the Workplace) covers the evolution and impact of technology on society; how technology influences and changes the nature of work and the workplace; and how managers can maximize their leadership success in an information age where technological change is central. Since graphic communications/digital media equipment, software, processes, and workflows change radically, Digital Media students interested in managing either technically- or creatively-oriented media businesses need the supplementary support provided by this course.

4.7.5.3 Rationale for course sequence.

4.7.5.3.1 DIGM core courses (red in flowcharts below)

Note: For the most part, courses are taught once a year in a cohort fashion.

DIGM 2350 is the introductory course in the Digital Media program. It covers the two primary "building blocks" of Digital Media, Adobe Illustrator and Adobe Photoshop. The Adobe interface and toolbox, introduced in this course, are used extensively in subsequent courses. It is taught in the Fall of each year and, as demand necessitates, during the summer so that students who join the Digital Media Program in the Spring can "catch up."

DIGM 2351, 2352, and 2353 all flow from DIGM 2350. These courses are taught in the Spring of each year and, as demand necessitates, during the summer so that students who join the Digital Media Program in the Spring can "catch up."

DIGM 2351, in which Web design is taught, requires the use of Photoshop during the design stages. In addition, Adobe Muse, which is the primary software taught in the course, utilizes an interface and toolbox that will be familiar to students after using Photoshop and Illustrator.

In the same way, DIGM 2352, Digital Photography, requires students to be able to use Photoshop to edit their photographs. Finally, DIGM 2353, Page Layout and Design, uses InDesign as a graphic design tool. By completing DIGM 2350 prior to 2353, students are familiar with the Adobe interface and toolbox.

DIGM 3351, Graphic Production Process Control, gives students the opportunity to learn the overall print production process. Projects in the course, including Variable Data Printing, extensively utilize InDesign and Photoshop. Thus, DIGM 2350 and 2353 are required as prerequisites to provide background in these software.

DIGM 3354, Video Production 1, requires students to understand and be able to apply the fundamentals of photography (exposure, depth-of-field, white balance, composition, and so forth). Thus, DIGM 2352, Digital Photography, prepares students for this course.

DIGM 4372, Costing in Digital Media, provides students with costing and pricing fundamentals across all Digital Media fields. Thus, students should be familiar with all the areas of Digital Media. The prerequisites of 2350, 2351, 2352, 2353, 3351, and 3354 provide students with a working knowledge of computer graphics, web design, photography, page layout and design, videography, and print.

4.7.5.3.2 eCommerce courses (cyan in flowchart below)

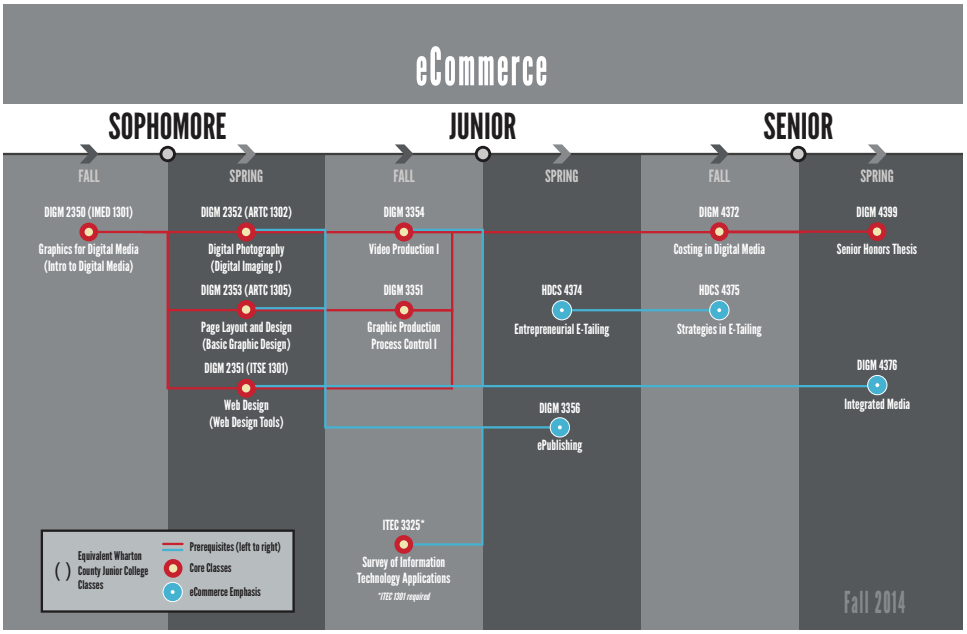
Note: For the most part, courses are taught once a year in a cohort fashion.

The Digital Media program provides two of the four courses students in the eCommerce Emphasis Area take. DIGM 3356, ePublishing, utilizes, among other tools, InDesign to create interactive

tablet- and mobile-friendly documents. Therefore, DIGM 2353, Page Layout and Design, is a prerequisite so that students beginning the course can be familiar with the operation of InDesign.

In DIGM 4376, students create an extensive communication piece to deliver through several media channels, including video, web, ePublishing, mobile, print, and social media. Therefore, they need skills in computer graphics (DIGM 2350), web design (2351) digital photography (2352), page layout (2353), and videography (3354).

The other two courses in the eCommerce Emphasis Area are taught by the Human Development and Consumer Sciences Department. The only prerequisite for HDCS 4374 is "junior standing," so it can be taken by students in this emphasis area at any time in their junior or senior years. However, HDCS 4374 *is* a prerequisite for 4375. Thus, students must complete 4374 before enrolling in 4375.



4.7.5.3.3 eMedia courses (purple in flowchart below)

Note: For the most part, courses are taught once a year in a cohort fashion.

The Digital Media program provides two of the four courses students in the eMedia Emphasis Area take. DIGM 3356, ePublishing, utilizes, among other tools, InDesign to create interactive mobile-friendly documents. Therefore, DIGM 2353, Page Layout and De-

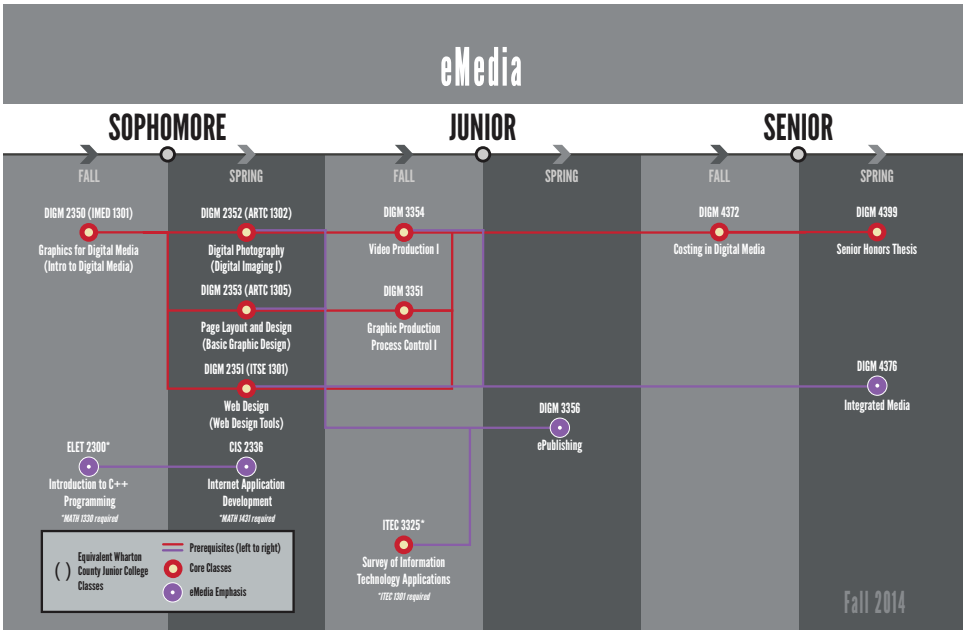
sign, is a prerequisite so that students beginning the course can be familiar with the operation of InDesign.

In DIGM 4376, students create an extensive communication piece to deliver through several media channels, including video, web, ePublishing, mobile, and social media. Therefore, they need skills in computer graphics (DIGM 2350), web design (2351) digital photography (2352), page layout (2353), and videography (3354).

The other two courses in the eMedia Emphasis Area are taught by the Engineering Technology Department (ELET 2300, Introduction to C++ Programming) and by faculty in the Computer Information Systems Program (CIS 2336, Internet Application Development).

The prerequisite for ELET 2300 is Math 1330, Precalculus. Thus, students emphasizing eMedia in their Digital Media Programs must take Precalculus prior to enrolling in ELET 2300.

CIS 2336 requires ELET 2300 as a prerequisite *as well as* Math 1330. (*Note:* the CIS faculty changed the prerequisite for CIS 2336 to Precalculus—instead of Calculus—effective Fall 2015). So, Digital Media students who emphasize eMedia must complete Precalculus *and* ELET 2300 prior to enrolling in CIS 2336.



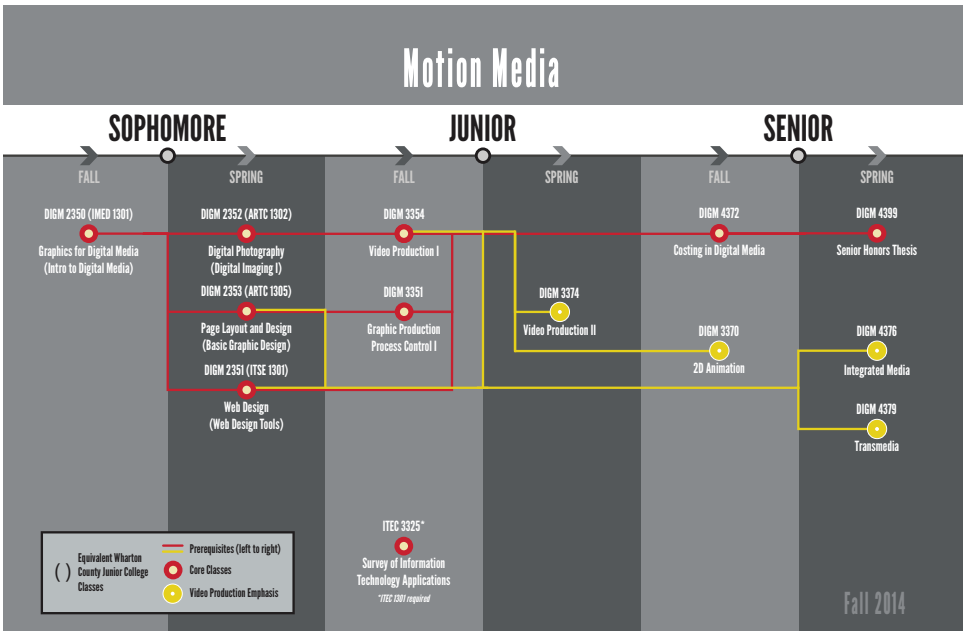
4.7.5.3.3 Motion Media courses (yellow in flowchart below)

Note: For the most part, courses are taught once a year in a cohort fashion. *Note also* that the Motion Media Area of Emphasis was updated for implementation in 2015. Instead of DIGM 4376, henceforth Motion Media students will take DIGM 4371, 3D Animation.

The primary flow of image capture-based courses is DIGM 2350 ➔2352➔3354➔3374. This course sequence provides students with Photoshop skills (2350), which they will, in turn, need for their digital photography course (2352). Video Production 1 (3354) requires an understanding of the basic functions of image capture through photographic means. Therefore, DIGM 2352 is its prerequisite. Finally, Video Production 2 (3374) builds upon 3354. Thus 3354 is its prerequisite.

The animation courses (3370 and 4371) are sequenced in such a way that 2D animation precedes 3D. Simpler 2D software is used first followed by more complex 3D programs. *Note:* DIGM 4371 replaced DIGM 4376 in the Motion Media Area of Emphasis beginning Fall 2015.

Finally, the Integrated Media (4376) and Transmedia (4379) courses both serve as capstone courses in which students put together either media rich content for either web-based or transmedia campaigns. Therefore, students need a solid background in Page Layout (2353), Web design (2351), and Videography (3354). *Note:* DIGM 4376 will no longer be required of Motion Media students beginning Fall 2015.



4.7.5.3.4 Packaging courses (green in flowchart below)

Note: For the most part, courses are taught once a year in a cohort fashion.

The Digital Media program provides all four of the Packaging Area of Emphasis courses. There is some overlap with the Print Media Area of Emphasis courses, but one course, DIGM 3355, differentiates the programs.

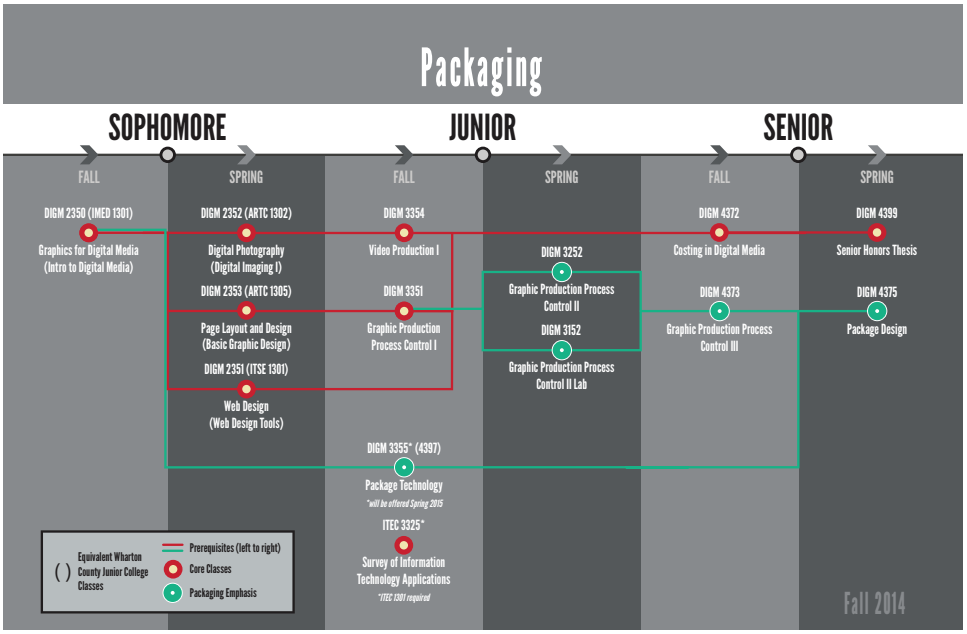
The primary flow of Packaging courses is DIGM 2350 ➔2351➔3351➔3355➔3251/3152➔4373➔4375.

DIGM 4375 is the capstone course for Packaging students. This packaging design course extensively utilizes ESKO Artwork software, which was made available to us through a generous grant from ESKO that exceeds one million dollars in value. ESKO Artwork functions as a plug-in to Adobe Illustrator. So, students must have the working knowledge of Illustrator that DIGM 2350 provides.

Students who design packages in DIGM 4375 must also have a working understanding of the functions of the package itself. This understanding is necessary so that the package properly protects the product within, can be transported through regular means, and meets national and international guidelines. Thus, DIGM 3355, which contains modules on the analysis of packaging materials,

package testing processes, and palletization, is also a prerequisite for DIGM 4375.

Since packaging is produced through printing processes, students gain a working knowledge of print production through participation in DIGM 3252/3152. In addition, color printing, including color management, is required in package production. Therefore, DIGM 4373 is a required prerequisite course.



4.7.5.3.5 Print Media courses (orange in flowchart below)

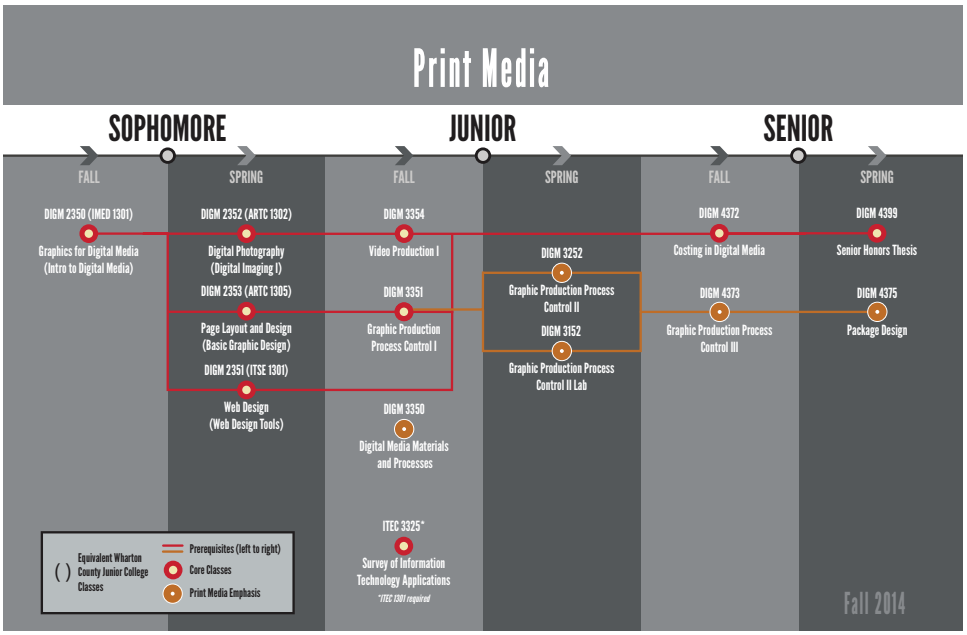
Note: For the most part, courses are taught once a year in a cohort fashion.

The Digital Media program provides all four of the Print Media Area of Emphasis courses. There is some overlap with the Packaging emphasis courses, but one course, DIGM 3350, differentiates the programs.

The primary flow of image capture-based courses is quite similar to the Packaging Area of Emphasis: DIGM 2350➔2353➔3351➔3350➔3251/3152➔4373➔4375. The rationale for this course sequence is given under 4.7.5.3.4 above.

The singular difference between the Packaging and Print Media Areas of Emphasis is the exclusion of 3355 and the addition of 3350 in the Print Emphasis. Since the goal of the Print Media Emphasis is for its graduates to assume leadership roles in printing

companies, the DIGM 3350 class provides an in-depth look at industry plants that represent offset-lithography, digital printing, screen printing, mailing, and other print specialties as found in the Houston area.



4.7.6 Frequency of course offerings and enrollment by semester/quarter.

Digital Media courses are generally offered once per year in the semester shown on the flowcharts above. The only exception to this rule is during the summer when faculty offer many of the "core" classes that are prerequisites to other courses. This is done to make it possible for students who join the program in the Spring, rather than the Fall, to catch up.

Offering the courses in a "pipeline" fashion makes it possible for students to develop into a cohort of colleagues who know each other and their skills. The Digital Media faculty members believe this is an important attribute of the program because graduates will need each other's skillsets.

The "pipeline" also allows the program's faculty to focus on fewer preparations…generally faculty members teach multiple sections of the same course during the semester that course is offered. In addition, the "pipeline" makes it possible for the relatively few full-time Digital Media faculty to handle the large number of students who major in the program.

The enrollment by semester, for the 2014–2015 academic year, are shown in the tables below. Data for previous years is available upon request.

FALL 2014						
Course	Course Title	Enrollment	Class Capacity	Open Seats	% Capacity	Faculty Name
DIGM2350	Graphics for Digital Media	28	28	0	100	Zarzycka, Monika
DIGM2350	Graphics for Digital Media	28	28	0	100	Zarzycka, Monika
DIGM2350	Graphics for Digital Media	55	56	1	98.21	Zarzycka, Monika
DIGM2350	Graphics for Digital Media	28	28	0	100	Zarzycka, Monika
DIGM2350	Graphics for Digital Media	27	28	1	96.43	Zarzycka, Monika
DIGM3152	Graph Prod Process Ctrl II Lab	4	4	0	100	Waite, Jerry
DIGM3152	Graph Prod Process Ctrl II Lab	4	4	0	100	Waite, Jerry
DIGM3152	Graph Prod Process Ctrl II Lab	5	5	0	100	Waite, Jerry
DIGM3252	Graphic Prod Process Contr II	16	28	12	57.14	Schuh, Lloyd
DIGM3350	Digital Media Mat & Processes	24	25	1	96	Pegram, Norman
DIGM3351	Graphic Prod Process Control I	63	64	1	98.44	Waite, Jerry
DIGM3351	Graphic Prod Process Control I	32	32	0	100	Waite, Jerry
DIGM3351	Graphic Prod Process Control I	31	32	1	96.88	Waite, Jerry
DIGM3353	Visual Communications Tech	30	30	0	100	Pierce, Jean
DIGM3353	Visual Communications Tech	30	30	0	100	Pierce, Jean
DIGM3353	Visual Communications Tech	30	30	0	100	Hargrove, Mark
DIGM3353	Visual Communications Tech	30	30	0	100	Hargrove, Mark
DIGM3353	Visual Communications Tech	28	30	2	93.33	Pierce, Jean
DIGM3353	Visual Communications Tech	28	30	2	93.33	Pierce, Jean
DIGM3353	Visual Communications Tech	25	30	5	83.33	Schuh, Lloyd
DIGM3353	Visual Communications Tech	25	30	5	83.33	Schuh, Lloyd
DIGM3354	Video Production 1	21	21	0	100	Snyder, Philip
DIGM3354	Video Production 1	42	42	0	100	Snyder, Philip
DIGM3354	Video Production 1	21	21	0	100	Snyder, Philip
DIGM3370	Two Dimensional Animation	17	21	4	80.95	Snyder, Philip
DIGM3370	Two Dimensional Animation	17	21	4	80.95	Snyder, Philip
DIGM4372	Costing in Digital Media	63	63	0	100	Waite, Jerry
DIGM4372	Costing in Digital Media	63	63	0	100	Waite, Jerry
DIGM4373	Graphic Prod Process Contr III	25	28	3	89.29	Charleville, Patrice

FALL 2014						
DIGM4373	Graphic Prod Process Contr III	20	21	1	95.24	Charleville, Patrice
DIGM4373	Graphic Prod Process Contr III	5	21	16	23.81	Charleville, Patrice
DIGM4396	Internship in Digital Media	4	4	0	100	Waite, Jerry
DIGM4397	Selected Tops in Digital Media	7	21	14	33.33	Pierce, Jean
DIGM4397	Selected Tops in Digital Media	8	21	13	38.1	Reid, Erica
DIGM4398	Independent Study	0	1	1	0	
DIGM4398	Independent Study	1	1	0	100	Zarzycka, Monika
DIGM4398	Independent Study	0	1	1	0	
DIGM4398	Independent Study	1	1	0	100	Waite, Jerry
DIGM4398	Independent Study	1	1	0	100	Zarzycka, Monika

SPRING 2015						
Course	Course Title	Enrollment	Class Capacity	Open Seats	% Capacity	Faculty Name
DIGM2351	Web Design	28	28	0	100	Hargrove, Mark
DIGM2351	Web Design	28	28	0	100	Hargrove, Mark
DIGM2351	Web Design	28	28	0	100	Hargrove, Mark
DIGM2351	Web Design	28	28	0	100	Hargrove, Mark
DIGM2351	Web Design	17	28	11	60.71	Hargrove, Mark
DIGM2351	Web Design	17	28	11	60.71	Hargrove, Mark
DIGM2352	Digital Photography	30	28	-2	107.14	Charleville, Patrice
DIGM2352	Digital Photography	28	28	0	100	Charleville, Patrice
DIGM2352	Digital Photography	28	28	0	100	Charleville, Patrice
DIGM2352	Digital Photography	30	28	-2	107.14	Charleville, Patrice
DIGM2353	Page Layout and Design	20	28	8	71.43	Schuh, Lloyd
DIGM2353	Page Layout and Design	20	28	8	71.43	Schuh, Lloyd
DIGM2353	Page Layout and Design	28	28	0	100	Schuh, Lloyd
DIGM2353	Page Layout and Design	28	28	0	100	Schuh, Lloyd
DIGM3152	Graph Prod Process Ctrl II Lab	4	4	0	100	Waite, Jerry
DIGM3152	Graph Prod Process Ctrl II Lab	4	4	0	100	Waite, Jerry
DIGM3152	Graph Prod Process Ctrl II Lab	4	4	0	100	Waite, Jerry
DIGM3152	Graph Prod Process Ctrl II Lab	4	4	0	100	Waite, Jerry
DIGM3152	Graph Prod Process Ctrl II Lab	0	4	4	0	Waite, Jerry

SPRING 2015						
DIGM3252	Graphic Prod Process Contr II	15	36	21	41.67	Waite, Jerry
DIGM3350	Digital Media Mat & Processes	17	25	8	68	Pegram, Norman
DIGM3353	Visual Communications Tech	34	35	1	97.14	Charleville, Patrice
DIGM3353	Visual Communications Tech	34	35	1	97.14	Charleville, Patrice
DIGM3353	Visual Communications Tech	31	30	-1	103.33	Pierce, Jean
DIGM3353	Visual Communications Tech	30	30	0	100	Schuh, Lloyd
DIGM3353	Visual Communications Tech	30	30	0	100	Schuh, Lloyd
DIGM3353	Visual Communications Tech	31	30	-1	103.33	Pierce, Jean
DIGM3353	Visual Communications Tech	29	30	1	96.67	Pierce, Jean
DIGM3353	Visual Communications Tech	29	30	1	96.67	Pierce, Jean
DIGM3356	ePublishing	28	30	2	93.33	Zarzycka, Monika
DIGM3356	ePublishing	28	30	2	93.33	Zarzycka, Monika
DIGM3374	Video Production 2	39	40	1	97.5	Snyder, Philip
DIGM3374	Video Production 2	19	20	1	95	Snyder, Philip
DIGM3374	Video Production 2	20	20	0	100	Snyder, Philip
DIGM4375	Package Design	19	20	1	95	Pierce, Jean
DIGM4375	Package Design	19	20	1	95	Pierce, Jean
DIGM4376	Integrated Media	30	30	0	100	Zarzycka, Monika
DIGM4376	Integrated Media	30	30	0	100	Zarzycka, Monika
DIGM4379	Transmedia	22	20	-2	110	Snyder, Philip
DIGM4379	Transmedia	22	20	-2	110	Snyder, Philip
DIGM4396	Internship in Digital Media	1	4	3	25	Waite, Jerry
DIGM4397	Selected Tops in Digital Media	18	20	2	90	Snyder, Philip
DIGM4399	Senior Thesis	16	16	0	100	Zarzycka, Monika
DIGM4399	Senior Thesis	16	16	0	100	Pierce, Jean
DIGM4399	Senior Thesis	19	18	-1	105.56	Waite, Jerry

4.8 Instruction and Evaluation

The quality of instruction should be monitored to determine if high standards of teaching are exhibited. Evaluation of students must take place in all courses.

Standard:

The graphic communications teaching faculty must maintain high quality instruction.

Basis for Judgment:

High quality instruction is performed by all faculty and other teaching personnel within the academic unit. This is judged by the following criteria:

4.8.1 Consistent, complete and current syllabi for graphic communications courses and required non-graphic communications courses used in support of the major.

Please see the separate binder containing all the DIGM course syllabi and the individual binders for each course.

4.8.2 Text(s) and references used in courses.

Current texts and references are provided on the syllabi found in a separate binder as well as in the binders for each individual course. In addition, a wide variety of supplementary material is available on the program's website: www.uh.edu/tech/digitalmedia. Some materials are listed by course in the "courses" section of the site and by topic in the "Discover" section.

4.8.3 Presentation materials, handouts, and instruction sheets.

Please see the separate binders for each course, www.uh.edu/tech/digitalmedia, (please review the on-line instructional materials for each course using the "courses" section of the site) and the Blackboard page for each course.

4.8.4 Methods of instructional delivery.

DIGM 2350, 2351, 2352, 2353, 3351, 3353, 3354, 3355, 3356, 3357, 3370, 3374, 4372, 4373, 4375, 4376, 4379 are all lecture-laboratory classes. The courses are valued at three credit hours each. According to University policy, lecture hours are awarded one credit hour of credit for each hour the course meets per week. Laboratory hours, however, are awarded 1/3 credit hour per hour the course meets per week. Students participate in lecture for two hours per week (two credit hours) plus three hours of lab per week (one credit hour). Thus, lecture/lab courses meet five hours per week.

DIGM 3252 and 3350 are lecture-only classes. These classes meet two or three hours, respectively, per week. DIGM 3252 could be taught in a two-hour lecture block (and was for many years). However, it is now taught entirely online.

DIGM 3350 generally meets in a three-hour time block in the afternoon because students take numerous field trips during the course and need time for not only the

field trip but also travel to and from the site. When offered, DIGM 4390 is also a lecture-only class. It meets three hours per week.

DIGM 3152 is a lab-only class. It was separated from DIGM 3352 several years ago to allow the course, for which the laboratory can only accommodate a few students at a time, to meet every semester. The course has DIGM 3252 as a pre/corequisite. DIGM 3152 meets three hours per week and generates one credit hour for the students.

DIGM 4399 (Senior Thesis) is a student-centered hybrid class in which the students meet as a group on occasion for orientation and presentations, but all other contact with the professor is on a one-on-one basis. Students work on their theses on their own, with input and coaching by their professors.

Most of the DIGM classes are supported by the university's online teaching system, Blackboard. Most faculty use Blackboard for quizzing/testing, to distribute/accept assignments, and to deliver instructional materials.

Many of the "lecture" components of DIGM courses are taught entirely online. For example, DIGM 3252, which is a "lecture-only" course, is taught online. DIGM 2350, 2351, 2352, 2353, 3353, 3355, 3356, 4376, and 4379 all include online "lectures." However, the lectures in 3350, 3351, 3370, 3374, 4372, and 4373 are taught face-to-face in conventional classrooms.

Computer-oriented lecture-lab classes meet as a group of up to 30 students at a time in the program's computer laboratories. Room 102A-T on Main Campus is used for sophomore classes of up to 30 students. Junior- and senior-level DIGM classes are taught in Sugar Land. George 218 is the "basic" lab and is used primarily for non-video classes. It can hold up to 30 students at a time. George 320 is the "advanced" lab, has 20 high-end Mac Pro computers, and is used for Motion Media classes (video and animation) as well as the color class (DIGM 4373) and Package Design class (DIGM 4375). If more students than a lab can contain enroll in a lecture-lab course, additional lab sections are opened if at all possible.

George 218 is also used by Wharton County Junior College (WCJC) to teach their equivalents of UH DIGM sophomore classes. Due to state regulations, UH cannot offer freshman or sophomore classes on the Sugar Land campus. WCJC provides both general education and digital-media-specific coursework for us. The digital media courses they teach are taught from UH faculty syllabi and meet the same objectives as UH courses.

Students in DIGM 3351 and 4373 use a computer lab (218 for 3351 and 320 for 4373) *and* the image transfer lab (110—see below). Students are assigned to use the image transfer lab on a small group basis to see the printing process used to output their work (3351) or to print their projects in DIGM 4373 (no more than four students at a time) during hours arranged with the lab instructor.

DIGM 3152 is taught in George 110 and 219. Room 110 contains equipment for face-to-face lab instruction in conventional offset lithography, production digital printing, and bindery. The lab also contains a computer station that runs the Sheetfed Offset Training Simulator (SHOTS). Room 219 contains the platesetter used by the 3152 students as well as smaller digital output devices and wide-format printers.

DIGM 4396 is an internship class. Students meet with their professor to prepare a list of objectives and then, based on the student's objectives, the professor finds a cooperating employer/mentor for the student. The student completes the internship objectives under the supervision of his/her mentor, writes a comprehensive paper, and is then evaluated by both mentor and professor.

4.8.5 Classroom/Laboratory activities and assignments.

Please see teaching binders for each course.

4.8.6 Examples of student work.

Please see portfolios for each lecture/lab course.

4.8.7 Methods of student evaluation.

4.8.7.1 Lecture

Lecture courses are assessed primarily through the use of quizzes, exams, and papers. Specifics can be found in the binder containing all the DIGM syllabi as well as the individual binders per course.

The lecture portion of lecture/lab courses is also evaluated through the use of quizzes, exams, and papers.

The DIGM program faculty believe in frequent testing (See Waite's article in *Tech Directions* magazine.). To this end, Blackboard is used extensively for weekly quizzing, even for face-to-face courses. These quizzes are supplemented by midterm and final exams.

Every DIGM course has some writing component. Students in DIGM 2350, 2352, 3351, 3252, 3374, 3356, 4372, and 4399 work on portions of their senior thesis. Please see 4.2.2 *Objectives and Assessment* for more information about the senior thesis. Students in other DIGM courses generally write a short paper, as assigned by their professors, that relate to the course being taught. In DIGM

3350, students are required to write reports about their field trip experiences.

Papers are graded according to the Digital Media Research Project Rating Rubric, which contains only minor modifications as compared to the UH Undergraduate Writing Assessment 2 Rubric (http://www.uh.edu/writecen/Faculty/UWA2Rubric2009.pdf). A sample of the Rubric is found below.

Name: _____

Digital Media Research Project Rating Rubric

Criterion	5	4	3	2	1	Score
Does the report include sufficient explanations of the main points and avoid lengthy discussions about issues not directly related to the point of the paper? Does each section meet its purpose?	The report explains the main points clearly. Each section meets its purpose well: the introduction clearly illustrates the significance and purpose of the study; the methodology accurately explains all the materials and methods; the results and discussion sufficiently describes and discusses the findings; and the conclusion adequately summarizes the findings and the implications of the study.		The report generally explains the main points, and all but 1 or 2 sections meet their purpose well. Some sections, however, may include inconsequential or irrelevant details and explanations.		The report fails to include sufficient explanation of the main points and as a result, does not illustrate the significance of the study at all. Moreover, several sections discuss irrelevant points and do not meet the purpose well.	
Is the style of the report appropriate for the subject matter? Is it appropriate for the publication's audience? Is it appropriate for the type of research you are doing?	The report uses appropriate vocabulary and terms associated with the subject matter and the type of research. It is evident that the writer is aware of his/her audience.		Although the writing is adequate, some inappropriate vocabulary and terms are present. These expressions indicate some lack of awareness of the audience or this type of research writing.		The writer fails to connect with the audience and does not seem to be aware of the style this type of research requires. Inappropriate vocabulary and use occur frequently.	
Are outside sources accurately documented? Does the report follow style guidelines carefully?	The report is properly formatted, using the approved style. All citations have been included, and the reference page is properly formatted.		1 or 2 aspects of the report guidelines have been violated. The citation format or reference page contains 1 or 2 minor errors, or 1 citation has been omitted.		More than 2 of the report guidelines have been violated. More than 2 minor errors occur in the citation format or reference page, or 2 or more citations have been omitted.	
Does the report show evidence of clear organization? Does the report include all necessary sections? Is it easy for the reader to follow and understand the report?	The report is organized in a clear, logical manner. It includes all necessary sections and thoughtful use of transitions; the reader is able to progress through and understand the report well.		The report shows evidence of planning by the author. The overall organization of the report is generally sound but sometimes hinders the development of each idea and section. There are also some rough transitions or occasional redundancies.		The organizational structure of the report breaks down in several places; issues and arguments are presented somewhat randomly. Connections between ideas are confusing or absent.	
Has the report been carefully edited (grammar problems, spelling mistakes, proper use of punctuation, and typing mistakes identified and corrected)?	The report demonstrates competence in English and knowledge of the writer's subject through careful word choices. Sentences are constructed skillfully and purposefully. Overall, the report is written at the level expected for publication.		The writer shows reasonable control of standard writing conventions. The few problems with grammar and usage are not serious and do not detract from readability of the paper. Word choice and sentence construction acceptably express the ideas of the report.		Repeated errors distract the reader and make it difficult for the readers to follow the author's ideas. Words are often nonspecific, distracting, or subject to interpretation, or misused. Errors in grammar and usage are very noticeable and often affect meaning.	

A B C D F

25 20 15 10 5

Overall Score:_____

4.8.7.2 Laboratory

Student laboratory work is assessed through the use of hard copy and/or electronic portfolios. As students complete their assignments, they are encouraged to show their work to their professor and/or lab instructor for critique (some students actually opt for this review). By the end of the semester, the entire semester's body of work is provided to the professor and/or instructor for grading. Portfolios are graded for overall appearance as well as an individual mark for each project. Projects that have *any* fatal flaw are assigned a "D." If the project "works," i.e., it meets the technological requirements of the assignment, then it receives a "C." If the project "works" and is visually appealing, it receives a "B," If the student has gone beyond the call of duty by adding additional content to the project to enhance its appearance or increase its understanding by a viewer, the project receives an "A."

Sample hard copy and on-line portfolios are available for perusal by the visiting team.

4.8.7.3 Internship

Internships (DIGM 4396) are graded both by the course professor and the student's mentor. The final grade is calculated as follows. The professor grades the following: 10% Objective Statement; 10% Attendance; and 50% Term Paper. The mentor completes an employer evaluation form (30%.)

Complete documentation and forms can be found in the DIGM 4396 binder.

4.8.7.4 Thesis

The evaluation process for DIGM 4399 (Senior Thesis) is based on the following criteria: attendance (10%), final paper (35%), online portfolio (30%), oral presentation (15%), research poster (10%).

Complete documentation can be found in the DIGM 4399 binder.

4.8.8 Curriculum improvements based upon the 2009 Report of the ACCGC Accrediting Team Visit

"The team suggests the following related to curriculum and facilities in order to better support the curricular outcomes and curriculum plan:"

a. Because image and video capture is central to the curriculum, consider expanding the photo/video studio to create a larger stand-alone space.
    i. *This has been accomplished through the move to Sugar Land. Room 201 is much larger than the previous space in the Technology Annex.*
    ii. *When the new College of Technology Building is built on the Sugar Land Campus, it is planned to include in the DIGM facilities a full sound stage.*
b. Consider adding a RIP and digital press to teach variable data printing and other digital printing applications.
    i. *We have accomplished this suggestion through the lease of our Xerox J-75 digital press.*
    ii. *We have also implemented XMPie as our Variable Data platform.*
c. Consider adding a Web-to-print server application.
    i. *We have not been able to accomplish this task. We had a relationship with Consolidated Graphics (CGX Solutions) that allowed us*

to build Web-to-print applications on their server. However, after the sale of Consolidated Graphics to R.R. Donnelley, this service was no longer available.

d. Consider revising the course objectives. The teams noted that high-level academic content is taught in the courses, but not always reflected in the stated objectives/competences for the courses. Instead of using action terms such "become familiar" and "recall", strive to write 5 or 6 key objectives/ competencies for each courses with higher-level action terms such as "create", "develop", "calculate", "analyze", "compose" etc.
    i. *After we received the 2009 ACCGC Team Report, we updated the course objectives to reflect this suggestion.*
    ii. *During the preparation for reaccreditation in 2015, a subcommittee of our advisory board reviewed all the course syllabi with the primary objectives being: a) Have course objectives/competences been revised to reflect content? And b) Have action terms such as "become familiar" and "recall" been replaced with higher level terms such as "create," "develop," "calculate," "analyze," "compose," etc.*
    iii. *The Advisory Board Subcommittee, consisting of Dr. Kendall Lawrence and Mr. Marty Stetzer, confirmed that the course objectives/competencies actually reflect course content. However, they also suggested strengthening some of the action terms in some objective lists. These suggested improvements were forwarded to the appropriate faculty members who then implemented the suggestions, as appropriate, into their syllabi for Fall 2015 and beyond.*
e. Consider adding more print production planning to appropriate courses, specifically imposition planning and imposition application software use.
    i. An entire interactive online module was created to teach imposition planning and implemented into the DIGM 3351 course.
    ii. PREPS imposition software is now taught and used in DIGM 3351 and 3152.
f. Consider adding a focused concentration of courses in Computer Systems Technology that will support those Digital Media students wishing to enter more IT-oriented Digital Media jobs (i.e. web administration, e-commerce development).
    i. We implemented an emphasis area in eCommerce.
g. Consider increasing the writing requirements across the Digital Media courses. This may include lab reports, trade journal article reviews, reflection papers, and research papers. These activities will compliment the technical skill and knowledge development already occurring in courses.
    i. Please refer to sections 4.2.2 and 4.8.7.1 for a discussion of how writing requirements are integrated into all Digital Media courses.
h. The team believes an internship requirement would strengthen the program. The university is ideally situated in a major US city with great potential for local placement of interns. Both the Digital Media program and students would likely benefit from this requirement.

i. Internships remain a strongly-suggested elective—but not a requirement—for Digital Media students. Although the *requirement* of an internship for every student is ideal, it is impractical due to issues related to foreign students, recent Department of Labor requirements (which greatly decrease the pool of willing employers), and faculty supervision (no course credit is given by UH to faculty who supervise interns).

4.9 Internships/Practicums/Coops

Internships/Practicums/Coops should be realistic industrial experiences that contribute to knowledge about graphic communications.

Standard:
Industrially relevant practical experiences, with or without academic credit, are strongly encouraged but need not be considered a required part of the program.

Basis for Judgment:
An organized opportunity from the university to the specific academic unit level be available for students to gain "live" graphic communications industry experiences.

4.9.1 Policies, procedures, and guidelines for practical experiences.

4.9.1.1 Student responsibility.

Prior to enrolling in an Internship (DIGM 4396), students must complete a minimum of the following courses: DIGM 2351, 3351, and 3354. To obtain an internship position, students must first prepare a detailed resume and then schedule an appointment with his or her sponsoring professor. Each student will compose a list of specific objectives to be met through the internship—these objectives are formulated by the student, the student's professor, and the student's mentor. The student's list of objectives must be approved and signed by the student, the cooperating employer, and the student's professor.

While completing the internship, the student must keep a time record to document a minimum of 135 hours and write an acceptable term paper (the paper's requirements can be found in the DIGM 4396 binder). The student's paper must be submitted during—or prior to—the final exam week of the semester during which the student completes the internship.

4.9.1.2 Employer responsibility.

Before a student begins an internship, the employer/mentor is responsible for meeting with the student to clarify, amplify, or modifying the student's objective statement. During the internship, the mentor is responsible for assigning and supervising tasks that will help the student meet his or her objectives. Finally, at the end of the semester, the mentor is responsible for completing an evaluation form and returning it to the student's professor no later than the final exam week of the semester during which the student completes the internship. Samples of forms can be found in the DIGM 4396 binder.

4.9.1.3 Institutional responsibility including evidence of institutional oversight by faculty.

A Digital Media faculty member assists the student in preparing his or her objective statement, works with cooperating employers (generally advisory board members) to find an acceptable mentor and position for the student, grades the student's final exam, evaluates the mentor's evaluation form, and assigns the student a completed grade.

The College of Technology and the Information and Logistics Technology Department do not provide course load credit for faculty who are responsible for overseeing interns. In addition, no reimbursement is made for mileage to and from internship sites. Therefore, faculty do not visit the interns on-the-job.

However, interns are placed with well-trusted members of the digital media community in Houston. Mentors are either highly respected and influential people in the industry (including our advisory board members) or alumni of the program. Since 1993, no complaint has ever been lodged by a student (either in his or her term paper or through other means) regarding his or her mentor or the quality of the internship experience.

Since Fall 2010, 21 students have completed Digital Media internships. This number represents 22% of the 95 students who have graduated with a Bachelor's Degree in Digital Media since Fall 2010.

4.9.3 Documentation, including agreements, student, and supervisor report forms.

Documentation is included in the DIGM 4396 binder.

4.9.4 Student reports or interviews.

See samples of student reports in the DIGM 4396 binder.

4.10 Industry Advisory Committee(s)

The advisory committee(s) provides guidance for curricular content and program direction.

Standard:
One or more graphic communications industry advisory committees must be active.

Basis for Judgment:
There must be documented evidence that one or more advisory committees have been and are currently in place for the entire academic unit or specific programs within the academic unit.

4.10.1 Function, size, and rationale.

The history of the Digital Media program, and its predecessor Graphic Communications Technology, is virtually indistinguishable from its initial advisory board, the Texas Printing Education Foundation.

For many years, Houston-area printers were concerned that Texas colleges produce too few printing technicians and even fewer leaders. Printers in many areas of the country voice the same concern. However, instead of simply complaining, Houston's printers “put their money (and time) where their mouth is.” In 1982, the Texas Printing Education Foundation (TPEF) was formed under the auspices of the Printing Industries of the Gulf Coast (PIGC). TPEF's board of directors, chaired by Mr. Jim White, was comprised of representatives from prominent printers as well as representatives of the Houston Litho Club. The TPEF was charged with providing educational opportunities for both technicians and management-level workers.

Soon after it was formed, the TPEF began offering a variety of short-term noncredit technical and administrative courses in subjects that included estimating, press operation, and desktop publishing. These courses were offered each semester and were largely successful in providing skills upgrading for industry personnel. However, the need to prepare well-educated and degreed supervisors was not as easily met. The TPEF initiated discussions with representatives from the University of Houston's College of Technology regarding the establishment of a sequence of courses designed to prepare supervisors for printing and publishing firms. Through these discussions, it became clear that, in an era of declining higher education revenues, major funding for the program could not come from the University. Rather than surrendering, the TPEF set out to raise the money necessary to fund the curriculum they wanted. They succeeded in obtaining the support of local printing firms and the Houston Litho Club, sponsor of Houston's Southwest Graphics Show. This support generated cash.

Fortified with financial backing, the TPEF again approached the University's College of Technology. In 1990, the Foundation pledged a $30,000 start-up grant as well as an additional $120,000 over four years to help pay a professor's salary and defer operational costs (this $150,000 pledge was paid off in October of 1996). The College launched a nationwide search for a graphic communications technology professor/coordinator in 1992. In early 1993, the faculty of the College and the TPEF agreed to ask Dr. Jerry Waite to join the University as a tenure-track faculty member. Dr. Waite, a graphic-arts instructor with 19-years of teaching experience at the Don Bosco Technical Institute in Rosemead, California, was asked to formulate an appropriate sequence of courses, recruit students, oversee the outfitting of laboratory facilities and build the program to a position of national prominence. He accepted the offer because the opportunity to start a brand new curriculum was both challenging and exhilarating. He arrived in Houston in August 1993 and began preparing the new curriculum.

The faculty of the Industrial Technology Department (now the Information and Logistics Technology [ILT] Department) worked with the TPEF and the Printing Industries of the Gulf Coast to construct a sequence of graphic communications-specific courses that meet the needs of the printing and publishing industries. Graphic Communications Technology (GRTC) courses covered printing processes as well as electronic publication (multi-media and Internet), prepress, press, finishing, and costing activities. Approval for the specialization was acquired from the TPEF (acting as the advisory committee) and the faculty of the Department. The graphic-specific courses were approved by the College, the University, and the Texas Higher Education Coordinating Board. Since the curriculum was originally established in 1993, GRTC courses have been reviewed and updated on a regular basis by a committee composed of representatives of the Information and Logistics Technology Department, the TPEF, Printing Industries of the Gulf Coast, other industry leaders, local "feeder" school instructors, and GRTC alumni.

The financial backing for the GRTC program at UH by the TPEF was almost exclusively dependent on the success of the Southwestern Graphics Trade Show. This trade show, owned by the combined Litho Clubs of Houston, Dallas, San Antonio, and Austin, was held in Dallas, San Antonio, and Houston on a rotating basis; the show visited each of the three cities once every three years. Whenever the show was held in Houston, the Houston Litho Club received the proceeds of the booth and ticket sales. Contractually, the Houston Litho Club then granted the majority of those proceeds to the TPEF. In turn, the TPEF supported the UH GRTC program financially.

The last profitable Southwestern Graphics Trade Show held in Houston occurred in 1998. Subsequently, due to competition from the Internet, a decrease in the number of manufacturers willing to show their wares at regional print trade shows, and the post 9/11 recession, several Southwestern Graphics Trade Shows either broke even or lost money for the Litho Clubs. Thus, no money could flow into the TPEF's accounts from the trade show proceeds.

The TPEF tried valiantly to raise money through other means, including golf tournaments and non-credit training classes. However, the "spark" of interest in the Foundation gradually extinguished, especially when enthusiastic board members retired and/or passed away. The TPEF has been inactive since the early 2000's.

Coincidentally, Dr. Waite was granted tenure in 1999 and was immediately elected chair of the Industrial Technology (now ILT) Department. He remained in that position for three very tumultuous years during which a search was conducted for a dean who, after being hired, *almost* single-handedly brought about the closure of the College of Technology. (Only the superb finesse and performance of current Dean William Fitzgibbon prevented the entire College from being dismantled.) Additionally, during those years, Dr. Waite served on the Board of Directors of the International Graphic Arts Education Association (including President), planned for that group's 2004 Conference, continued to coordinate the GRTC program, and taught at least a nine-hour load. He was, at the time, the only faculty member teaching graphic communications technology courses. Needless to say, Dr. Waite had little time to devote to replacing the inactive TPEF with an alternative advisory board.

After the 2004 IGAEA Conference, Dr. Waite no longer had to shoulder the administrative tasks of Department Chair, IGAEA President, or Conference Host. So, he set about to re-establish an advisory board to serve as an alternative to the TPEF. That group formed the basis for the existing advisory board, however the board continues to evolve. For example, when Professor Pierce joined the faculty as a visiting professor in 2014, she invited people working in the Gulf Coast packaging industry to participate and partner with the university. In addition to providing a grant of 15 copies of the textbook *Fundamentals of Packaging*, members of the Institute of Packaging professionals have joined the board and actively participate in the growth of the program.

Today, acknowledged experts and digital-media industry leaders meet bi-annually to advise the Digital Media program (DIGM) administrators, faculty, and staff on curriculum matters. DIGM course outlines, laboratory experiences, equipment, and software are all reviewed by this board. In this way, the program and its courses meet the existing and foreseeable needs of its students and graduates. This oversight is a critical component of the program's accreditation requirements.

Advisory Board members also act as ambassadors for the DIGM program, assist the program's faculty in acquiring relevant internships for DIGM students, and raise money for student scholarships.

4.10.2 Committee member selection process.

Individuals who belong to the following groups are invited to join the advisory board each year:

1. Remaining members of the TPEF Board.
2. Executive directors of the two PIA affiliates serving Texas (Printing Industries of the Gulf Coast [PIGC] and Printing and Imaging Association of MidAmerica [PIA-MIDAM]).
3. Members of the boards of directors of PIGC, PIA-MIDAM and both the South Central Region/Gulf Coast Chapter and the Tejas Chapter of the Institute of Packaging Professionals.
4. Members of the board of directors of the Nolan Moore Foundation.
5. Faculty from feeder Community Colleges.
6. Executives of firms providing internships and/or employment opportunities for students and alumni.
7. Program alumni.

Invitations are sent to all individuals in categories 1–3 and representatives of categories 4–5. Members choose whether or not to respond to the invitation.

4.10.3 Qualifications to serve on the committee.

Qualifications to serve on the committee include membership in the categories enumerated in 4.10.2 and a willingness to serve.

4.10.4 Function and duties of committee members.

Members of the Digital Media advisory board assist the program by:

1. Serving as ambassadors; to spread the word about the program to their colleagues.
2. Advising the program faculty on program and course direction.
3. Assisting the program faculty in obtaining and maintaining accreditation.
4. Providing—or assist in the obtaining of—internships for the program's students.
5. Helping to raise funds for student scholarships.

4.10.5 Meeting frequency, location, duration, and general dates.

Meetings are generally held during the last full month of each long semester (November and April). Thus, the Board meets bi-annually.

Meetings are generally scheduled early in the morning and include breakfast. It has been found that digital media executives have a difficult time attending luncheon or dinner meetings because of "fires" that usually flare up during the day. Members are more likely to be able to attend advisory meetings held before the workday begins.

4.10.6 Minutes of advisory committee meetings.

Minutes of the Texas Printing Education Association meetings (acting as the advisory board for the Graphic Communications Technology specialization) as well as those of the reconstituted Advisory Board are found in a separate binder.

4.10.7 Recommendations and appropriate resultant programmatic actions from advisory board.

The Texas Printing Education Foundation and the current Advisory Board have been instrumental in making virtually all strategic decisions affecting the Graphic Communications Technology specialization as well as the Digital Media Program. For example, the original Graphic Communications courses drafted by Dr. Waite in 1993–94 were prepared in close cooperation with the TPEF Board members. In subsequent years, equipment and facilities decisions were made with that Board's approval. In fact, the TPEF participated in the strategic plan that convinced then-Dean Bernard McIntyre to provide expansive facilities in the Technology Annex to be used as graphic communications laboratories.

In more recent years, the current Advisory Board approved the combination of press and prepress technology instruction into three combined "Production Control" classes; approved the addition of digital photography, Web design, multimedia, and video courses; and approved the transformation of the existing Graphic Communications Technology area of specialization in the Technology Leadership and Supervision program into a stand-alone Digital Media program. The Board also approved the Digital Media degree plan that was subsequently submitted to the appropriate Departmental, College, University, and State committees or agencies.

4.10.8 Current advisory committee members.

The following individuals are members of the Advisory Board *and* have attended meetings since the ACCGC Team visited in 2009:

Name	Affiliation
Jeff Birmingham	Alliance Graphics/Printing
James Bradley	University of Texas at Arlington
Debbie Briggs	ImageSet
Rose Mary Bundscho	Bayside Printing Company
Kevin Cassis	The Whitley Group
Alfred Cervantes	Houston Film Commission
Robert Dennen	Staples
Tom B. Eaton, Jr.	Eaton Manufacturing Company
Patty Eldridge	Printing Industries of the Gulf Coast
Steve Emmott	EMCO Press

Name	Affiliation
Ryan Farris	Earth Integrate
Frederick W. Ferguson	Houston Film Commission
Rody Grant	R.R. Donnelley
Edward F. Gumnick	Starfall Graphics
John Hayward	HP
Axel Krayer	1to1 Printers
Dr. Kendall Lawrence	Lone Star College-North Harris
Jon Lindgren	Direc Educational Programming
Michelle Lin	Clear Channel Media + Entertainment
Mike Mayo	Weichert Realtors
Jim Mousner	One Origin Center
Bart Nay II	Bart Nay Printing
Gregg Parnell	Southeast Media Inc.
Norm Pegram	Premier/IMS
Andy Plata	CodeZ QR
Julie Plata	CodeZ QR
Joe Polanco	PIA Mid-America
Mark R. Rasch	Rasch Graphic Services Corporation
Brandon B. Rasch	Rasch & Rasch Attorney's at Law
John Ristuccia	R.R. Donnelley
Jeff Sadler	Printers Service- Prisco
Bill Schieffer	PIGC
Bacbara Shepard	EKTinteractive, Inc.
April Showers	United Airlines
Marty Stetzer	EKTinteractive, Inc.
Seth Stokes	Launch Graphics, LLC
Tim Tully	Southwest Precision Printers, L.P.
Rich Wales	Olmsted-Kirk Paper Co.
W. Ross Wells	Zenfilm

Faculty

4.11 Faculty: Tenure/Tenure Track, Adjunct, and Graduate Teaching Assistants

The strength and professional diversity of the faculty reflects the quality of the educational program. The ratio of tenure/tenure track and adjunct faculty should be appropriate to the program goals, objectives, and curricular structure.

Standard:
All faculty must be academically and professionally qualified, as determined by the institution, with institutional responsibilities and expectations clearly defined. Faculty development should be continual.

Basis for Judgment:
Faculty members must possess the appropriate academic attainment, possess teaching, research, and professional service skills, be enthusiastic about their service to students, and be eager to continually improve themselves for the responsible position they are privileged to hold.

4.11.1 List of graphic communications faculty.

4.11.1.1 Tenure/Tenure-Track Faculty
Jerry J. Waite, Ed.D., Full Professor (tenured)
Jose Baez-Franceschi, MFA, Assistant Professor (tenure-track)

4.11.1.2.1 Instructional Faculty
Monika Zarzycka (Instructional Associate Professor, 1.00 FTE in Digital Media)
Phil Snyder (Instructional Assistant Professor, 1.00 FTE in Digital Media)

4.11.1.2.2 Visiting Faculty
Jean Pierce, Visiting Assistant Professor, 1.00 FTE in Digital Media)

4.11.1.2.3 Lecturers
Lloyd Schuh (Part time)
Patrice Charleville (Part time)
Mark Hargrove (Part time)
Norm Pegram (Part time)
Erica Reid (Part time)

4.11.1.2.4 Lab Managers
Can Le (Full time Lab manager)
Harold Halliday (Full time Lab manager)
Michael Dawson (Full time Lab manager)

4.11.1.3 Graduate teaching assistants/undergraduate graders
Michael Dawson (Master's student at University of Houston Clear Lake)
Undergraduate student assistants vary by semester

4.11.2 Vita of each graphic communications faculty member.

Please see separate binder.

4.11.3 Course teaching assignments of each faculty member.

Dr. Jerry Waite regularly teaches DIGM 3351, 3252, 4372, 4372, 4373, and 4399. Can Le and Harold Halliday support the labs for DIGM 3351 and 4373. Under Dr. Waite's supervision, Harold supervises the DIGM 3152 labs.

Professor Jose Baez-Franceschi was hired in Fall 2015 to develop an area of emphasis in Computer Simulation, Gaming, and App Development. At this time, he teaches 2D and 3D animation courses (DIGM 3370 and 4371). However, he will develop and teach other courses in the future.

Professor Monika Zarzycka regularly teaches DIGM 2350, 2351, 3353, 3356, 4376, and 4399. Can Le supports Monika's 3356 and 4376 labs.

Professor Phil Snyder regularly teaches DIGM 3354, 3370, 3374, 4379, and 4399. Can Le supports Phil in 3354, 3370, 3374, and 4379.

Professor Jean Pierce regularly teaches DIGM 3353 (which she coordinates), 3355, 4375, and 4399. Can Le supports Jean in 4375.

Adjunct Professor Lloyd Schuh, retired from Houston Community College, regularly teaches DIGM 2353 and 3353 and occasionally teaches DIGM 3252. Michael Dawson supports Lloyd in 2353.

Adjunct Professor Patrice Charleville, principal at ARType Graphics and Design, regularly teaches DIGM 2352, 3353, and 4373. Michael Dawson supports Patrice in 2352 and Can Le supports her in 4373.

Adjunct Professor Mark Hargrove, principal at Hargrove Design Group, regularly teaches DIGM 2351 and 3353. He is also writing (and will also be teaching) ITEC 3325 when this course transitions from the control of the Computer Information faculty to the Digital Media faculty.

Adjunct Professor Norm Pegram, CEO of PremierIMS, regularly teaches DIGM 3350.

Erica Reid, from Shell Oil Company, regularly teaches DIGM 3357. She is supported in the lab section by Can Le.

Mike Dawson, who is working on his Master's Degree in Digital Media Studies from University of Houston Clear Lake, occasionally teaches DIGM 3354.

4.11.4 Contact hours, advising, and teaching load for each faculty member. High laboratory time requirements should be considered.

When considering teaching load, a “semester hour” is defined as *either* one hour of lecture *or* one-and-one-half hours of lab. DIGM three-hour lecture-only courses accrue three hours of credit for the faculty member and require him or her to

conduct three 50-minute periods of class time. A three-hour lecture/lab course requires two hours of lecture per week plus an additional three hours of lab. Faculty earn two hours of load for the two hours of lecture plus an additional two hours of load for the three hours of lab. Thus, a three-hour lecture/lab requires the faculty member to conduct five hours of class for which four hours of load are accrued.

Tenure-track (untenured) faculty generally have a six-semester-hour load per semester. Such faculty are expected to conduct a substantial amount of research, publish, write grants, or conduct other scholarly activities. Non-tenured tenure-track faculty are given, in essence, a one-course release per semester for six years to "jump-start" their scholarly productivity.

Tenured faculty generally have a nine-semester-hour load per semester. Tenured faculty are required to conduct research, publish, and write grants but not at the same level of productivity as untenured tenure-track faculty members.

Non-tenure-track instructional faculty and visiting professors have a 12-hour-per-semester load.

4.11.5 Evidence of professional development of each faculty member.

Dr. Jerry Waite is a member of the Graphic Communications Education Association (GCEA) and has attended 19 of the Association's annual conferences since 1994. He hosted the 2004 Conference. In addition, he has presented numerous papers at those conferences. Dr. Waite served as the Association's President, Immediate Past President, President Elect, First Vice-President, Treasurer, and Regional Vice-President. He also served as the editor of the Association's scholarly publication, *The Visual Communications Journal.*

Dr. Waite was a member of the Houston Production Manager's Association (HPMA)—(now defunct)—and served as a member of that group's Board of Directors. He attended most monthly luncheon meetings during which professionals in the graphic communications industry present their areas of expertise. Dr. Waite presented at these monthly luncheon meetings on a regular basis.

Dr. Waite also served as a member of the Board of Directors (including fulfilling the roles of Treasurer and Chair) of the ACCGC and served Ferris State University and Rock Valley College as mentor/visitation team leader. He is a board member and current Chair of the Board of Directors of Houston's Printing Museum.

Dr. Waite currently serves on the Board of Directors of the Graphic Arts Education and Research Foundation (GAERF) and is the Associate Editor (will be Chief Editor in 2015–16) of the *Journal of Technology, Management, and Applied Engineering (JTMAE).*

Professor Monika Zarzycka is a member of the GCEA (formerly IGAEA) and has attended the 2006, 2007, and 2009–2014 IGAEA Conferences, presented at the 2006, 2007, and 2009–2013 Conferences, published two articles in Association's Visual Communications Journal, and served as the Association's First Vice-President, President-Elect, President, and Immediate Past President. As President, Monika oversaw the transition of the IGAEA into the GCEA, a task that included rebranding the group. She is also the faculty advisor for the GCEAUH student group at the University of Houston. In addition, Ms. Zarzycka is a teacher member of PIA.

Professor Zarzycka participated in an IDEAlliance webinar-based training in ePublishing and earned national certification as an eMediaPro expert. She has also attended (and, in some cases presented) at PIA Teacher Conferences.

Professor Phil Snyder is a member of the Graphic Communications Education Association and presented at the 2013–14 conferences. His article, *Using Transmedia Storytelling Techniques To Invigorate Graphic Communications Programs,* was published in *Visual Communications Journal* in Spring of 2014.

Professor Snyder directed, shot, and edited an updated version of "Harvest of Wisdom," in collaboration with Dr. Jerry Waite and Dr. Harvey Levenson. He also presented at the premiere of the documentary at GraphExpo in 2014.

Professor Snyder cultivates alliances with Digital Media professionals in the Houston area, attending industry networking events, and scheduling guest lecturers for his classes. He was tapped as an animation judge for the Blue Plum Animation Festival of Eastern Tennessee State University.

Professor Snyder created the Red VidFest competition, which features video and animation entries from Digital Media classes. He was the keynote speaker for The Printing Museum's annual fundraiser, as well as HPMA's meeting in November of 2014.

Professor Jean Pierce is Vice President of Education for the Board of Directors of the Gulf Coast Chapter of the Institute of Packaging Professionals. She has given presentations to this group and has integrated its members into the Digital Media Advisory Board. She has been a guest speaker for HPMA in Houston, the Brand Packaging/Packaging that Sells conference in Chicago, the BrandSLAM Summit in Ponte Vedra Beach, and has been a corporate project guest faculty member at the Art Center College of Design in Pasadena. She has also travelled to Clemson University and Michigan State University to study their packaging programs as she builds a similar program at University of Houston. She continues to grow her software skills by attending training provided by ESKO in a variety of software including the Toolkit Suite, Visualizer, Designer and most recently ARTIOSCAD which is the packaging industry standard solution. She has met

with the advisors at Our Lady of the Lake University in order to begin a doctoral program in Fall 2015.

Mr. Can Le regularly attends on-campus instructional sessions for software related to his tasks, and attends Printing Industries of the Gulf Coast and HPMA meetings. He received a PIA stipend to attend the Teacher's Conference at Print '09 and 2013. He is a member of the Graphic Communications Education Association and has attended (and presented at) several of their conferences. Can serves SkillsUSA as a judge.

Mr. Harold Halliday has participated in internships offered by ImageSet (digital printing with Indigo) and Xerox (iGen). He received a PIA stipend to attend the 2009 Teacher's Institute in Pennsylvania. He also serves the GCEA as a Committee Chairperson and SkillsUSA as a judge.

4.11.6 Evidence of administrative support of faculty development and professional service.

The Information and Logistics Technology Department funds travel and registration expenses for faculty attending conferences at which they present. Dr. Jerry Waite, Professor Monika Zarzycka, and Professor Phil Snyder have regularly attended GCEA Conferences in this way. Jean Pierce has been able to travel to conferences and meetings through a generous grant from Southwest Precision Printers, Inc.

The Department also gave Dr. Waite and Professor Monika Zarzycka travel and registration expenses to attend every IGAEA Conference that occurred during the years they were officers of the Association.

The College of Technology gave Dr. Waite a one-course release for each semester for two years leading up to the 2004 IGAEA Conference, which he hosted.

4.11.7 Policies and procedures for selection and appointment of faculty.

The College of Technology and the Information and Logistics Technology Department follow the policies and procedures for the selection and appointment of tenure-track and non-tenure-track faculty as delineated on the University Provost's Website (see http://www.uh.edu/provost/faculty-resources/fac-guidelines-docs-forms/hiring-employment/). Copies of these documents are available in the "Policy" binder.

4.11.8 Tenure, retention, and promotion policies and procedures in comparison to other professional areas on campus.

The College of Technology follows the tenure, retention, and promotion policies dictated in its *Faculty Evaluation System for Promotion, Tenure, and Annual Review.* Copies of this document is available in the "Policy" binder.

The College's policies and procedures for tenure, retention, and promotion are subject to the University's policies and procedures found on the Provost's Website (see http://www.uh.edu/provost/faculty-resources/fac-guidelines-docs-forms/prom-ten/). Copies of these documents are available in the "Policy" binder.

4.11.9 Teaching, service, and scholarly requirements for faculty are stated.

The College of Technology's teaching, service, and scholarly requirements are dictated in its *Faculty Evaluation System for Promotion, Tenure, and Annual Review,* which is in the College's Bylaws Attachment A (see http://faculty.tech.uh.edu/chair/bylaws/). A copy of this document is also available in the "Policy" binder.

4.11.10 Program response to 2009 ACCGC Site Visitation Team Recommendations.

In its 2009 Site Team Visitation Report, the ACCGC recommended: "As new faculty searches may be on the horizon, the team encourages (the program, to) find a balance between growing faculty from within and bringing new faculty to the university who have an external perspective. Our discipline has historically been short on qualified faculty, particularly those who can thrive in a research-intensive environment. However, the University of Houston is strategically positioned to recruit top talent. Be prepared to network and advertise early. A level of funding for either assistant professor or associate professor level position may widen the pool of candidates."

Since 2009, three new faculty members have been recruited, one at the "Instructional Professor" level, one visiting professor, and one tenure-track professor. All of these faculty members bring with them perspectives from outside the Digital Media program, the Information and Logistics Department, and the College of Technology.

Phil Snyder, from Los Angeles, responded to an ad placed for an Instructional Faculty Member in the *Chronicle of Higher Education.* His Master's of Fine Arts degree is from California State University, Los Angeles.

Jean Pierce came to UH as an adjunct professor while working as Corporate Brand Manager at Hewlett Packard (HP). Although originally from Houston, Jean did not attend University of Houston and brings many years of professional experience as well as well as degrees from other schools.

Jose Baez-Franceschi is brand new to the Digital Media Program as of Fall 2015. Although he, indeed, graduated from UH, his MFA is *not* from our College. In addition, Jose has his BFA from Ringling College of Art and Design. Jose has worked at UH for many years in the College of Natural Sciences and Mathematics as a Digital Multimedia Developer and Lecturer in Game Art and Animation (his students have won numerous international awards). These skill sets are substantially different from those already embodied in the Digital Media faculty.

4.12 Faculty Evaluation

Evaluation of faculty provides feedback for instructional improvement, faculty development, and other contributions to knowledge and to the profession.

Standard:
All faculty must be evaluated for instructional effectiveness, professional development, and service contributions.

Basis for Judgment:
Instructional effectiveness of each faculty member is regularly conducted. Prompt feedback of faculty evaluation results is practiced.

4.12.1 Faculty evaluation policies and procedures.

Prospective faculty are evaluated by all members of the department for which the candidate seeks be hired, by the search committee, by the Departmental Chair, by the Dean, and by the Provost.

Faculty members are evaluated each semester by students, each year by the Departmental Chair, and during the tenure and promotion cycles (third-year review, tenure and promotion to associate professor, and promotion to professor) by peers, Chair, Dean, and Provost.

Yearly evaluations by the Departmental Chair are initiated by each individual when the faculty member prepares and submits an "Annual Activity Report." Applications for third year review, tenure/promotion, and promotion to full professor are also initiated by the individual when the faculty member submits a dossier for evaluation by peers, Chair, Dean, and Provost.

All processes used to evaluate faculty are delineated in the College of Technology's *Faculty Evaluation System for Promotion, Tenure, and Annual Review* (see copy in the Policies binder). These policies are subject to those of the University. A copy of this document is available in the "Policy" binder.

4.12.2 Evaluation instruments.

Students evaluate courses and faculty online. An example report derived from the online form is provided below. The form used by Department Chairs to evaluate faculty is found in the "Policy" binder. In addition, the outline for the Annual Faculty Activity Report is found in the "Policy" binder.

College of Technology

FACULTY/COURSE EVALUATION REPORT

Fall 2014

DIGM 3351

	Relative Frequency Distribution of Response					Section Statistics			College Statistics		
College Items	*Excellent (5)*	*Good (4)*	*Average (3)*	*Below Average (2)*	*Poor (1)*	N	Mean*	SD	N	Mean*	SD
1. Quality of text books	21.3%	40.4%	29.8%	2.1%	6.4%	47	3.68	1.04	4288	3.93	1.04
2. Contribution to my professional growth and development	48.9%	40.4%	8.5%	2.1%	0.0%	47	4.36	0.74	4354	4.12	1.04
3. Level to which this course met my learning expectations	42.6%	25.5%	29.8%	2.1%	0.0%	47	4.09	0.90	4342	4.01	1.11
4. Instructor presentation of material	40.4%	42.6%	10.6%	6.4%	0.0%	47	4.17	0.87	4347	4.04	1.16
5. Instructor response to student questions	55.3%	29.8%	8.5%	4.3%	2.1%	47	4.32	0.96	4345	4.20	1.11
6. Instructor organization	46.8%	36.2%	17.0%	0.0%	0.0%	47	4.30	0.75	4344	4.14	1.11
7. Instructional effectiveness	44.7%	34.0%	14.9%	4.3%	2.1%	47	4.15	0.98	4331	4.07	1.17
8. Fairness of grading	40.4%	40.4%	12.8%	6.4%	0.0%	47	4.15	0.88	4322	4.20	1.06

Administration	*Yes*	*No*	N
9. I had a desire to take this course	59.6%	40.4%	47
10. The instructor remained in the room while I filled out this evaluation.	0.0%	100.0%	46

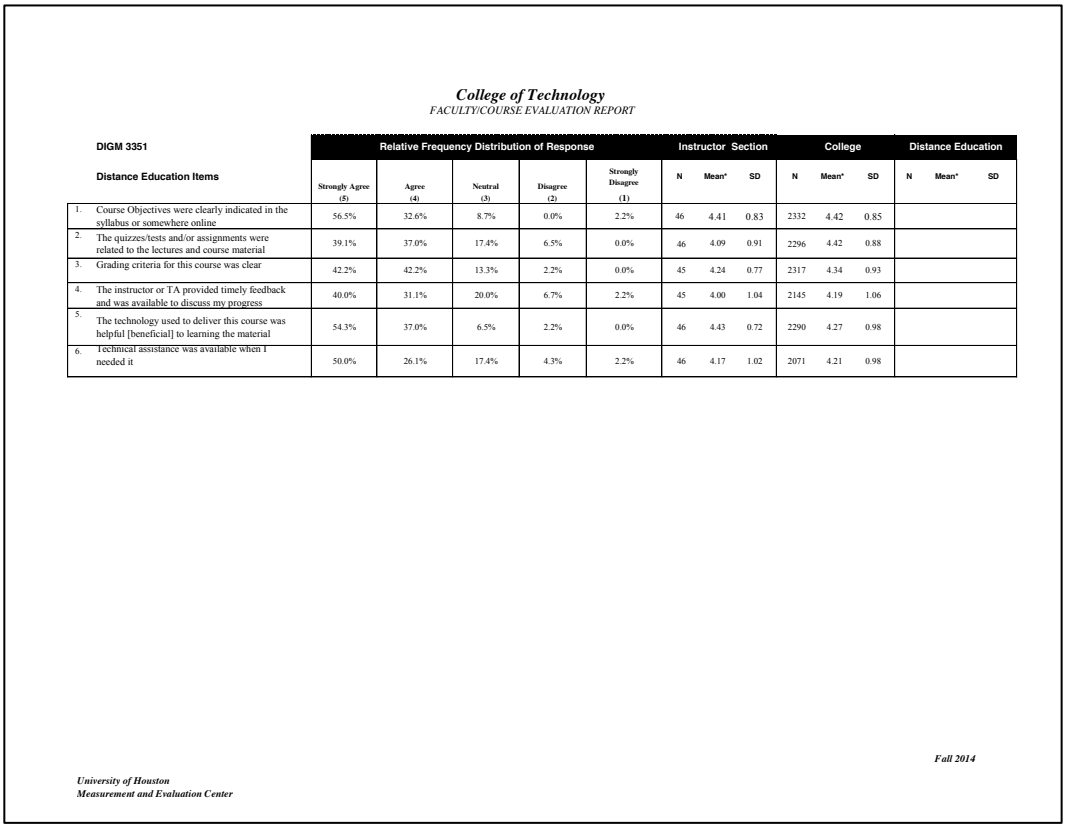
Common University-Wide Items	*Outstanding (5)*	*Above Average (4)*	*Average (3)*	*Below Average (2)*	*Poor (1)*	N	Mean*	SD	N**	Mean*	SD
11. The overall teaching effectiveness of this instructor is	38.3%	34.0%	25.5%	2.1%	0.0%	47	4.09	0.86	4344	3.98	1.15
12. The overall quality of this course is	37.0%	37.0%	21.7%	2.2%	2.2%	46	4.04	0.94	4335	3.92	1.12
13. This instructor's availability for individual assistance is	44.7%	25.5%	25.5%	2.1%	2.1%	47	4.09	1.00	4325	4.08	1.10
14. This instructor's demonstration of respect for students is	51.1%	25.5%	14.9%	8.5%	0.0%	47	4.19	0.99	4328	4.31	1.00

Mean*= 5 point scale, higher scores desirable

N**=The college statistic data for items 11 through 14 include Distance Education.

Fall 2014

University of Houston
Measurement and Evaluation Center



College of Technology
FACULTY/COURSE EVALUATION REPORT

DIGM 3351	Relative Frequency Distribution of Response					Instructor Section			College			Distance Education		
Distance Education Items	**Strongly Agree (5)**	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**	**N**	**Mean***	**SD**	**N**	**Mean***	**SD**	**N**	**Mean***	**SD**
1. Course Objectives were clearly indicated in the syllabus or somewhere online	56.5%	32.6%	8.7%	0.0%	2.2%	46	4.41	0.83	2332	4.42	0.85			
2. The quizzes/tests and/or assignments were related to the lectures and course material	39.1%	37.0%	17.4%	6.5%	0.0%	46	4.09	0.91	2296	4.42	0.88			
3. Grading criteria for this course was clear	42.2%	42.2%	13.3%	2.2%	0.0%	45	4.24	0.77	2317	4.34	0.93			
4. The instructor or TA provided timely feedback and was available to discuss my progress	40.0%	31.1%	20.0%	6.7%	2.2%	45	4.00	1.04	2145	4.19	1.06			
5. The technology used to deliver this course was helpful [beneficial] to learning the material	54.3%	37.0%	6.5%	2.2%	0.0%	46	4.43	0.72	2290	4.27	0.98			
6. Technical assistance was available when I needed it	50.0%	26.1%	17.4%	4.3%	2.2%	46	4.17	1.02	2071	4.21	0.98			

Fall 2014

University of Houston
Measurement and Evaluation Center

4.12.3 Mechanism for prompt feedback of evaluation results to faculty.

The mechanism for providing feedback to faculty members is found in the *Faculty Evaluation System for Promotion, Tenure, and Annual Review.* A copy of this document is available in the "Policy" binder.

Students complete their online evaluations toward the end of each semester. Results are provided to faculty members within the first two months of the next semester.

Students/Graduates

4.13 Student Records and Advising

Effective advising requires that student records be well organized, current, and maintained in a systematic and effective manner. Advisors should be cognizant of current curricular requirements and changes that affect the graphic communications curriculum. Prerequisite course status must be monitored and strictly enforced. Student advisement is required on a regular basis.

Standard:
A system for maintaining records and advising students must be established and in use.

Basis for Judgment:
There should be ample written evidence of admission records, student progress through his/her academic program, and notations of academic advisement assistance. All students with declared majors in the academic unit must have assigned advisors.

4.13.1 Admission standards are documented to assure students are capable of meeting standards. Admission test scores, high school rankings, and other criteria are documented.

Admissions standards for the Digital Media program are consistent with the general admissions standards for the University of Houston. A detailed description of admission standards is provided through the university's admissions Website (http://www.uh.edu/admissions). This resource includes links to frequently asked questions as well as necessary forms. The student admissions process is centrally coordinated through the University Admissions Office. This office maintains all electronic and physical student admission records.

Once a student declares a major affiliated with the College of Technology, the College utilizes its own Academic Services Center (ASC) to provide a variety of advising services for technology majors. There are six academic advisors available for undergraduates and two advisors specifically advising prospective students at community colleges. In addition to the counselors, a Program Manager keeps abreast of admissions requirements and programmatic changes for the different departments in the college. The ASC Program Manager also acts as a liaison between the ASC staff and program faculty to ensure that counselors have updated information when advising students. Once a student declares a technology major, the ASC creates a permanent file on that student to better serve his or her advising needs by tracking progress toward a degree as well as making note of previous advising visits. Academic Services Center staff and personnel have access to the central admission files including test scores, high school rankings, and other admissions criteria.

4.13.2 Student recruitment and selection are documented.

In addition to University recruitment efforts, College of Technology recruitment strategies are geared toward tapping potential students in the Greater Houston area. Academic Service Center staff have organized and participated in recruiting events in high schools and community colleges across the city. In addition, the ASC staff has held information sessions on the central UH campus for visitors.

The College of Technology also supports a program for Technology Student Ambassadors. These Ambassadors assist with all campus and many off-campus re-

cruitment events, offering a first hand perspective of the student experience in the College of Technology.

Brochures will continue to be distributed to area community colleges and high schools. The Director of Student Affairs is also attempting to increase the number of Technology Student Ambassadors participating in college recruitment activities.

At the program level, the primary recruitment tool is the program's website (http://www.uh.edu/tech/digitalmedia/). This site, which is well linked to the UH and College of Technology sites, was designed to be very visible in Google searches. As a result, students from as far away as Estonia, India, and Bulgaria have enrolled in the program.

In addition, Dr. Jerry Waite coordinates recruitment efforts particularly at local community colleges and high schools. Dr. Waite has visited all community colleges in the area and sits on most of their advisory boards. Faculty members also visit local feeder schools (in particular, the Fort Bend Digital Media Academy at Hightower High School) to explain our program. And, local digital media high school teachers bring their students for half-day visits to the Sugar Land campus to experience our labs and faculty. It must be noted, however, that none of this external recruitment effort is actually necessary. The Digital Media program grows each semester (perhaps at too great a rate).

4.13.3 Accurate, individual records are kept.

As described in Section 4.13.1, student records are maintained at two levels. First, the University of Houston maintains centralized student admissions records for all admitted students. Second, the College of Technology Academic Services Center maintains records of all declared Technology majors including admissions data, advising history, and other information relevant to the students' efforts to complete a particular degree.

4.13.4 Career counseling and program advising are regularly performed and documented.

When a student declares a technology major, the ASC creates a file on that student to track progress through the program. After an initial orientation, students are expected to visit ASC academic counselors at least once a semester (although many visit multiple times) to review their degree requirements and to resolve any potential course issues (e.g. prerequisites). Each of these visits is documented using an electronic advising notes system in PeopleSoft.

The ASC also provides students with career guidance with a full-time career counselor. Career counseling utilizes the Web (http://www.uh.edu/technology/advising/career-services/) and TechConnect,

which is a new software interface that allows employers to post positions and students to upload resumes and cover letters. Students and employers are encouraged on the website to visit https://tech-uh-csm.symplicity.com/ to register in TechConnect. Career services in the College of Technology also hosts a biannual career fair which has seen increasing industry participation. Efforts to increase student and corporate attendance at College of Technology-sponsored Career Fair events have been largely successful over the last several years. The ASC continues to promote the event among current students and corporate partners.

In addition to the general advising structure at the University and College, the Digital Media program maintains a Website, Facebook page, and Twitter feed that provide a variety of information regarding the program, courses and curriculum changes, industry contacts, program updates, and other notes and news. The intent of the site and social media outlets is to keep students and the public in general informed about the program as well as provide a mechanism for keeping in touch with alums.

As mentioned in the previous paragraph, the Digital Media program also utilizes an active Industry Advisory Board to provide guidance for the program. This includes gauging industry trends and needs that impact the curriculum and technical requirements for the degree.

Finally, students have access to University Career Services that provides a Web-based career advisory network (http://www.career.uh.edu/) that includes resume assistance as well as career counseling and job postings.

4.14 Graduate Placement and Follow-up

Assistance to help students transition into their first job is important to help assure graduates are placed in positions commensurate with the stated goals and objectives of the program. Follow-up studies assess program progress, and assist in future development of the program. The types of jobs and how well the students were prepared in the program for their current and past positions should be documented.

Standard:

Initial placement assistance is practiced and timely follow-up studies of graduates should be conducted.

Basis for Judgment:

The types of jobs and how well the students were prepared in the program for their current and past positions should be documented.

4.14.1 List of institutional placement services available and practiced.

- College of Technology Career Counselor
- University Career Services – www.career.uh.edu
- TechConnect - https://tech-uh-csm.symplicity.com/

The UH Career Services Website and TechConnect are the formal placement service sites for Technology services. The COT site has the advantage of being designed specifically for technology majors; therefore this is the logical first step in seeking employment specific to students' respective fields. The Website also provides students with information about career fairs and links to other relevant Websites. In addition, the site has a section for recruiters to post jobs as they become available. TechConnect is managed by the Career Counselor and maintained through a contract with Symplicity.

4.14.2 Response to the 2009 ACCGC Team's Recommendations.

In the 2009 Site Team Visitation Report, ACCGC recommended: "Because many Digital Media-oriented businesses are small, these companies may not be present at larger technology job fairs, which tend to attract larger corporations. Therefore, the responsibility for linking students with potential employers often falls on the program coordinator. We encourage Dr. Waite and Ms. Holman (sic) to work together to plan ways to expand employment opportunities to students and graduates of the Digital Media program."

Career and employment opportunities are made available to DIGM students through several channels:

1. A page of the Digital Media website (http://www.uh.edu/tech/digitalmedia/employ/ is dedicated to student employment and internship opportunities.
2. When employers call in or send the program coordinator a request for an intern or employee, that individual is directed to complete an online form that is part of the College's TechConnect site, which is accessible through http://www.uh.edu/tech/digitalmedia/employ/
3. Opportunities posted on TechConnect are cross-listed on the Digital Media Program's Facebook feed.
4. The GCEAUH Student Organization holds employer meet-and-greet events each semester.

4.14.2 Philosophy and practice of graduate follow-up.

Historically, the College of Technology and the University of Houston have been especially interested in collecting survey data on former students to gauge the level of academic and professional post-graduate activity. This information can be a valuable tool in refining and improving the undergraduate learning experience while also providing a window on life after the degree.

Past data collection efforts have met varying degrees of success due to the challenges associated with survey implementation including low response rates.

4.14.2.1 Graduate follow-up survey instruments

There are two types of graduate follow-up survey instruments currently utilized in the College of Technology: general and program specific. The College of Technology Alumni Survey is a general questionnaire designed to collect basic information about undergraduate and graduate alumni employment experiences as well as their perception of the quality of education at UH. The most recent survey was administered in Spring 2015 and collected data from graduates of the College of Technology dating back to 2011.

In addition to general surveys, some programs seek more detailed information about their graduates. For instance, the Digital Media faculty worked with the Director of Assessments and Accreditation for the College of Technology to create a new survey designed to gather specific employment and school experience information about students who graduated from the Digital Media program.

During Spring 2015, in anticipation of the ACCGC Team Visit, the alumni follow-up survey was prepared and distributed to all graduates of the Digital Media program from 2011 to 2014. The survey was conducted through *SurveyMonkey* and invitations were emailed to all known DIGM graduates. A total of 54 students had earned Digital Media degrees by Spring 2015 (see table below) and 10 (19%) completed the survey.

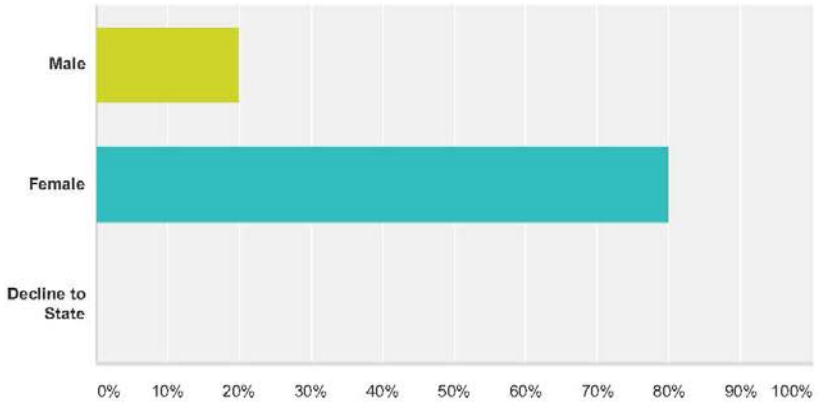
	2011	2012	2013	2014	TOTAL
Degree Plan	No. of Degrees				
Digital Media, BS	3	8	14	27	52
Digital Media, BS PB			2		2
TOTAL	3	8	16	27	54

The questions and the results of the survey may be found on the following pages.

DIGM Alumni Survey Spring 2015

Q1 Gender

Answered: 10 Skipped: 0

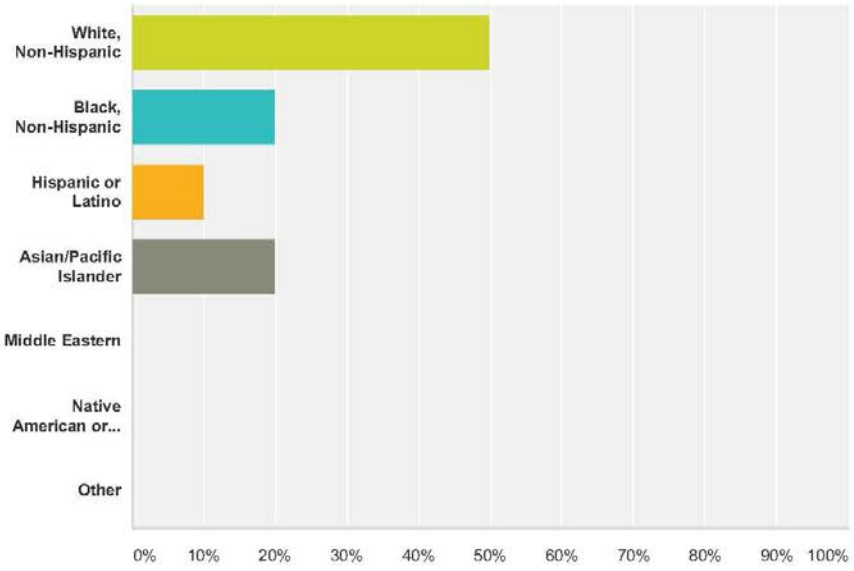


Answer Choices	Responses	
Male	20.00%	2
Female	80.00%	8
Decline to State	0.00%	0
Total		10

DIGM Alumni Survey Spring 2015

Q2 Ethnicity

Answered: 10 Skipped: 0

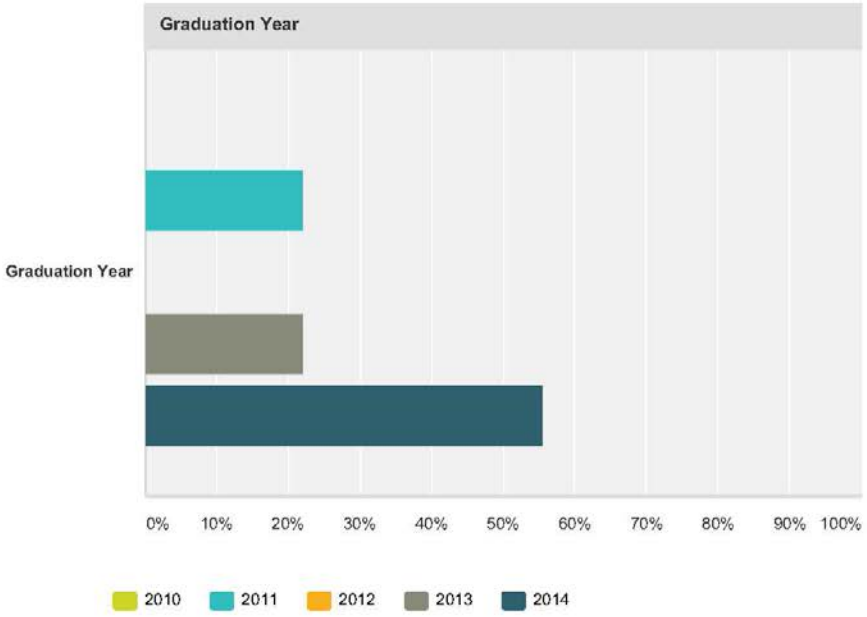


Answer Choices	Responses	
White, Non-Hispanic	50.00%	5
Black, Non-Hispanic	20.00%	2
Hispanic or Latino	10.00%	1
Asian/Pacific Islander	20.00%	2
Middle Eastern	0.00%	0
Native American or Alaskan	0.00%	0
Other	0.00%	0
Total		10

DIGM Alumni Survey Spring 2015

Q3 What year did you graduate?

Answered: 9 Skipped: 1

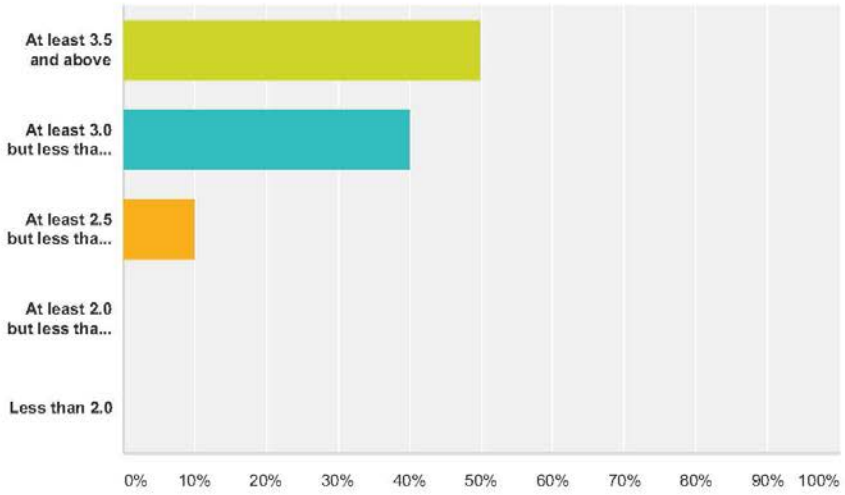


Graduation Year						
	2010	2011	2012	2013	2014	Total
Graduation Year	0.00% 0	22.22% 2	0.00% 0	22.22% 2	55.56% 5	9

DIGM Alumni Survey Spring 2015

Q4 Graduating Cumulative GPA

Answered: 10 Skipped: 0

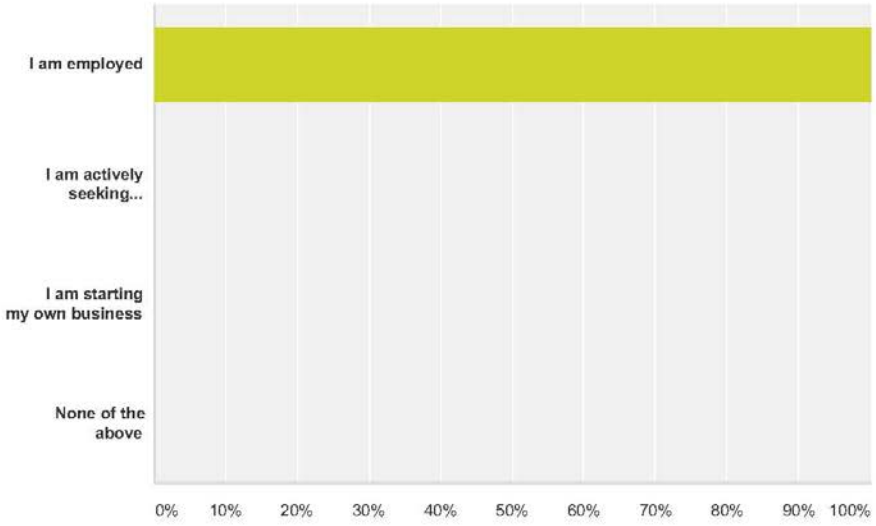


Answer Choices	Responses	
At least 3.5 and above	50.00%	5
At least 3.0 but less than 3.5	40.00%	4
At least 2.5 but less than 3.0	10.00%	1
At least 2.0 but less than 2.5	0.00%	0
Less than 2.0	0.00%	0
Total		10

DIGM Alumni Survey Spring 2015

Q5 Which of the following best describes your employment status upon completion of your degree program?

Answered: 10 Skipped: 0



Answer Choices	Responses	
I am employed	100.00%	10
I am actively seeking employment	0.00%	0
I am starting my own business	0.00%	0
None of the above	0.00%	0
Total		10

DIGM Alumni Survey Spring 2015

Q6 Concerning graduate school:

Answered: 4 Skipped: 6

Answer Choices	Responses	
I am attending graduate school. Please specify graduate school.	0.00%	0
I am planning on attending graduate school. Please specify graduate school.	100.00%	4
I am not interested in attending graduate school (leave it blank).	0.00%	0

#	I am attending graduate school. Please specify graduate school.	Date
	There are no responses.	
#	**I am planning on attending graduate school. Please specify graduate school.**	**Date**
1	I am not sure about it yet	5/8/2015 10:16 AM
2	Undecided	4/6/2015 4:58 PM
3	University of Houston, Texas A&M University, MBA Programs	4/6/2015 2:50 PM
4	Rochester Institute of Technology	4/6/2015 11:23 AM
#	**I am not interested in attending graduate school (leave it blank).**	**Date**
	There are no responses.	

DIGM Alumni Survey Spring 2015

Q7 Please complete the following questions about your current job:

Answered: 10 Skipped: 0

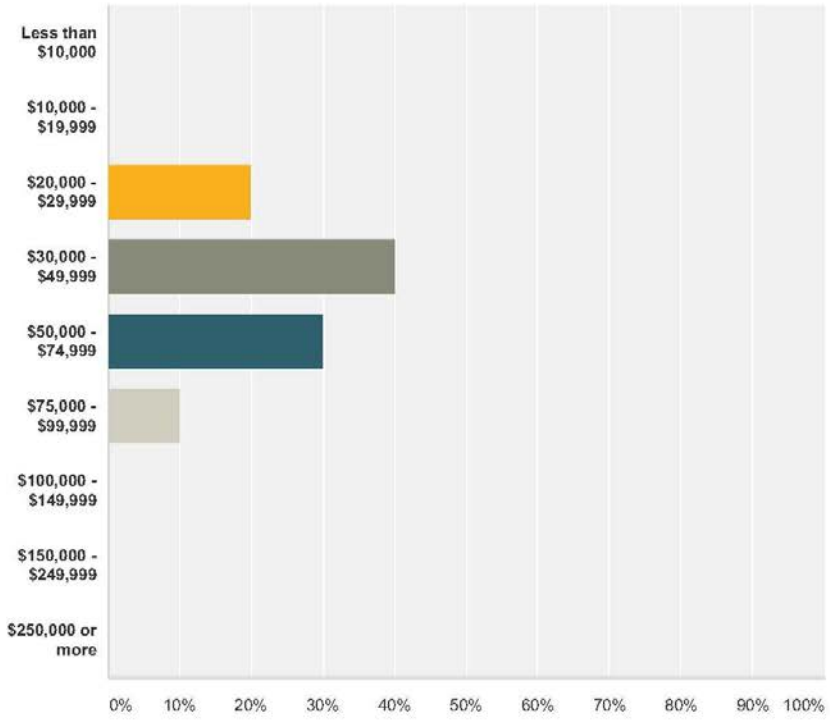
Answer Choices	Responses	
What is your current job title?	100.00%	10
Who is your current employer?	100.00%	10

#	What is your current job title?	Date
1	Web Designer	5/10/2015 9:17 AM
2	Sale coordinator	5/9/2015 9:55 AM
3	Graphic design	5/8/2015 5:24 PM
4	Leadership development program associate	5/8/2015 10:16 AM
5	Graphic Design/Prepress	4/8/2015 8:20 PM
6	Web & Graphics Assistant	4/7/2015 8:51 AM
7	User Experience Games Producer	4/6/2015 4:58 PM
8	Marketing Assistant	4/6/2015 2:50 PM
9	Junior Graphic Designer	4/6/2015 11:23 AM
10	Digital Communications Designer and Web Developer	4/6/2015 11:18 AM
#	Who is your current employer?	Date
1	The Go Solution	5/10/2015 9:17 AM
2	Daikin	5/9/2015 9:55 AM
3	True color graphics	5/8/2015 5:24 PM
4	RR DONNELLEY	5/8/2015 10:16 AM
5	University Copy Center	4/8/2015 8:20 PM
6	Royal Chain	4/7/2015 8:51 AM
7	Microsoft (via Hanson Consulting)	4/6/2015 4:58 PM
8	Hoar Construction	4/6/2015 2:50 PM
9	CETCO Energy Services	4/6/2015 11:23 AM
10	Southeast Media Inc.	4/6/2015 11:18 AM

DIGM Alumni Survey Spring 2015

Q8 What is your current annual salary?

Answered: 10 Skipped: 0

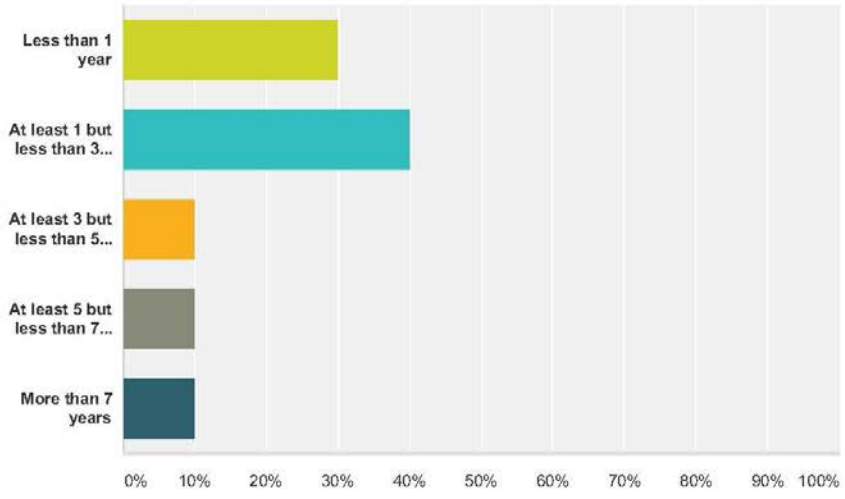


Answer Choices	Responses	
Less than $10,000	0.00%	0
$10,000 - $19,999	0.00%	0
$20,000 - $29,999	20.00%	2
$30,000 - $49,999	40.00%	4
$50,000 - $74,999	30.00%	3
$75,000 - $99,999	10.00%	1
$100,000 - $149,999	0.00%	0
$150,000 - $249,999	0.00%	0
$250,000 or more	0.00%	0
Total		10

DIGM Alumni Survey Spring 2015

Q9 Total Work Experience at time of graduation:

Answered: 10 Skipped: 0

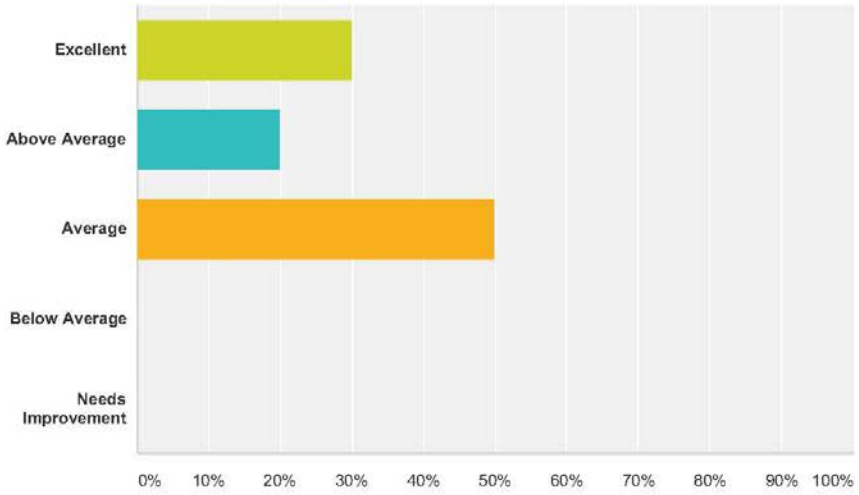


Answer Choices	Responses	
Less than 1 year	30.00%	3
At least 1 but less than 3 years	40.00%	4
At least 3 but less than 5 years	10.00%	1
At least 5 but less than 7 years	10.00%	1
More than 7 years	10.00%	1
Total		10

DIGM Alumni Survey Spring 2015

Q10 The overall quality of advising is:

Answered: 10 Skipped: 0

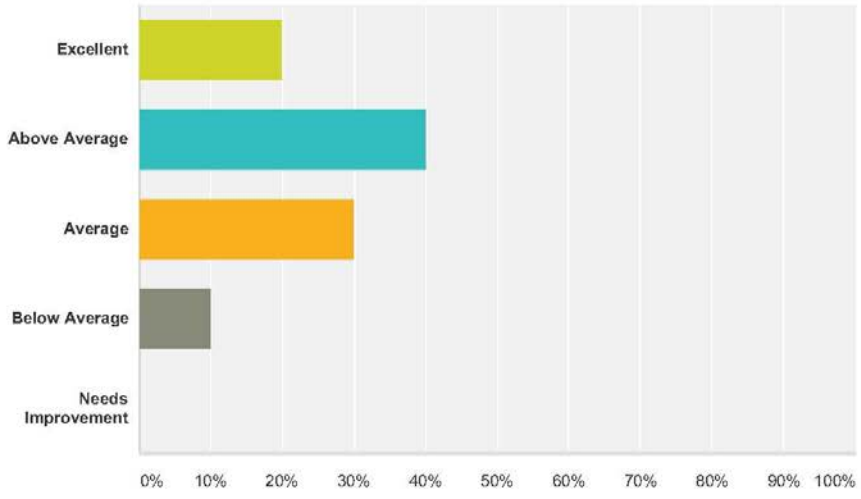


Answer Choices	Responses	
Excellent	30.00%	3
Above Average	20.00%	2
Average	50.00%	5
Below Average	0.00%	0
Needs Improvement	0.00%	0
Total		10

DIGM Alumni Survey Spring 2015

Q11 Advising availability for students' appointments is:

Answered: 10 Skipped: 0

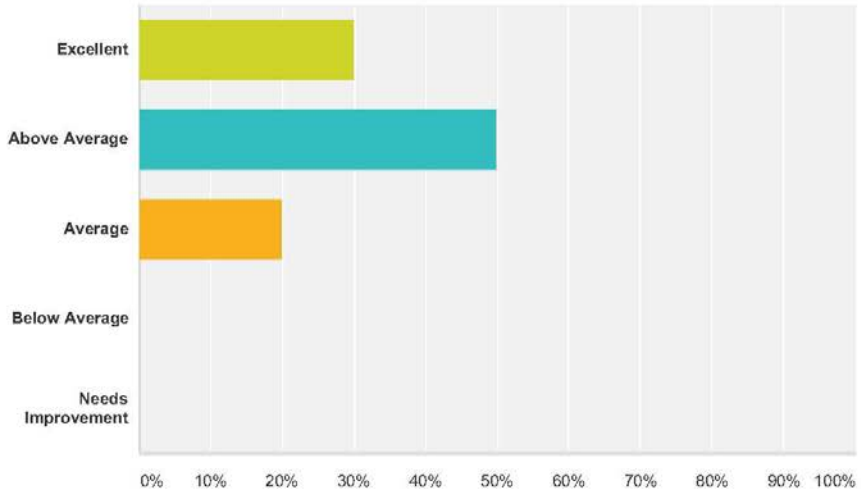


Answer Choices	Responses	
Excellent	20.00%	2
Above Average	40.00%	4
Average	30.00%	3
Below Average	10.00%	1
Needs Improvement	0.00%	0
Total		10

DIGM Alumni Survey Spring 2015

Q12 The timeliness of advisors responses to students' questions is:

Answered: 10 Skipped: 0

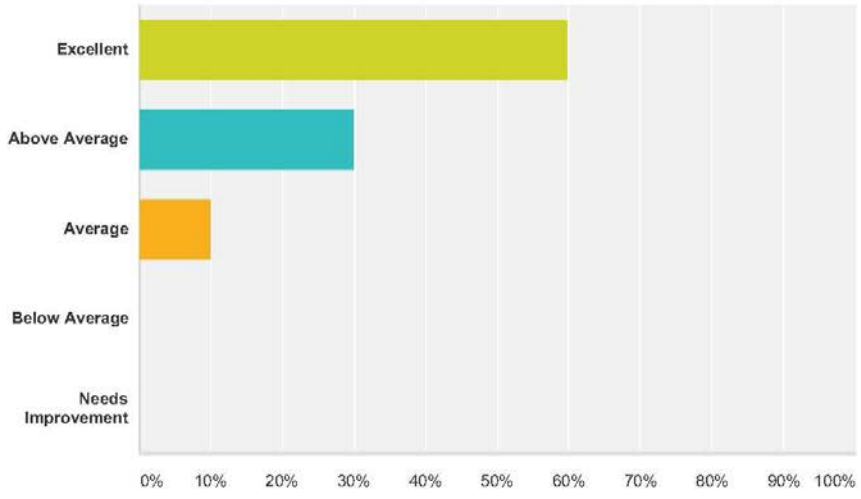


Answer Choices	Responses	
Excellent	30.00%	3
Above Average	50.00%	5
Average	20.00%	2
Below Average	0.00%	0
Needs Improvement	0.00%	0
Total		10

DIGM Alumni Survey Spring 2015

Q13 The advisor's demonstration of respect for students is:

Answered: 10 Skipped: 0

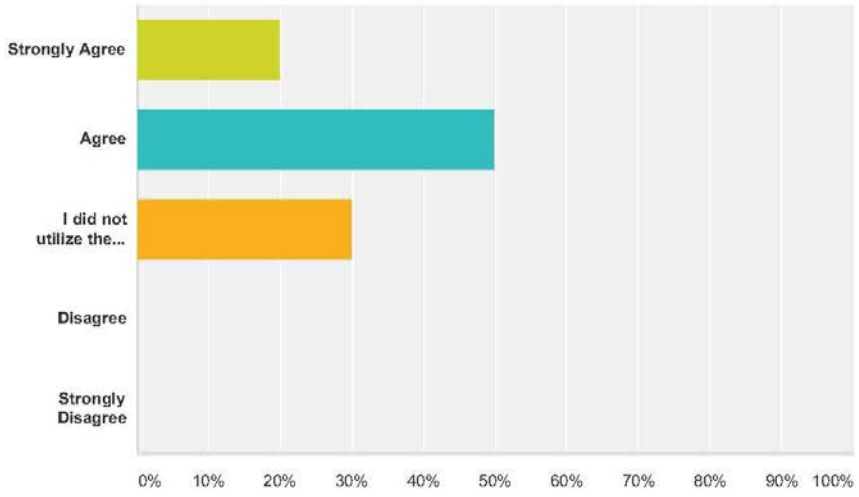


Answer Choices	Responses	
Excellent	60.00%	6
Above Average	30.00%	3
Average	10.00%	1
Below Average	0.00%	0
Needs Improvement	0.00%	0
Total		10

DIGM Alumni Survey Spring 2015

Q14 I received helpful and useful feedback from the writing center

Answered: 10 Skipped: 0

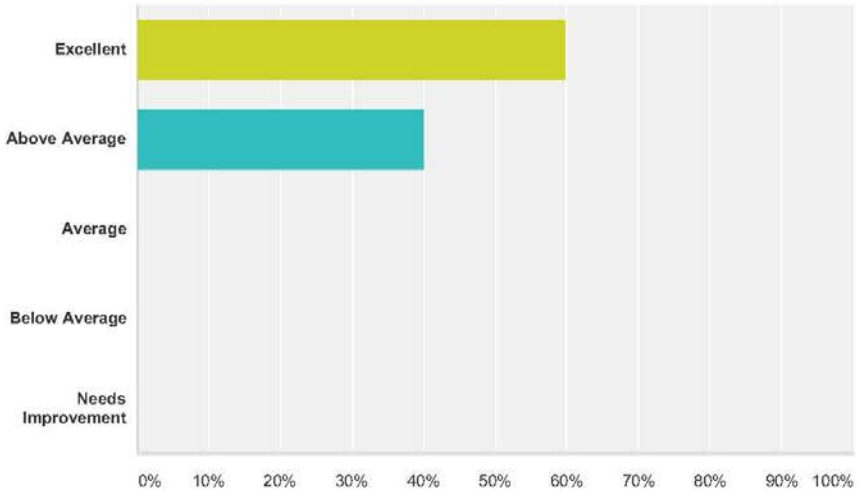


Answer Choices	Responses	
Strongly Agree	20.00%	2
Agree	50.00%	5
I did not utilize the Services at the Writing Center	30.00%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Total		10

DIGM Alumni Survey Spring 2015

Q15 The overall teaching quality of Digital Media (DIGM) faculty is:

Answered: 10 Skipped: 0

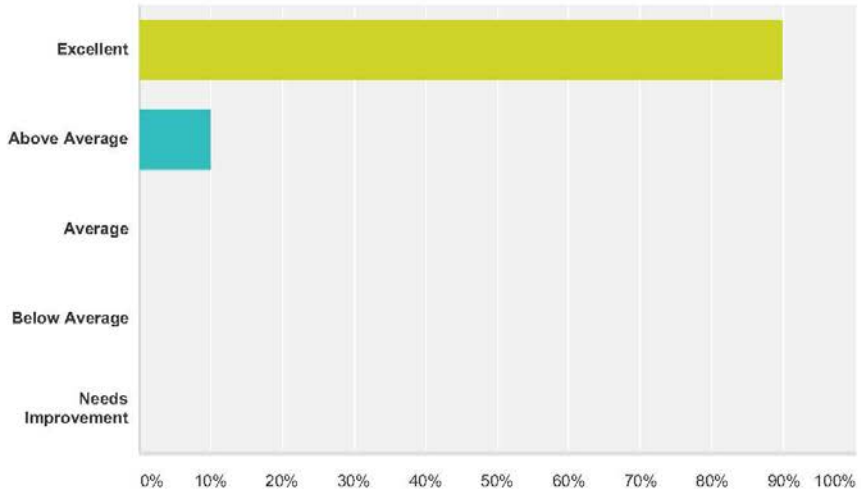


Answer Choices	Responses	
Excellent	60.00%	6
Above Average	40.00%	4
Average	0.00%	0
Below Average	0.00%	0
Needs Improvement	0.00%	0
Total		10

DIGM Alumni Survey Spring 2015

Q16 DIGM faculty advising availability for students' appointments is:

Answered: 10 Skipped: 0

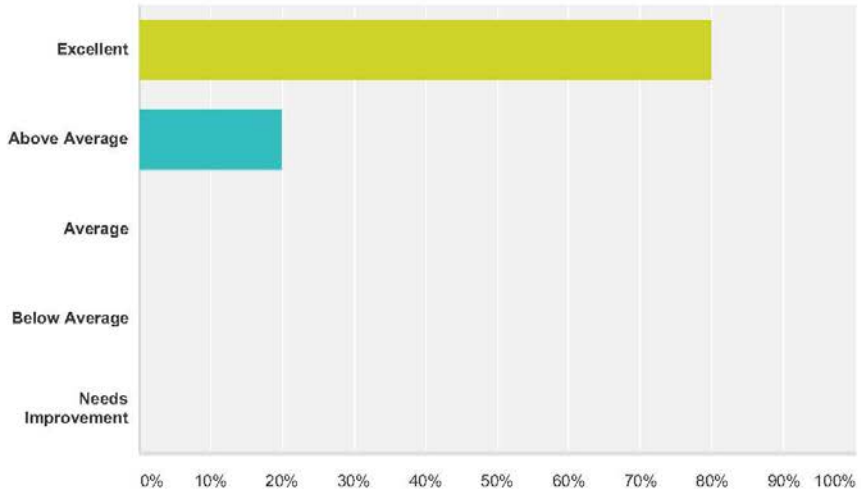


Answer Choices	Responses	
Excellent	90.00%	9
Above Average	10.00%	1
Average	0.00%	0
Below Average	0.00%	0
Needs Improvement	0.00%	0
Total		10

DIGM Alumni Survey Spring 2015

Q17 The timeliness of DIGM faculty responses to students' questions is:

Answered: 10 Skipped: 0

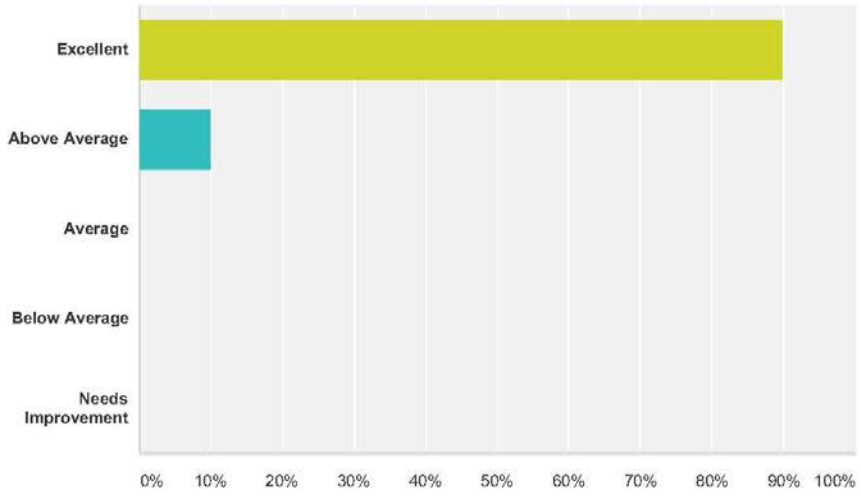


Answer Choices	Responses	
Excellent	80.00%	8
Above Average	20.00%	2
Average	0.00%	0
Below Average	0.00%	0
Needs Improvement	0.00%	0
Total		10

DIGM Alumni Survey Spring 2015

Q18 The DIGM faculty's demonstration of respect for students is:

Answered: 10 Skipped: 0

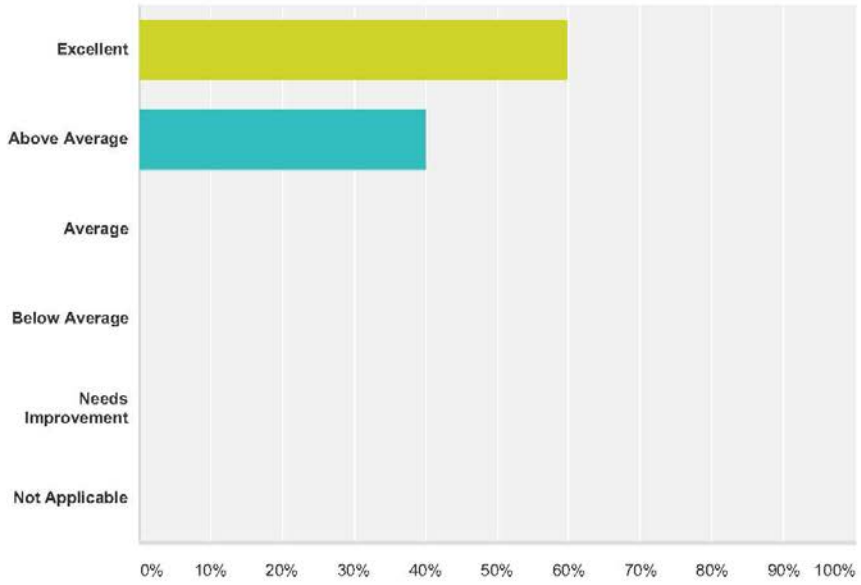


Answer Choices	Responses	
Excellent	90.00%	9
Above Average	10.00%	1
Average	0.00%	0
Below Average	0.00%	0
Needs Improvement	0.00%	0
Total		10

DIGM Alumni Survey Spring 2015

Q19 The overall quality of classroom facilities is:

Answered: 10 Skipped: 0

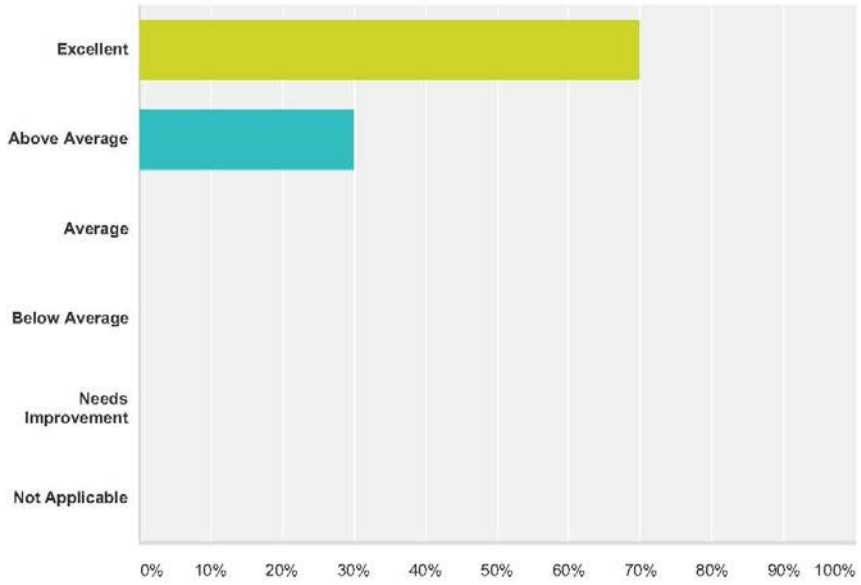


Answer Choices	Responses	
Excellent	60.00%	6
Above Average	40.00%	4
Average	0.00%	0
Below Average	0.00%	0
Needs Improvement	0.00%	0
Not Applicable	0.00%	0
Total		10

DIGM Alumni Survey Spring 2015

Q20 The overall quality of computer facilities is:

Answered: 10 Skipped: 0

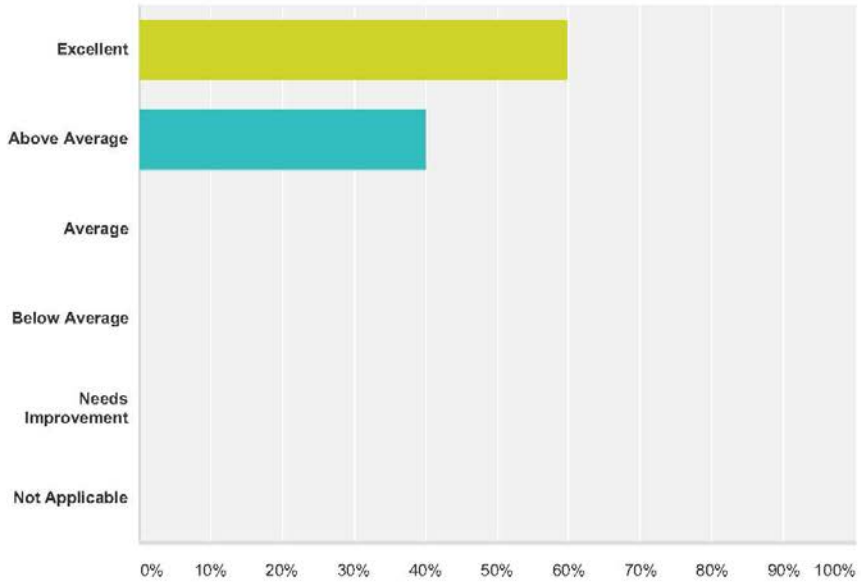


Answer Choices	Responses	
Excellent	70.00%	7
Above Average	30.00%	3
Average	0.00%	0
Below Average	0.00%	0
Needs Improvement	0.00%	0
Not Applicable	0.00%	0
Total		10

DIGM Alumni Survey Spring 2015

Q21 The overall quality of laboratory facilities is:

Answered: 10 Skipped: 0

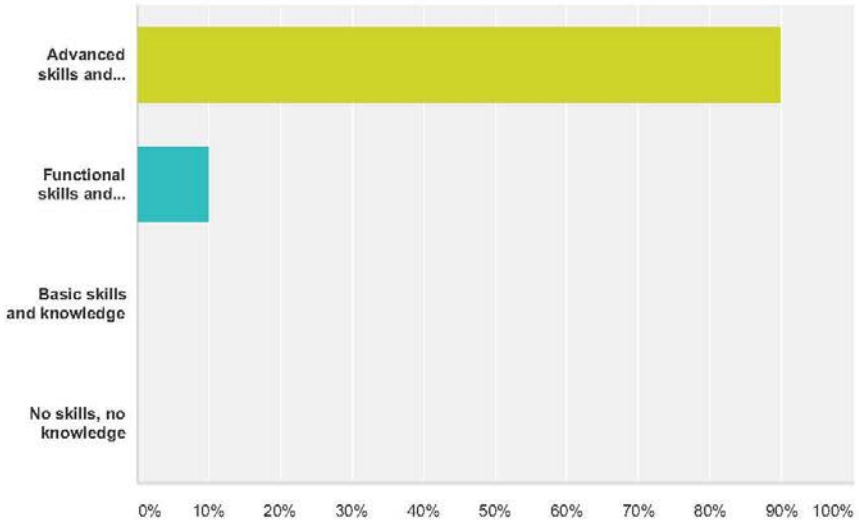


Answer Choices	Responses	
Excellent	60.00%	6
Above Average	40.00%	4
Average	0.00%	0
Below Average	0.00%	0
Needs Improvement	0.00%	0
Not Applicable	0.00%	0
Total		10

DIGM Alumni Survey Spring 2015

Q22 Computer applications related to my field

Answered: 10 Skipped: 0

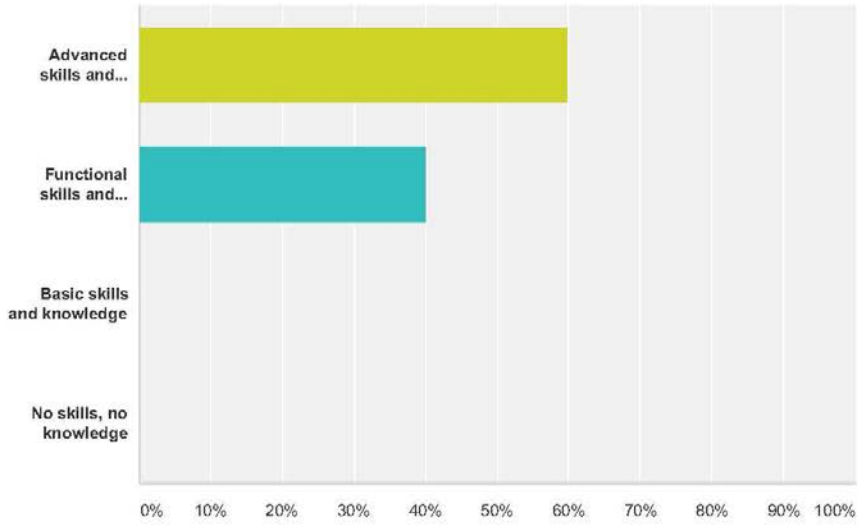


Answer Choices	Responses	
Advanced skills and knowledge	90.00%	9
Functional skills and knowledge	10.00%	1
Basic skills and knowledge	0.00%	0
No skills, no knowledge	0.00%	0
Total		10

DIGM Alumni Survey Spring 2015

Q23 Written communications

Answered: 10 Skipped: 0

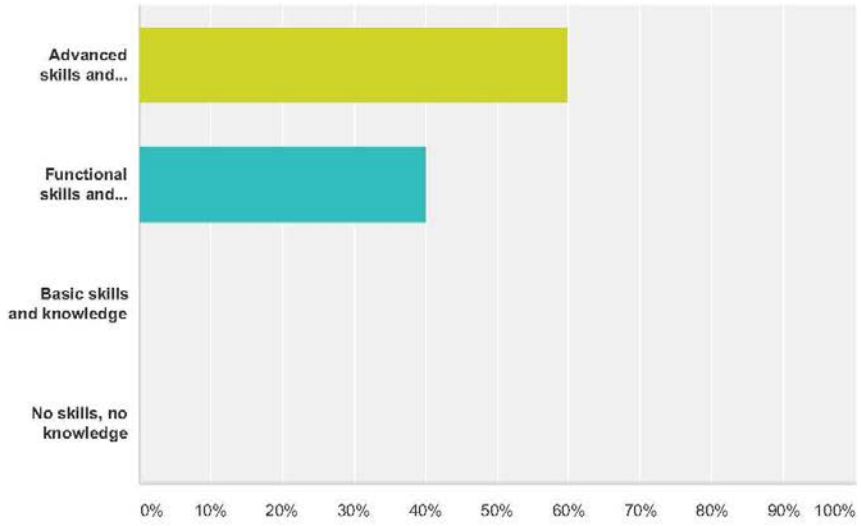


Answer Choices	Responses	
Advanced skills and knowledge	60.00%	6
Functional skills and knowledge	40.00%	4
Basic skills and knowledge	0.00%	0
No skills, no knowledge	0.00%	0
Total		10

DIGM Alumni Survey Spring 2015

Q24 Oral Communication

Answered: 10 Skipped: 0

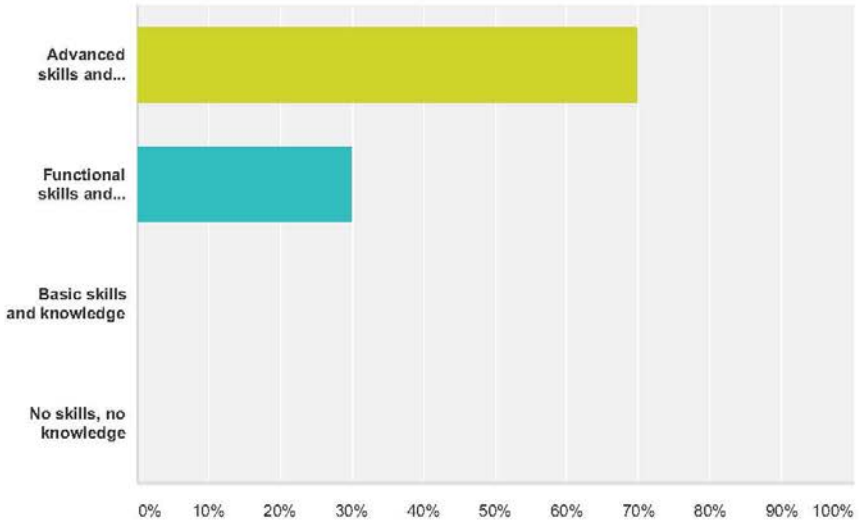


Answer Choices	Responses	
Advanced skills and knowledge	60.00%	6
Functional skills and knowledge	40.00%	4
Basic skills and knowledge	0.00%	0
No skills, no knowledge	0.00%	0
Total		10

DIGM Alumni Survey Spring 2015

Q25 Analyze and interpret information in my field

Answered: 10 Skipped: 0

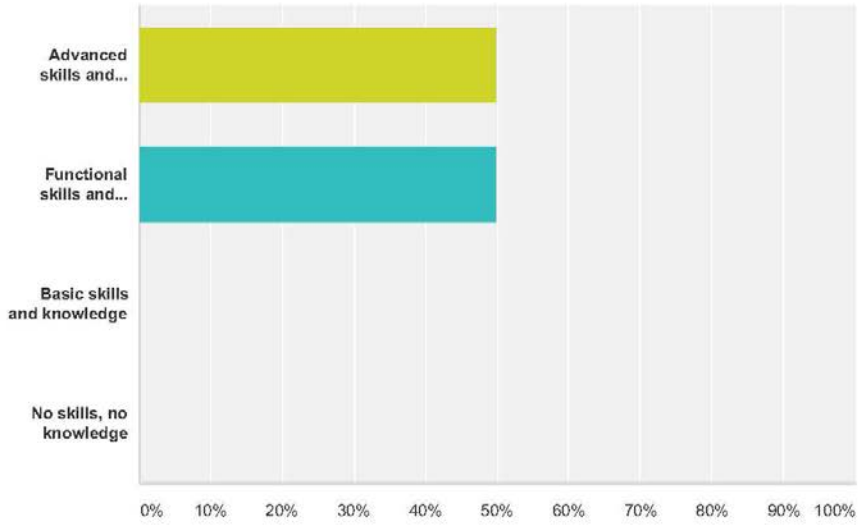


Answer Choices	Responses	
Advanced skills and knowledge	70.00%	7
Functional skills and knowledge	30.00%	3
Basic skills and knowledge	0.00%	0
No skills, no knowledge	0.00%	0
Total		10

DIGM Alumni Survey Spring 2015

Q26 Manage projects in my field

Answered: 10 Skipped: 0

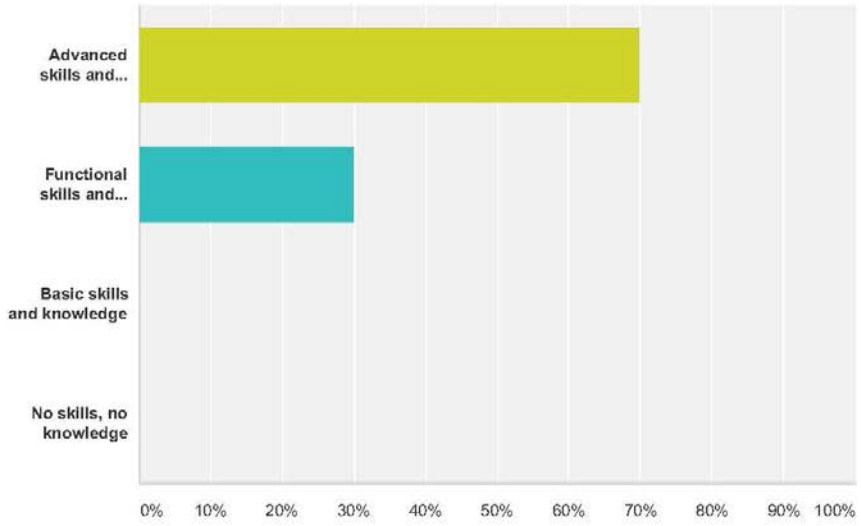


Answer Choices	Responses	
Advanced skills and knowledge	50.00%	5
Functional skills and knowledge	50.00%	5
Basic skills and knowledge	0.00%	0
No skills, no knowledge	0.00%	0
Total		10

DIGM Alumni Survey Spring 2015

Q27 Effectively work in teams

Answered: 10 Skipped: 0

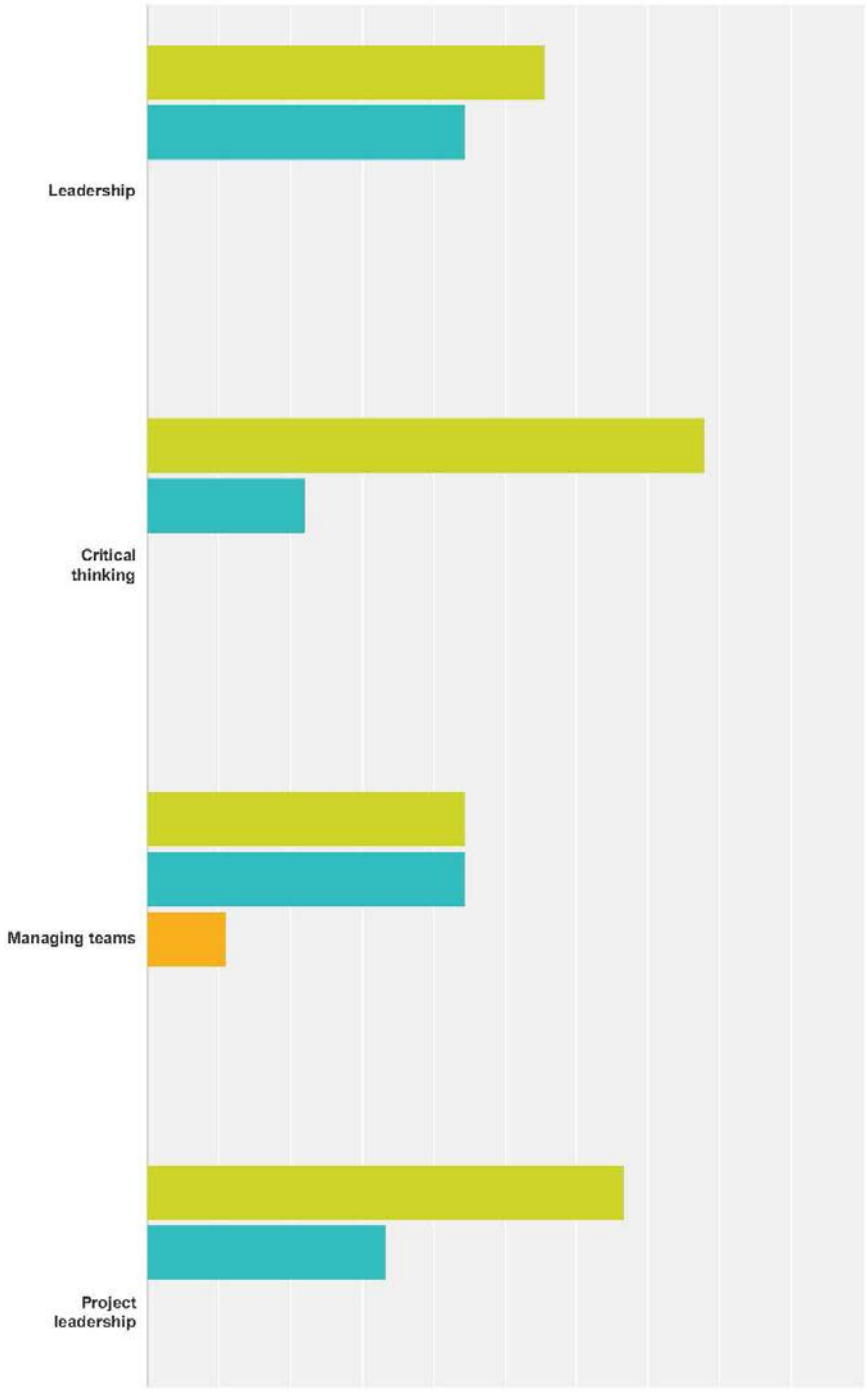


Answer Choices	Responses	
Advanced skills and knowledge	70.00%	7
Functional skills and knowledge	30.00%	3
Basic skills and knowledge	0.00%	0
No skills, no knowledge	0.00%	0
Total		10

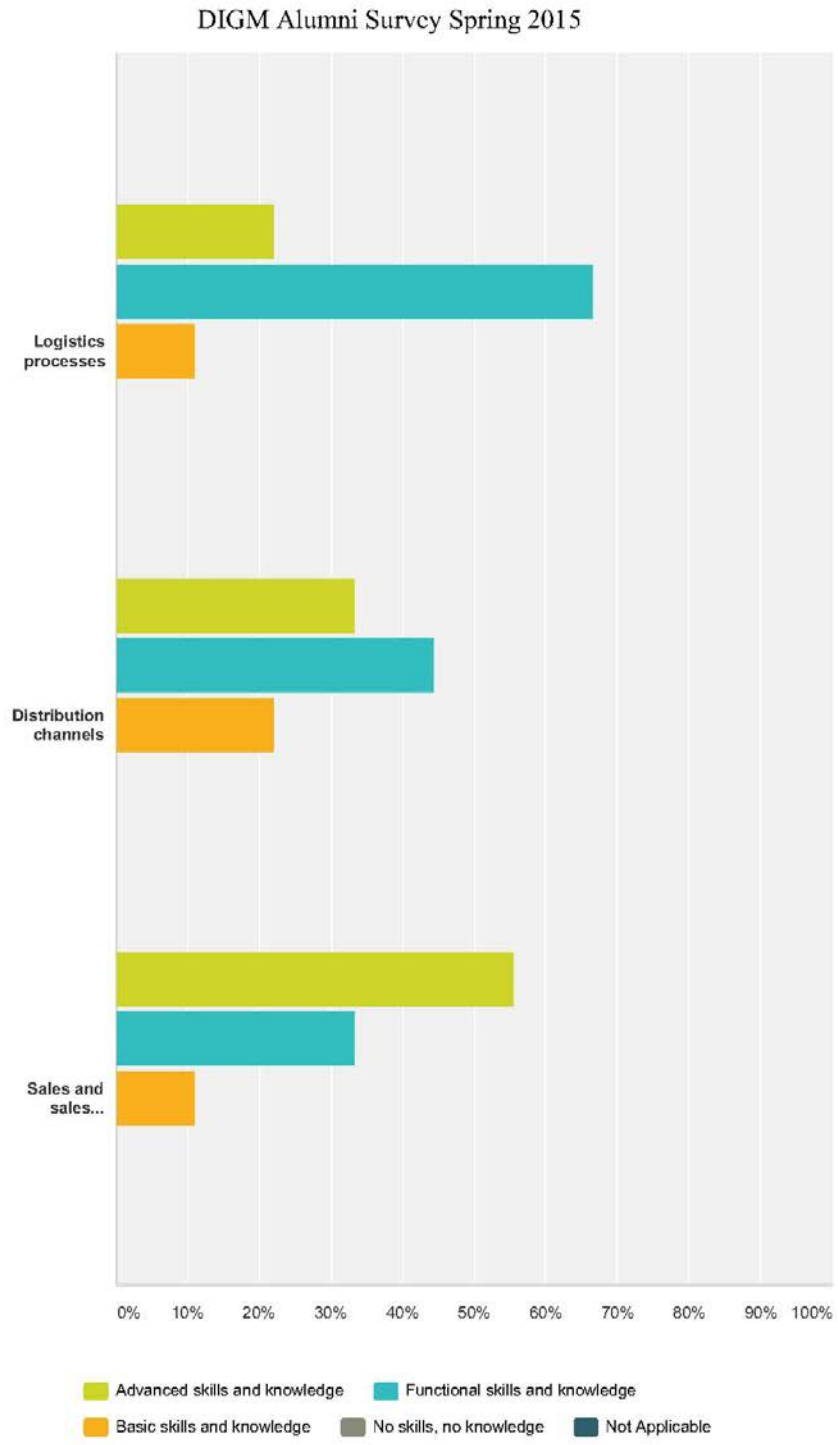
DIGM Alumni Survey Spring 2015

Q28 Rate your skill and knowledge in the following areas:

Answered: 9 Skipped: 1



28 / 33



	Advanced skills and knowledge	Functional skills and knowledge	Basic skills and knowledge	No skills, no knowledge	Not Applicable	Total

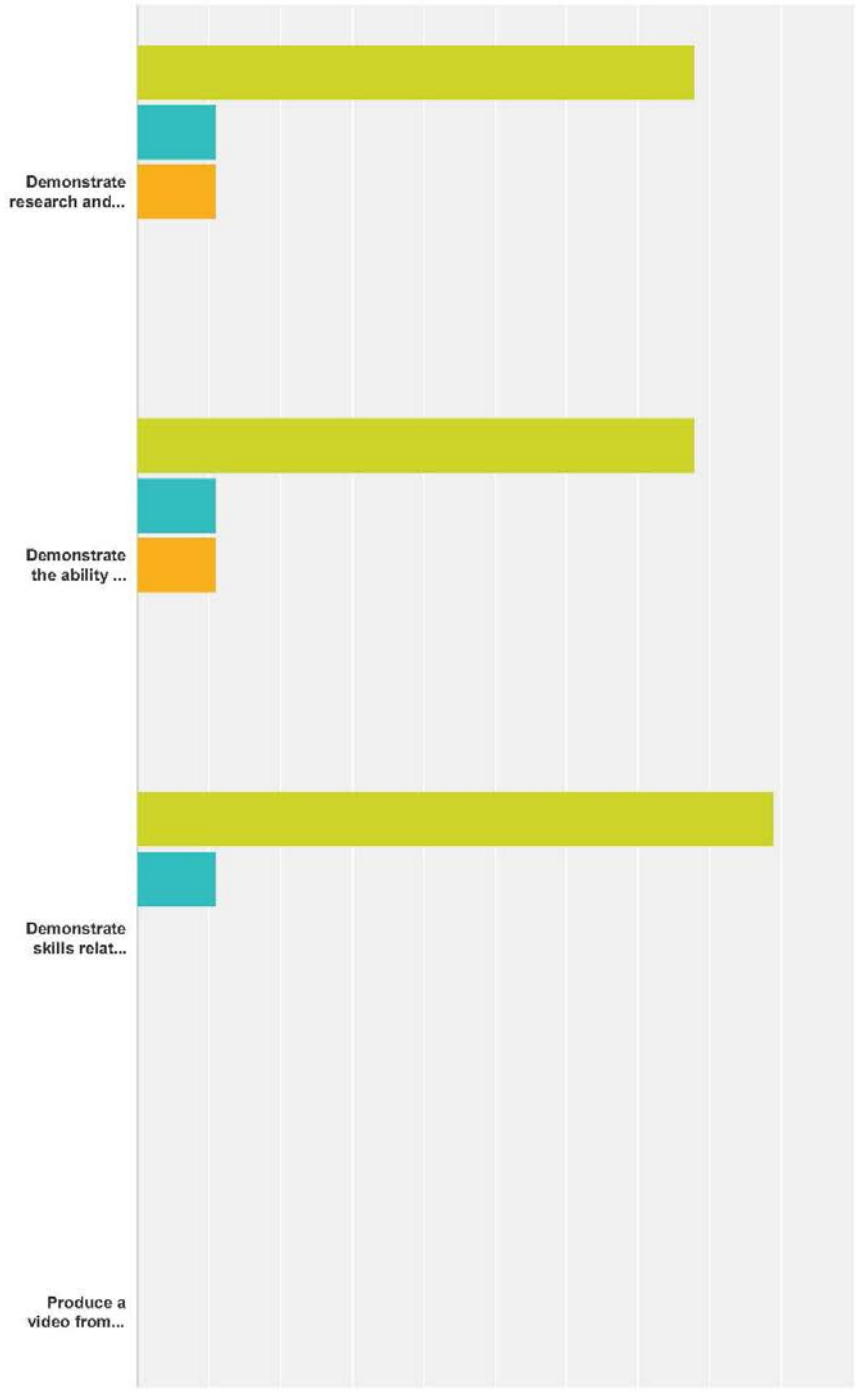
DIGM Alumni Survey Spring 2015

Leadership	**55.56%** 5	**44.44%** 4	**0.00%** 0	**0.00%** 0	**0.00%** 0	9
Critical thinking	**77.78%** 7	**22.22%** 2	**0.00%** 0	**0.00%** 0	**0.00%** 0	9
Managing teams	**44.44%** 4	**44.44%** 4	**11.11%** 1	**0.00%** 0	**0.00%** 0	9
Project leadership	**66.67%** 6	**33.33%** 3	**0.00%** 0	**0.00%** 0	**0.00%** 0	9
Logistics processes	**22.22%** 2	**66.67%** 6	**11.11%** 1	**0.00%** 0	**0.00%** 0	9
Distribution channels	**33.33%** 3	**44.44%** 4	**22.22%** 2	**0.00%** 0	**0.00%** 0	9
Sales and sales strategies	**55.56%** 5	**33.33%** 3	**11.11%** 1	**0.00%** 0	**0.00%** 0	9

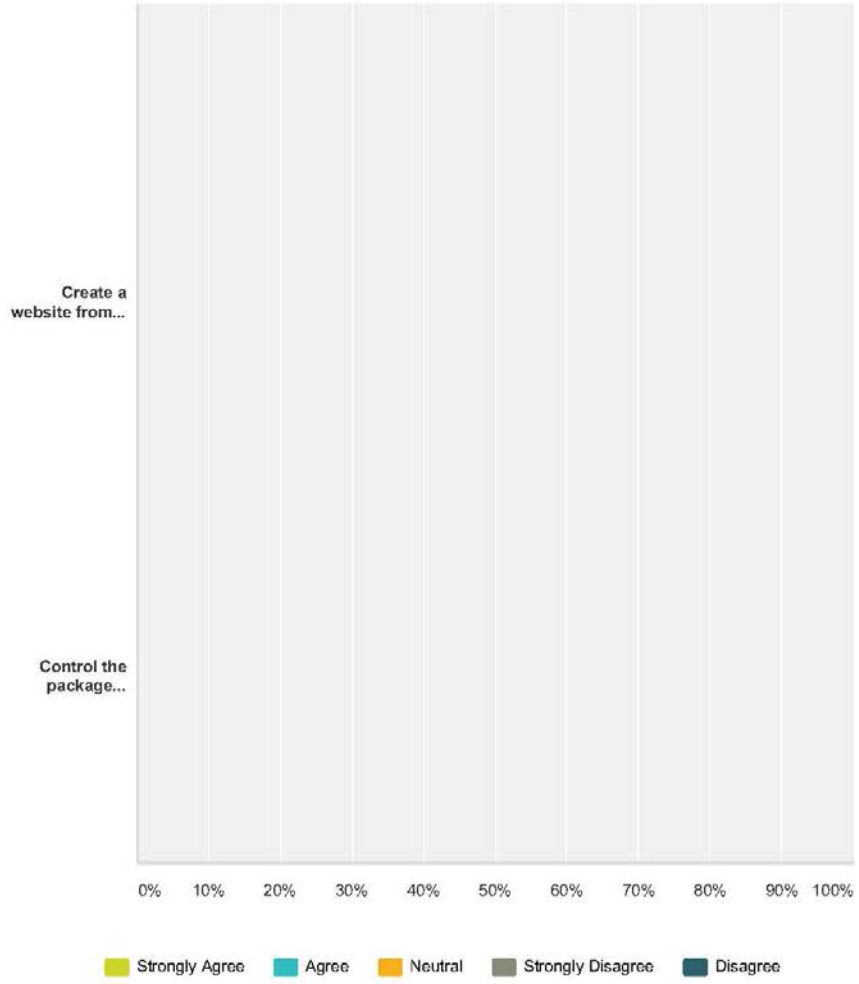
DIGM Alumni Survey Spring 2015

Q29 By the end of your program, you were able to:

Answered: 9 Skipped: 1



DIGM Alumni Survey Spring 2015



	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	Total
Demonstrate research and written communication skills related to Digital Media.	77.78% 7	11.11% 1	11.11% 1	0.00% 0	0.00% 0	9
Demonstrate the ability to plan digital media projects and assign costs to each production stage.	77.78% 7	11.11% 1	11.11% 1	0.00% 0	0.00% 0	9
Demonstrate skills related to your Digital Media Area of Emphasis.	88.89% 8	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9
Produce a video from concept through completion.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
Create a website from concept to completion.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
Control the package development process from concept to prototype, using various media channels, including web, web design, animation, and video.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0

DIGM Alumni Survey Spring 2015

Q30 What recommendations would you give the Digital Media program for improvement?

Answered: 3 Skipped: 7

#	Responses	Date
1	Keep pushing the envelope with innovative teaching methods and new technology.	4/6/2015 5:05 PM
2	I would put more emphasis on building better interpersonal skills involving the hiring process and or promoting a higher standard for oral presentation skills. I would also emphasize the strong impact GCEA (IGAEAUH) has on a student's resume. Companies I've interviewed with have commented on the impact student involvement has on the hiring process.	4/6/2015 11:35 AM
3	The Digital Media Program at UH is absolutely excellent! The integration between digital/interactive, creative design, print and management this program offers is amazing and EXACTLY what the market is looking for. The only recommendation/suggestion I would give, is to focus a little more on app development and user experience design.	4/6/2015 11:32 AM

4.14.2.2 Frequency of measurement

The College of Technology conducts surveys of its alumni every two to three years for continuous monitoring purposes. The same pattern is followed by any program level surveys including the Digital Media program.

4.14.2.3 Summary analysis of most recent graduate responses and/or responses of graduate employers

Please see section 4.14.2.1 for the results of the most recent survey of Digital Media alumni.

The results are overwhelmingly positive for both college- and program-specific questions. Digital Media graduates report having successful and pleasant college careers while at University of Houston and having learned the skills and knowledge they needed to be successful in the field.

Most encouraging is one alumnus' comment that: "The Digital Media Program at UH is absolutely excellent! The integration between digital/interactive, creative design, print and management this program offers is amazing and EXACTLY what the market is looking for. The only recommendation/suggestion I would give, is to focus a little more on app development and user experience design." Ironically, the recommendation provided in this comment had already been addressed by the DIGM faculty and the College of Technology administration when permission was given to conduct a nationwide search for a tenure-track professor to focus on app development and simulation/gaming.

4.14.3 Graduating students survey and frequency.

In addition to surveying its graduates, the College of Technology and the Digital Media program administer a survey to *graduating* students in their final semesters. These surveys are collected each semester and are tabulated by academic year. The results for Spring 2014, the most recent available, are shown below.

College of Technology
Graduating Senior Survey
Rating of Skills by Department
Digital Media (DIGM)

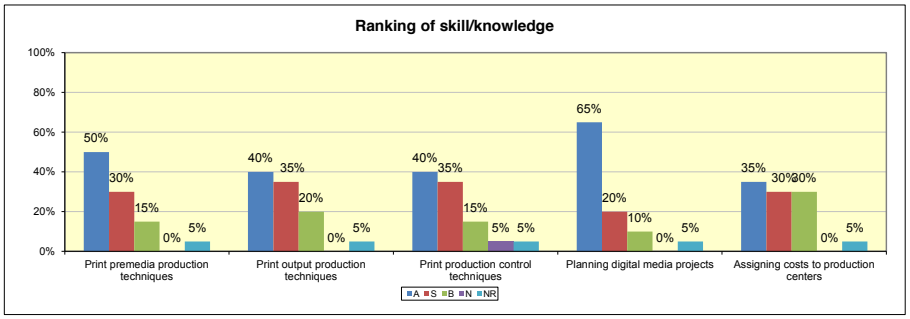
Rate your skills or knowledge in the following areas:

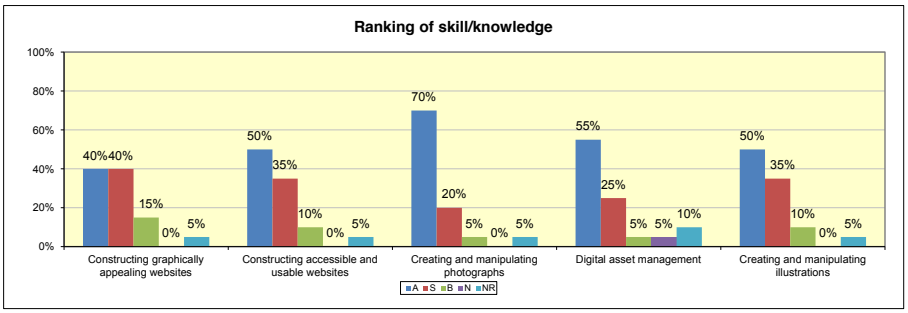
		Frequency						%					
		A	S	B	N	NR	Total	A	S	B	N	NR	Total
70	Print premedia production techniques	10	6	3	0	1	20	50%	30%	15%	0%	5%	100%
71	Print output production techniques	8	7	4	0	1	20	40%	35%	20%	0%	5%	100%
72	Print production control techniques	8	7	3	1	1	20	40%	35%	15%	5%	5%	100%
73	Planning digital media projects	13	4	2	0	1	20	65%	20%	10%	0%	5%	100%
74	Assigning costs to production centers	7	6	6	0	1	20	35%	30%	30%	0%	5%	100%
75	Constructing graphically appealing websites	8	8	3	0	1	20	40%	40%	15%	0%	5%	100%
76	Constructing accessible and usable websites	10	7	2	0	1	20	50%	35%	10%	0%	5%	100%
77	Creating and manipulating photographs	14	4	1	0	1	20	70%	20%	5%	0%	5%	100%
78	Digital asset management	11	5	1	1	2	20	55%	25%	5%	5%	10%	100%
79	Creating and manipulating illustrations	10	7	2	0	1	20	50%	35%	10%	0%	5%	100%
80	Video preproduction	11	5	3	0	1	20	55%	25%	15%	0%	5%	100%
81	Video production	11	4	4	0	1	20	55%	20%	20%	0%	5%	100%
82	Video post-production	10	6	2	1	1	20	50%	30%	10%	5%	5%	100%
83	Animation	1	6	7	5	1	20	5%	30%	35%	25%	5%	100%
84	Research	8	9	2	0	1	20	40%	45%	10%	0%	5%	100%
85	Leadership	6	12	1	0	1	20	30%	60%	5%	0%	5%	100%
86	Critical thinking	10	6	3	0	1	20	50%	30%	15%	0%	5%	100%
87	Managing teams	8	9	2	0	1	20	40%	45%	10%	0%	5%	100%
88	Project leadership	9	8	2	0	1	20	45%	40%	10%	0%	5%	100%
89	Logistics processes	4	10	5	0	1	20	20%	50%	25%	0%	5%	100%
90	Distribution channels	5	8	6	0	1	20	25%	40%	30%	0%	5%	100%
91	Sales and sales strategies	6	9	3	1	1	20	30%	45%	15%	5%	5%	100%

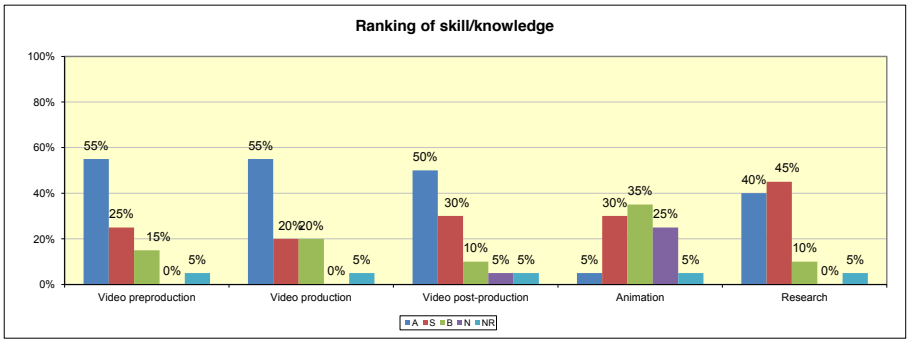
	Legend
A	Advanced Level of Skill and knowledge
S	Functional Skills and knowledge
B	Basic Skills and knowledge
N	No Skills, No knowledge
NR	No Response

Measurement and Evaluation Center 24 *Spring 2014*

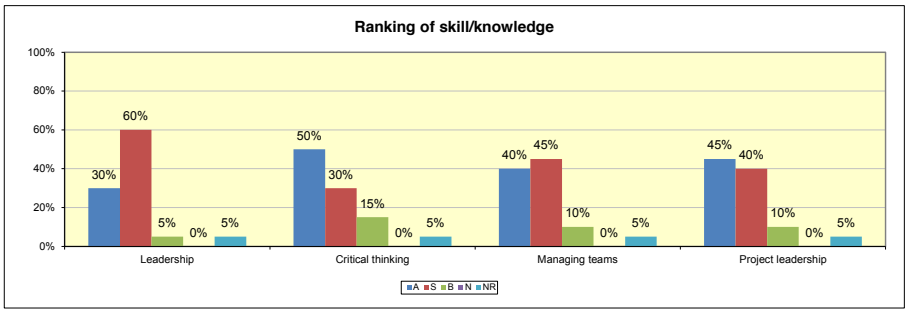
College of Technology
Graduating Senior Survey
Rating of Skills by Department
Digital Media (DIGM)

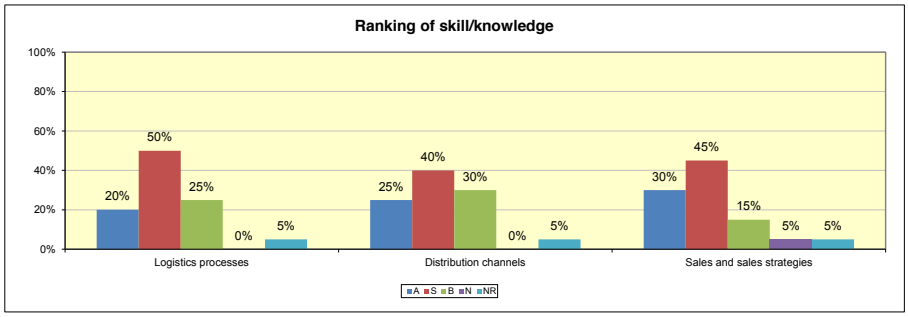






College of Technology
Graduating Senior Survey
Rating of Skills by Department
Digital Media (DIGM)





Measurement and Evaluation Center 26 *Spring 2014*

4.14.4 Positions held by graduates, including both initial entry level and career growth.

The most recent DIGM alumni survey included an item asking students to provide current titles. Even restricting responses to those who indicated that that the skills acquired in the DIGM courses related to their current jobs reveals a wide variety of titles suggesting the wide applicability of these skills. A list of these titles is shown on the following table:

DIGM Alumni Survey Spring 2015

Q7 Please complete the following questions about your current job:

Answered: 10 Skipped: 0

Answer Choices	Responses	
What is your current job title?	100.00%	10
Who is your current employer?	100.00%	10

#	What is your current job title?	Date
1	Web Designer	5/10/2015 9:17 AM
2	Sale coordinator	5/9/2015 9:55 AM
3	Graphic design	5/8/2015 5:24 PM
4	Leadership development program associate	5/8/2015 10:16 AM
5	Graphic Design/Prepress	4/8/2015 8:20 PM
6	Web & Graphics Assistant	4/7/2015 8:51 AM
7	User Experience Games Producer	4/6/2015 4:58 PM
8	Marketing Assistant	4/6/2015 2:50 PM
9	Junior Graphic Designer	4/6/2015 11:23 AM
10	Digital Communications Designer and Web Developer	4/6/2015 11:18 AM
#	Who is your current employer?	Date
1	The Go Solution	5/10/2015 9:17 AM
2	Daikin	5/9/2015 9:55 AM
3	True color graphics	5/8/2015 5:24 PM
4	RR DONNELLEY	5/8/2015 10:16 AM
5	University Copy Center	4/8/2015 8:20 PM
6	Royal Chain	4/7/2015 8:51 AM
7	Microsoft (via Hanson Consulting)	4/6/2015 4:58 PM
8	Hoar Construction	4/6/2015 2:50 PM
9	CETCO Energy Services	4/6/2015 11:23 AM
10	Southeast Media Inc.	4/6/2015 11:18 AM

APPENDIX 1:
2013–14
Academic Program Assessment Report

UNIVERSITY of HOUSTON

2013-14 ACADEMIC PROGRAM ASSESSMENT REPORT

DEPARTMENT & PROGRAM: Information and Logistics Technology: Digital Media (B.S.)

ACADEMIC PROGRAM MISSION: The University of Houston Digital Media program prepares technologically-savvy graduates to design and manage media projects that meet the visual communication needs of their clients.

STUDENT LEARNING OUTCOMES

Student Learning Outcome 1: Students will demonstrate research and written communication skills related to Digital Media. Students conduct research on a question developed during several semesters, (leveraging DIGM 2350, 2352, 3351, and 4372) and then, in DIGM 4399, complete a written paper to disseminate their findings. The best papers in each class are submitted to peer review in applicable journals.

Student Learning Outcome Assessment: Using a program-modified version of the 2009 Undergraduate Writing Assessment 2 (UWA2) Rubric that contains the same five criteria as the UH version (Task Responsiveness/Purpose; Development; Engagement/Evidence-Based Reasoning; Organization; and Language Control), completed papers are evaluated during DIGM 4399. Papers are assessed by faculty as "Unacceptable," "Acceptable," or "Exemplary." This assessment ties directly back to the outcome because the papers themselves are built around this rubric.

Performance Standard: Using the Rubric described above, at least 80% of the papers must be rated as "acceptable" or "exemplary."

Assessment Results & Analysis: Three DIGM faculty members, each responsible for one section of DIGM 4399 and trained in the use of the program-modified version of the 2009 Undergraduate Writing Assessment 2 (UWA2) Rubric, scored her or his students' papers during the spring 2014 semester. Then, each professor's evaluations were provided to the DIGM Program Coordinator and compiled into the following table:

Rating	n	Percent
• Unacceptable	3	9.7%
• Acceptable	17	55.8%
• Exemplary	11	35.5%
• **Acceptable & Exemplary**	**28**	**90.3%**

Each of the three professors submitted her or his best student's paper to be considered for publication in *The Visual Communications Journal*. The *Journal's* editor and referees vetted these papers and all three were eventually published.

These results mean that UH Digital Media Students are meeting the stated objective of this assessment. Specifically, more than 80% of the students' senior papers are rated "Acceptable" or "Exemplary." The students in the program are producing credible research and the faculty and administration are providing adequate preparation and support for the students.

Program Improvement Plans: Based upon these results, which meet this assessment's stated goal, there is no immediate need for improvements or changes. Nonetheless, the approximately 10% of the students who earned an "Unacceptable" rating on their research paper is cause for concern.

Faculty already work closely with the UH Writing Center to assist students with their papers. In addition, the Information and Logistics Technology Department hired a graduate assistant, who happens to be an English

major, to work with DIGM students as they progress through the various stages of their research. Beginning in fall 2014, this GA worked with 64 students in DIGM 3351 on writing their problem statements and another 60 students in DIGM 4372 on their methodologies.

Prior Program Improvement(s): This assessment has been the focus of intense quality improvement during the five years it has been in place. Some improvements include integrated Writing Center support, the preparation of detailed and specific flowcharts to explain the research process to students, and the integration of both the UH Central and Sugar Land librarians into the students' research process.

Student Learning Outcome 2: Students will demonstrate their ability to plan digital media projects and assign costs to each production stage.

Student Learning Outcome Assessment: In DIGM 4372, students, working in teams, plan a digital media company. They choose an area of endeavor within digital media, select a building, design the floorplan, plan the workflow, choose appropriate equipment, and determine workforce needs. Then, they analyze costs using the budgeted-hour-rate system. Upon completion of their plan, groups prepare a hard-copy proposal as well as a three to five minute video "pitch" designed to encourage investment in their firm. The proposals and videos are made available to undergraduate students in the TELS 4341 class as well as graduate students in the Project Management Program. These students review the proposals and videos and then, using an Excel Spreadsheet that includes instructions, "invest" their money in the proposed digital media firms. Project grades are issued to the groups according to the amount of money "invested" by students in the other. The team that garners the most "cash" from investors wins and receives the highest number of points. All other groups are then rank-ordered, depending upon the amount of funding they garner from potential investors. The groups in the top quartile are considered "Exemplary," those in the second and third quartiles are considered "Acceptable," and those in the lowest quartile are considered "Unacceptable."

Performance Standard:
The process for evaluating these projects is:

- Teams complete a video pitch and a proposal. A hard copy proposal is delivered to the TELS 4341 professor for students to peruse. Videos and electronic proposals are uploaded to YouTube. A list of URLs is made available to the TELS 4341 professor.
- The DIGM 4372 professor prepares an Excel "investment" calculator and sends it to the TELS 4341 professor.
- TELS 4341students are provided with the URLs to the videos and copies of the Excel calculator. They are also made aware of the hard copy portfolios that are available from their professor.
- TELS 4341 students watch the video pitches and read the proposals.
- Students read the calculator's instructions (in the file) and then "invest" their money in their chosen groups.
- Completed calculators are returned to the TELS 4341 professor.
- The TELS 4341 professor sends the calculators to the DIGM 4372 professor.
- The DIGM 4372 professor compiles the investments for each group.
- The group with the highest amount of investment "wins."
- The DIGM 4372 professor rank orders the remaining teams, by order of investment amount.
- The DIGM 4372 professor also peruses the videos and reviews the proposals[2].
- Based upon the group's ranking, as well as the professor's assessment, projects are "Exemplary," "Acceptable," or "Unacceptable."
- The highest groups are likely to receive Exemplary while the lower groups earn less.

At least 75% of the groups must score "Acceptable" or greater on this all-encompassing capstone project.

[2] A rubric needs to be developed for this purpose.

Assessment Results & Analysis: Of the 11 groups in the fall 2013 section of DIGM 4372, all but one earned "Acceptable" or "Exemplary" on this project. Thus, 91% met this assessment's objective. This result indicates that not only was the course instructor impressed by the students' work, but so were the students' peers in TELS 4341.

Hard copy proposals and videos were *also* shared, *ex post facto,* with a wide variety of program and University constituents, including advisory board members, employers, potential students, and industry professionals. *All* of these individuals expressed their approval of the students' work. In fact, many called the proposals "amazing."

The outcome of this assessment is particularly gratifying to the students involved, many of whom called it "the best" project they ever did in college, as well as the faculty. In addition, the DIGM 4372 students' peers in TELS 4341 were also gratified to know that the Digital Media students can produce such professional work.

Program Improvement Plans: When analyzing this assessment's results, the DIGM Program Faculty became aware that there was insufficient standardization in the process used by the faculty member to evaluate the projects. Thus, a rubric needs to be created so that the course professor can provide more consistent evaluation. This rubric will be designed during the 2014-15 academic year with implementation in fall 2015. This rubric is likely to result in a more consistent evaluation of each project rating by the course professor.

No change will be made, however, to the process by which the students in TELS 4341 evaluate the teams' proposals and videos. In the real world, people make decisions to invest money, buy a product, or enlist a vendor in ways that are not always fair or well considered. This element of serendipity is important for senior students to learn because they will be faced with it throughout their professional lives. The best proposal does not always "win."

Prior Program Improvement(s): This outcome assessment became effective in Fall 2013, so no previous improvements have been made. The Program Improvement Plan outlined above is already underway and will be implemented in fall 2015.

Student Learning Outcome 3: Students will demonstrate skills related to their Digital Media Area of Emphasis.

Student Learning Outcome Assessment: In DIGM 4399, students publish portfolios containing work they created in previous courses. Portfolios are presented online and are rated by the Digital Media Program's advisory board members using a standardized rubric.

Performance Standard: Using a "Senior Portfolio Evaluation Rubric," which is published and utilized online through SurveyMonkey, students are ranked on their portfolio's creativity, their use of technology, their written communication, their employability, and an overall score by the advisory board members. Evaluators rank the student's work “outstanding (4/4),” “proficient (3/4),” “able (2/4),” or “superficial (1/4)". At least 80% of the evaluators' ratings will be "proficient" or higher.

Assessment Results & Analysis: During the spring 2014 online senior show, 488 votes were given to students by advisory board evaluators according to the following table:

Rating	n	Percent
• Superficial	22	4.5%
• Able	102	20.9%
• Proficient	213	43.7%
• Outstanding	151	30.9%
• **Proficient & Outstanding**	364	74.6%

Evaluators cast their ballots using Survey Monkey, and the results were compiled into a spreadsheet by the Digital Media Program Coordinator and reviewed by all full-time DIGM faculty.

The ratings of student online portfolios by advisory board members did *not* meet the target 80% proficient or higher objective. Thus, an analysis was conducted of the comments provided by the evaluators. Specific shortcomings included neglect of English grammar and spelling rules as well as a lack of sufficient written content to describe the students' work. For example, there were portfolios published that had misspelled words and did not sufficiently explain to the viewer the work being shown.

Program Improvement Plans: Based upon the analysis of this assessment outcome, faculty will require students to write short descriptive explanations of their work *as they create it* in all DIGM courses. These descriptions will be graded for English grammar and spelling as well as content and these scores will become part of each assignment's overall grade.

Prior Program Improvement(s): This outcome assessment became effective in fall 2013, so no previous improvements have been made. However, the Program Improvement Plan outlined above has already been implemented in Fall 2014 courses.

PROGRAM OUTCOMES

Program Outcome 1: The Digital Media program will grow in total student enrollment by at least 5% per year.

Program Outcome Assessment: Year over year Student Headcount calculation as published by the Dean's office.

Performance Standard: The Fall 2014 DIGM headcount will be at least 5% higher than the fall 2013 headcount.

Assessment Results & Analysis: Fall 2013 DIGM headcount was 285 while the Fall 2014 headcount was 335. This represents a 17.5% increase, which was noted by the DIGM faculty at a regularly-scheduled meeting in September, 2014.

This growth is excessive. The program does not have sufficient faculty to handle the increased enrollment. With four full-time faculty members, the student to faculty ratio is 75+ to one. This far exceeds the UH average of 24–1[3]

Program Improvement Plans: Program growth exceeded the standard. Therefore, there is no need to improve enrollment since its growth exceeded the target. However, unless further faculty resources are made available, it may become necessary to systematically *decrease* enrollment. Faculty have discussed increasing GPA enrollment to enter the program and making sophomore classes more challenging. However, since the DIGM faculty are intensely student-oriented, these punitive actions have not yet been taken.

[3] http://www.uh.edu/af/budget/TF_FY2014.pdf

Prior Program Improvement(s): The program's website, social media sites, printed advertisements, and environmental marketing projects (including attractive signage in the program's facilities in Sugar Land) have contributed to the continued increase in student enrollment. In addition, tight articulation agreements with local community colleges help feed the program's student body.

Program Outcome 2: The Digital Media program will maintain program-level accreditation from the Accrediting Council of Collegiate Graphic Communications (ACCGC).

Program Outcome Assessment: The DIGM Program will continue to satisfy the requirements of the ACCGC in order to be re-accredited in Fall 2015. (The DIGM program received a full six-year accreditation in 2010).

Performance Standard: The Digital Media Program maintains ACCGC Accreditation and is in good standing with the council. Thus, the standard has been met. Plans are for the program to be re-accredited when visited by the ACCGC Team in Fall 2015.

Assessment Results & Analysis: In 2013-14, the Information and Logistics Technology Department applied for reaccreditation from the ACCGC for the DIGM program. A tentative date for the team visit is early October 2015. During the 2014–2015 academic year, the DIGM faculty will write the report and compile course and program documentation.

Program Improvement Plans: The concerns from the previous accreditation team will be considered by all DIGM faculty members and improvements implemented. Most suggestions posed by the previous team have already been implemented.

Prior Program Improvement(s): As a result of the previous ACCGC team visit, the program's assessment procedures, for both students and program, have been streamlined by the DIGM faculty. This APAR reflects such improvement.

Program Outcome 3: Graduating DIGM students will rank their skill and knowledge acquisition as "Functional" or "Advanced" on the College of Technology Graduating Student Survey.

Program Outcome Assessment: The College of Technology Graduating Student Survey, which lists both general skills and digital-media-specific skills chosen by faculty and approved by the program's Advisory Board, allows students to rate their attainment of each skill as: "Advanced Level of Skill and Knowledge," "Functional Skills and Knowledge," "Basic Skills and Knowledge," or "No Skills, No Knowledge."

Performance Standard: At least 80% of all student responses to the general and digital-media-specific skills will be "Advanced Level or Skill and Knowledge" or "Functional Skills and Knowledge."

Assessment Results & Analysis: Data are not available. The spring 2014 survey will also be used for the fall 2014 semester. Analysis of results will be available in spring 2015.

Program Improvement Plans: Not applicable. We will know more once the data are compiled and analyzed.

Prior Program Improvement(s): Digital-media-specific skills were updated to reflect the current curriculum in 2013.

APPENDIX 2:
2014–15
Academic Program Assessment Report

UNIVERSITY of HOUSTON

2014-15 ACADEMIC PROGRAM ASSESSMENT REPORT

DEPARTMENT & PROGRAM: Information and Logistics Technology: Digital Media (B.S.)

ACADEMIC PROGRAM MISSION: The Digital Media program prepares technologically-savvy graduates to develop, design, and manage established and emerging media that meets and even exceeds the visual communications needs of their clients.

STUDENT LEARNING OUTCOMES

Student Learning Outcome 1: Students will demonstrate research and written communication skills related to Digital Media. Students conduct research on a question developed during several semesters, (leveraging DIGM 2350, 2352, 3351, and 4372) and then, in DIGM 4399, complete a written paper to disseminate their findings. The best papers in each class are submitted to peer review in applicable journals.

Student Learning Outcome Assessment: Using the *Digital Media Research Project Rating Rubric*, a program-modified version of the 2009 Undergraduate Writing Assessment 2 (UWA2) Rubric (see Page 7) that contains the same five criteria as the UH version (Task Responsiveness/Purpose; Development; Engagement/Evidence-Based Reasoning; Organization; and Language Control), completed papers are evaluated during DIGM 4399. Papers are assessed by faculty as "Unacceptable," "Acceptable," or "Exemplary." This assessment ties directly back to the outcome because the papers themselves are built around this rubric.

Performance Standard: Using all domains of the *Digital Media Research Project Rating Rubric*, described above and shown on Page 7, at least 80% of the papers must be rated as "acceptable" or "exemplary."

Assessment Results & Analysis: Three DIGM faculty members, each responsible for one section of DIGM 4399 and trained in the use of the program-modified version of the 2009 Undergraduate Writing Assessment 2 (UWA2) Rubric, scored her or his students' papers during the spring 2014 semester. Then, each professor's evaluations were provided to the DIGM Program Coordinator and compiled into the following table:

Rating	n	Percent (rounded)
• Unacceptable	6	12%
• Acceptable	36	71%
• Exemplary	9	18%
• Acceptable and Exemplary	45	88%
• Total	51	100%

Each of the three professors submitted her or his best student's paper to be considered for publication in *The Visual Communications Journal*. The *Journal's* editor and referees vetted these papers and all three were eventually published.

These results mean that UH Digital Media Students are meeting the stated objective of this assessment. Specifically, more than 80% of the students' senior papers are rated "Acceptable" or "Exemplary." The students in the program are producing credible research and the faculty and administration are providing adequate preparation and support for the students.

Program Improvement Plans: Based upon these results, which meet this assessment's stated goal, there is no immediate need for improvements or changes. Nonetheless, the approximately 12% of the students who earned an "Unacceptable" rating on their research paper is cause for concern.

Faculty already work closely with the UH Writing Center to assist students with their papers in DIGM 2350, which is the introductory course in the DIGM major. However, upon completion of our review of the Spring 2015 results (see above), the DIGM faculty met with the director and staff of the UH Writing Center. Beginning in Summer 2015, Digital Media students in DIGM 3351, 3252, 3354, 3356, 4372, and 4399 will *also* meet with Writing Center Consultants twice each semester. We are determined to decrease the Unacceptable ratings to as close to zero as possible.

Prior Program Improvement(s): This assessment has been the focus of intense quality improvement during the six years it has been in place. Some improvements include integrated Writing Center support, the preparation of detailed and specific flowcharts to explain the research process to students, and the integration of both the UH Central and Sugar Land librarians into the students' research process. In addition, the Information and Logistics Technology Department hired a graduate assistant, who happened to be an English major, to work with DIGM students as they progressed through the various stages of their research. During Fall 2014 and Spring 2015, this GA worked with 64 students in DIGM 3351 on writing their problem statements and another 60 students in DIGM 4372 on their methodologies. During Spring 2015, she worked with 51 seniors in DIGM 4372 as they completed and submitted their final thesis papers.

Student Learning Outcome 2: Students will demonstrate their ability to plan digital media projects and assign costs to each production stage.

Student Learning Outcome Assessment: In DIGM 4372, students, working in teams of four (some groups may have more or less than four students depending upon the course enrollment), plan a digital media company. They choose an area of endeavor within digital media, select a building, design the floorplan, plan the workflow, choose appropriate equipment, and determine workforce needs. Then, they analyze costs using the budgeted-hour-rate system. Upon completion of their plan, groups prepare a hard-copy proposal as well as a three to five minute video "pitch" designed to encourage investment in their firm. The proposals and videos are made available to undergraduate students in the TELS 4341 class as well as graduate students in the Project Management Program. These students review the proposals and videos and then, using an Excel Spreadsheet that includes instructions, "invest" their money in the proposed digital media firms. The team that garners the most "cash" from investors wins and receives the highest number of points. In addition, all team projects are assessed by the course professor using the *Rubric for the Planning and Marketing of a Digital Media Company* (see pages 8 and 9).

Performance Standard:
The process for evaluating these projects is:

- Teams complete a video pitch and a proposal. A hard copy proposal is delivered to the TELS 4341 professor for students to peruse. Videos and electronic proposals are uploaded to YouTube. A list of URLs is made available to the TELS 4341 professor.
- The DIGM 4372 professor prepares an Excel "investment" calculator and sends it to the TELS 4341 professor.
- TELS 4341students are provided with the URLs to the videos and copies of the Excel calculator. They are also made aware of the hard copy portfolios that are available from their professor.
- TELS 4341 students watch the video pitches and read the proposals.
- Students read the calculator's instructions (in the file) and then "invest" their money in their chosen groups.
- Completed calculators are returned to the TELS 4341 professor.
- The TELS 4341 professor sends the calculators to the DIGM 4372 professor.
- The DIGM 4372 professor compiles the investments for each group.
- The group with the highest amount of investment "wins."
- The DIGM 4372 professor rank orders the remaining teams, by order of investment amount.
- The DIGM 4372 professor also peruses the videos and reviews the proposals.
- Based upon the group's ranking, as well as the professor's assessment, projects are "Exemplary," "Acceptable," or "Unacceptable."
- The highest groups are likely to receive Exemplary while the lower groups earn less.

At least 75% of the groups must score "Acceptable" or greater on this all-encompassing capstone project.

Assessment Results & Analysis: Of the 15 groups in the fall 2014 section of DIGM 4372, all earned "Acceptable" or "Exemplary" on this project. Thus, 100% met this assessment's objective. This result indicates that not only was the course instructor impressed by the students' work, but so were the students' peers in TELS 4341.

Hard copy proposals and videos were *also* shared, *ex post facto,* with a wide variety of program and University constituents, including advisory board members, employers, potential students, and industry professionals. *All* of these individuals expressed their approval of the students' work. In fact, many called the proposals "amazing."

The outcome of this assessment is particularly gratifying to the students involved, many of whom called it "the best" project they ever did in college, as well as the faculty. In addition, the DIGM 4372 students' peers in TELS 4341 were also gratified to know that the Digital Media students can produce such professional work.

Program Improvement Plans: Per our 2014 APAR, the DIGM faculty, working with College of Technology Director of Assessment and Accreditation Diana Keosayian, created the *Rubric for the Planning and Marketing of a Digital Media Company (see pages 8-9)* to evaluate this assessment. It was implemented for the first time in Fall 2014 and worked well. In particular, this rubric made it easier for the course professor to consistently evaluate each project.

No other changes to this assessment are planned for 2015-2016.

Prior Program Improvement(s): The assessment rubric was created and implemented during 2015, to much success. Additionally, it is noteworthy that *all* groups completing DIGM 4372 in Fall 2014 earned scores of "Exemplary" or "Acceptable." This is up from 91% in Fall 2013.

Student Learning Outcome 3: Students will demonstrate skills related to their Digital Media Area of Emphasis.

Student Learning Outcome Assessment: In DIGM 4399, students publish portfolios containing work they created in previous courses. Portfolios are presented online and are rated by the Digital Media Program's advisory board members using a standardized *Digital Media Senior Portfolio Survey Rubric* (see Pages 10–11)

Performance Standard: Using *the Digital Media Senior Portfolio Survey Rubric*, which is published and utilized online through Survey Monkey, students are ranked on their portfolio's creativity, their use of technology, their written communication, their employability, and an overall score by the advisory board members. Evaluators rank the student's work "outstanding (4/4)," "proficient (3/4)," "able (2/4)," or "superficial (1/4)." At least 80% of the evaluators' total ratings will be "proficient" or higher.

Assessment Results & Analysis: During the spring 2015 online senior show, 431 votes were given to students by advisory board evaluators according to the following table:

Rating	n	Percent
• Superficial	24	5.6%
• Able	87	20.2%
• Proficient	220	51%
• Outstanding	100	23.2%
• **Proficient & Outstanding**	320	74.2%

Evaluators cast their ballots using Survey Monkey, and the results were compiled into a spreadsheet by the Digital Media Program Coordinator and reviewed by all full-time DIGM faculty.

The ratings of student online portfolios by advisory board members did *not* meet the target 80% proficient or higher objective. Thus, an analysis was conducted of the comments provided by the evaluators. Specific shortcomings included:

- Neglect of English grammar and spelling rules
- Lack of skill diversity displayed (portfolio content too focused); Portfolio is incomplete
- Lack of sufficient written content to describe the work being displayed
- Inappropriate use of graphic design fundamentals; unimaginative design
- Portfolio not focused on the student's career objectives; work not focused on what *an employer* needs

It was further noted that students whose portfolios were not well received are generally those who have not done especially well in their Digital Media courses.

Program Improvement Plans: Even though a great deal of effort was given by faculty to help students increase the overall number of "Proficient" and "Outstanding" portfolio evaluations, the results for 2014-15 (74.2% achieving one of these two ratings) is essentially the same as the 74.6% "Proficient" and "Outstanding" portfolio evaluations achieved in 2013-14.

Perhaps the goal of 80% "Proficient" or "Outstanding" is too high given the distribution of students in the DIGM program. After all, another 20.2% were rated by the evaluators as "Able," which is *not* particularly negative. However, the DIGM faculty met to discuss this and unanimously agreed to *not* reduce our standards.

To retain the current goal, given the fact that those who did not score well on the portfolios are typically those who do not do well in DIGM classes, the DIGM faculty considered increasing admission requirements

for the program. However, such a requirement would adversely affect the many struggling students who "find themselves" in the DIGM program and go on to do extremely well.

After much discussion, it was agreed that the students' portfolios will be started in the sophomore year in DIGM 2351 and then augmented each year. We will post these portfolios online early in the students' careers so that they can get real feedback on one of the most important documents they will ever create. In addition, all faculty members will be requiring students to add work to their portfolios each semester…and review the overall look and feel of those portfolios regularly. We are hoping that this early intervention will bear fruit with the class of 2017.

Prior Program Improvement(s): In an effort to improve the written description of student work, DIGM faculty began requiring students to write short descriptive explanations of their work *as they created it* during the 2014-14 academic year. It appears that the effort was too little too late with regards to the 2014-15 seniors. During 2014-15, faculty also began requiring students to select a "consultant" to assist in the proofing and editing of their portfolios as well as other assignments. It appears that the "consultants" chosen by the students did little to actually help them.

PROGRAM OUTCOMES

Program Outcome 1: The Digital Media program will grow in total student enrollment by at least 5% per year.

Program Outcome Assessment: Year over year Student Headcount calculation as published by the Dean's office.

Performance Standard: The Fall 2015 DIGM headcount will be at least 5% higher than the Fall 2014 headcount.

Assessment Results & Analysis: The Fall 2014 headcount was 335, while the Fall 2015 count is 375. This represents an 11.9% increase, which was noted by the DIGM faculty at a regularly-scheduled meeting in August, 2014.

This growth is excessive. The program does not have sufficient faculty to handle the increased enrollment. With five full-time faculty members, the student to faculty ratio is 75 to one. This far exceeds the UH average of 24–1[4]

Program Improvement Plans: Program growth exceeded the standard. Therefore, there is no need to improve enrollment since its growth exceeded the target. However, unless further faculty resources are made available, it may become necessary to systematically *decrease* enrollment. Faculty have discussed increasing GPA enrollment to enter the program and making sophomore classes more challenging. However, since the DIGM faculty are intensely student-oriented, these punitive actions have not yet been taken.

Prior Program Improvement(s): The program's website, social media sites, printed advertisements, and environmental marketing projects (including attractive signage in the program's facilities in Sugar Land) have contributed to the continued increase in student enrollment. In addition, tight articulation agreements with local community colleges help feed the program's student body.

Program Outcome 2: The Digital Media program will maintain program-level accreditation from the Accrediting Council of Collegiate Graphic Communications (ACCGC).

Program Outcome Assessment: The DIGM Program will continue to satisfy the requirements of the ACCGC in order to be re-accredited in Fall 2015. (The DIGM program received a full six-year accreditation in 2010).

[4] http://www.uh.edu/af/budget/TF_FY2014.pdf

Performance Standard: The Digital Media Program maintains ACCGC Accreditation and is in good standing with the council. Thus, the standard has been met. Plans are for the program to be re-accredited when visited by the ACCGC Team in Fall 2015.

Assessment Results & Analysis: In 2013-14, the Information and Logistics Technology Department applied for reaccreditation from the ACCGC for the DIGM program. The date for the team visit is early October 2015. During the 2014–2015 academic year, the DIGM faculty wrote the report and compiled course and program documentation.

Program Improvement Plans: The concerns from the previous accreditation team will be considered by all DIGM faculty members and improvements implemented. Most suggestions posed by the previous team have already been implemented.

In its report to the Digital Media faculty dated November 2–4, 2009, The ACCGC Site Visitation Team presented the following recommendations: Our responses to each recommendation is provided in black text.

The team found that the University of Houston Digital Media program complies with all ACCGC standards. The team also notes aspects of the Digital Media program that we believe can be further strengthened and areas that may require attention as the program grows and develops in the future. Here is a summary of those items:

1. The outcomes assessment plan should be simplified. Specifically, the projects and exams identified for measurement of the outcomes might be narrowed down to a few key "capstone" projects that reflect the broad curricular outcomes. A rubric that incorporates the curricular outcomes statements can be used for evaluation.
    a. This APAR was fashioned to fulfill this recommendation.
2. As the program grows, administration is planning for additional faculty lines. ACCGC concurs that the plan to add one tenure-track faculty line and one instructional faculty line over the next three years is critical to the growth, quality, and development of the Digital Media program.
    a. We have added one instructional professor, one visiting professor, and one tenure-track professor to meet this recommendation.
3. The teams suggests the following related to curriculum and facilities in order to better support the curricular outcomes and curriculum plan:
    a. Because image and video capture is central to the curriculum, consider expanding the photo/video studio to create a larger stand-alone space.
        i. As part of our move to the UH Sugar Land Satellite Campus, this recommendation was fulfilled.
    b. Consider adding a RIP and digital press to teach variable data printing and other digital printing applications.
        i. We have acquired a Xerox J-75 press and related software to meet this recommendation.
    c. Consider adding a Web-to-print server application.
        i. Due to the costs involved and the limited application it would have among our students, we have not fulfilled this recommendation.
    d. Consider revising the course objectives. The teams noted that high-level academic content is taught in the courses, but not always reflected in the stated objectives/competences for the courses. Instead of using action terms such "become familiar" and "recall", strive to write 5 or 6 key objectives/competencies for each courses with higher-level action terms such as "create", "develop", "calculate", "analyze", "compose" etc.
        i. To fulfill this recommendation, all course objectives have been updated by the faculty and validated by the program's Industry Advisory Board.
    e. Consider adding more print production planning to appropriate courses, specifically imposition planning and imposition application software use.
        i. To meet this recommendation imposition planning and software application use have become competencies in DIGM 3351.

   f. Consider adding a focused concentration of courses in Computer Systems Technology that will support those Digital Media students wishing to enter more IT-oriented Digital Media jobs (i.e. web administration, e-commerce development).
      i. We created eCommerce and ePublishing tracks within the Digital Media program to meet this recommendation.
   g. Consider increasing the writing requirements across the Digital Media courses. This may include lab reports, trade journal article reviews, reflection papers, and research papers. These activities will compliment the technical skill and knowledge development already occurring in courses.
      i. Student Learning Outcome One, as described in this APAR, is a result of this recommendation.
   h. The team believes an internship requirement would strengthen of the program. The university is ideally situated in a major US city with great potential for local placement of interns. Both the Digital Media program and students would likely benefit from this requirement.
      i. Internships are highly recommended electives for all Digital Media students.
4. As new faculty searches may be on the horizon, the team encourages find a balance between growing faculty from within and bringing new faculty to the university who have an external perspective. Our discipline has historically been short on qualified faculty, particularly those who can thrive in a research-intensive environment. However, the University of Houston is strategically positioned to recruit top talent. Be prepared to network and advertise early. A level of funding for either assistant professor or associate professor level position may widen the pool of candidates.
   a. New faculty hired since the previous ACCGC Team visit have *not* been graduates of the UH College of Technology. Thus, this recommendation has been fulfilled.
5. Because many Digital Media-oriented businesses are small, these companies may not be present at larger technology job fairs, which tend to attract larger corporations. Therefore, the responsibility for linking students with potential employers often falls on the program coordinator. We encourage Dr. Waite and Ms. Holman to work together to plan ways to expand employment opportunities to students and graduates of the Digital Media program.
   a. To fulfill this recommendation, our student group, the Graphic Communications Education Association UH Chapter, hosts an employer "meet-and-greet" event each semester.

Prior Program Improvement(s): See the exposition in Program Improvement Plans above.

Program Outcome 3: Graduating DIGM students will rank their skill and knowledge acquisition as "Functional" or "Advanced" on the College of Technology Graduating Student Survey.

Program Outcome Assessment: The College of Technology Graduating Student Survey, which lists both general skills and digital-media-specific skills chosen by faculty and approved by the program's Advisory Board, allows students to rate their attainment of each skill as: "Advanced Level of Skill and Knowledge," "Functional Skills and Knowledge," "Basic Skills and Knowledge," or "No Skills, No Knowledge."

Performance Standard: At least 70% of all student responses to the general and digital-media-specific skills will be "Advanced Level or Skill and Knowledge" or "Functional Skills and Knowledge."

Assessment Results & Analysis: Twenty students completed the DIGM Graduating Student Survey during calendar year 2014. The question and the percent that rated their skill acquisition for each as either *Advanced* or *Functional* are listed in the table below.

Rate your skills or knowledge in the following areas:	Percent rating skills and knowledge as Advanced or Functional
Print premedia production techniques	80.00%
Print output production techniques	75.00%
Print production control techniques	75.00%
Planning digital media projects	85.00%
Assigning costs to production centers	65.00%
Constructing graphically appealing websites	80.00%
Constructing accessible and usable websites	85.00%
Creating and manipulating photographs	90.00%
Digital asset management	80.00%
Creating and manipulating illustrations	85.00%
Video preproduction	80.00%
Video production	75.00%
Video post-production	80.00%
Animation	35.00%
Research	85.00%
Leadership	90.00%
Critical thinking	80.00%
Managing teams	85.00%
Project leadership	85.00%
Logistics processes	70.00%
Distribution channels	65.00%
Sales and sales strategies	75.00%

According to this table, the students participating in the survey thought, for the most part, that they had learned the skills and knowledge assessed. In fact, 70% or more of the respondents ranked 19 of 22 of their skill/knowledge areas assessed as functional or advanced. However, three skill/knowledge areas, highlighted in yellow, were not viewed as positively.

Identify who is involved in discussion of findings.

Program Improvement Plans: Of particular concern is the 65% rating for "Assigning Costs to Production Centers." This concept is central in the DIGM 4372 course, which all DIGM students take. After the course was last taught in Fall 2014, the course professor solicited input from students about the way the course content was taught. This input was considered when the course was updated, during Spring 2015, in anticipation of the program's reaccreditation visit scheduled for Fall 2015. Since assigning costs is such an important skill DIGM graduates must possess, this process will be further emphasized when the course is next taught in Fall 2015.

The rating for Animation is to be expected since not all students who graduated in calendar year 2014 took a course in animation. In addition, this course will only be taught in the future to those who complete the Motion Media Area of Emphasis in the DIGM program. Thus, this item should probably be removed from the Graduating Student Survey.

The relatively low score in "Distribution Channels" is unexpected and puzzling. All DIGM students take SCLT 2380, Distribution Channels. However, the DIGM faculty do not control the content or delivery of this course. Thus, the DIGM faculty have referred this issue to the SCLT faculty for discussion.

It is important that the Graduating Student Survey be updated to reflect the current status of the DIGM program in which a program core is supplemented with one of five areas of emphasis. Since students in one emphasis area do not take the same courses as those in another, failure to update the survey itself will result in more students scoring individual items as less than "functional."

Prior Program Improvement(s): Digital-media-specific skills were updated to reflect the current curriculum in 2013. This process needs to be done again in 2015 to reflect the current curriculum.

Name: _____

Digital Media Research Project Rating Rubric

Criterion	5	4	3	2	1	Score
Does the report include sufficient explanations of the main points and avoid lengthy discussions about issues not directly related to the point of the paper? Does each section meet its purpose?	The report explains the main points clearly. Each section meets its purpose well: the introduction clearly illustrates the significance and purpose of the study; the methodology accurately explains all the materials and methods; the results and discussion sufficiently describes and discusses the findings; and the conclusion adequately summarizes the findings and the implications of the study.		The report generally explains the main points, and all but 1 or 2 sections meet their purpose well. Some sections, however, may include inconsequential or irrelevant details and explanations.		The report fails to include sufficient explanation of the main points and as a result, does not illustrate the significance of the study at all. Moreover, several sections discuss irrelevant points and do not meet the purpose well.	
Is the style of the report appropriate for the subject matter? Is it appropriate for the publication's audience? Is it appropriate for the type of research you are doing?	The report uses appropriate vocabulary and terms associated with the subject matter and the type of research. It is evident that the writer is aware of his/her audience.		Although the writing is adequate, some inappropriate vocabulary and terms are present. These expressions indicate some lack of awareness of the audience or this type of research writing.		The writer fails to connect with the audience and does not seem to be aware of the style this type of research requires. Inappropriate vocabulary and use occur frequently.	
Are outside sources accurately documented? Does the report follow style guidelines carefully?	The report is properly formatted, using the approved style. All citations have been included, and the reference page is properly formatted.		1 or 2 aspects of the report guidelines have been violated. The citation format or reference page contains 1 or 2 minor errors, or 1 citation has been omitted.		More than 2 of the report guidelines have been violated. More than 2 minor errors occur in the citation format or reference page, or 2 or more citations have been omitted.	
Does the report show evidence of clear organization? Does the report include all necessary sections? Is it easy for the reader to follow and understand the report?	The report is organized in a clear, logical manner. It includes all necessary sections and thoughtful use of transitions; the reader is able to progress through and understand the report well.		The report shows evidence of planning by the author. The overall organization of the report is generally sound but sometimes hinders the development of each idea and section. There are also some rough transitions or occasional redundancies.		The organizational structure of the report breaks down in several places; issues and arguments are presented somewhat randomly. Connections between ideas are confusing or absent.	
Has the report been carefully edited (grammar problems, spelling mistakes, proper use of punctuation, and typing mistakes identified and corrected)?	The report demonstrates competence in English and knowledge of the writer's subject through careful word choices. Sentences are constructed skillfully and purposefully. Overall, the report is written at the level expected for publication.		The writer shows reasonable control of standard writing conventions. The few problems with grammar and usage are not serious and do not detract from readability of the paper. Word choice and sentence construction acceptably express the ideas of the report.		Repeated errors distract the reader and make it difficult for the readers to follow the author's ideas. Words are often nonspecific, distracting, or subject to interpretation, or misused. Errors in grammar and usage are very noticeable and often affect meaning.	

A	B	C	D	F
25	20	15	10	5

Overall Score:_____

Digital Media 4372: Rubric for the Planning and Marketing of a Digital Media Company

Group Name_____

CRITERION	EXEMPLARY	ACCEPTABLE	UNACCEPTABLE	MISSING
Video: Content (Story)	Video explains the main points very well and is clearly aimed at the intended audience.	Video adequately explains the main points; adequately aimed at the intended audience.	Video does not include sufficient explanation of the main points. Or, video is aimed at the wrong audience.	Criterion missing.
Video: Imagery	Video is professionally shot and edited. Sound acting. Leaves a positive impression that reflects well on student(s) and UH.	Video is reasonably well shot and edited but has technical flaws in, for example, lighting, camera motions, or editing. Mediocre acting.	Video was shot or edited in an amateurish way that does not reflect well on the student(s) or UH. Poor acting.	Criterion missing.
Video: Audio	Audio is very clear, audible, understandable, and of adequate/consistent volume. Musical soundtrack, if any, well supports the audio without being distracting.	Audio is reasonably well done, but may have one or two volume or editing flaws. Some audio may be hard to understand. Overwhelming musical soundtrack.	Audio is amateurish: suffers from volume or editing flaws or the words are hard to follow and/or understand. Does not reflect well on the student(s) or UH.	Criterion missing.
Proposal: Company Identity	Well conceived firm; strong mission statement; good choice of location based on firm's likely clientele; good description of personnel. Strong reason for interest among investors.	Adequate firm conception, mission statement, location, and personnel description. May suffer from inadequate explanation or information.	Weak firm conception, mission statement, location, and/or personnel description. Little compelling reason for interest among potential investors.	Criterion missing.
Proposal: Location Floor Plan	Thoughtful and efficient workflow; use of square footage reflects sound balance between productive and non-productive space; thoughtful consideration of IT space as well as human needs (break room, etc.)	Reasonable workflow, consideration of productive and non-productive space, and attention to IT and human-needs space.	Poorly planned workflow; excessive non-productive space; lack of essential IT and/or human-needs space.	Criterion missing.
Proposal: Equipment	Thorough plan for equipment needs across production centers; well-chosen models (not too high-end or low-end); accurate costs determined.	Reasonable plan for equipment needs, but may not include one or two essential items in one or more production centers; some equipment may be over- or under- powered; reasonable costs determined.	Poor plan for equipment needs; more than two essential pieces of equipment neglected for more than one production center; inappropriate equipment choices; unlikely costs determined.	Criterion missing.

Proposal: Personnel	Thorough plan for personnel needed to complete the venture's tasks; well-determined wage/salary information.	Reasonable plan for personnel needed to complete the venture's tasks; may have too few or too many employees in certain tasks; salaries may be a bit too high or low.	Poor plan for personnel. For example, may be based only on the skills of the members of the group. Salaries significantly low or high.	Criterion missing.
Proposal: Budgeted Hour Rates	Well-completed BHR form; no significant errors in equipment or facilities specifications; cost factors (such as rent, power, wages, working hours, and so on) accurately determined and input. Accurate finished BHRs.	Reasonably well completed BHR form; one or two minor errors in equipment or facilities specifications or cost factors. Reasonable finished BHRs.	Significant error(s) in BHR form that result in inaccurate and unusable BHRs.	Criterion missing.
Proposal: Conditions of Sale	Thorough and well considered changes to the "Graphic Communications Trade Practices" to reflect the nature and sector of the chosen business enterprise.	Some changes to the "Graphic Communications Trade Practices" to reflect the nature and sector of the chosen business enterprise.	No changes to the "Graphic Communications Trade Practices" to reflect the nature and sector of the chosen business enterprise.	Criterion missing.
Proposal: Persuasiveness	The overall proposal is attractive and compelling; it is persuasive in convincing the audience to invest in the business; leaves a positive impression that reflects well on student(s) and UH.	The proposal is attractive, but may lack persuasiveness or may provide a less-than-compelling reason for people to invest in the business.	Unattractive, poor attention to detail. Fails to attract interest, or is aimed at an incorrect audience. Reflects poorly on student(s) and UH.	Criterion missing.
Column Calculation:	____X 5 = ____points	____X 3 = ____points	____X 1 = ____points	____X 0 = 0
Overall Score	Total points :_____	☐ 40–50 = Exemplary	☐ 20–39 = Acceptable	☐ 0–19 = Unacceptable
Grade book Mark	☐ 40–50 = A	☐ 30–39 = B	☐ 20–29 = C	☐ 10–19 = D

Digital Media Senior Portfolio Survey Spring 2015

1. CREATIVITY: The work in this portfolio displays the student's creativity when applying graphic technologies to real world applications.

Answer Options	Response Percent	Response Count
Outstanding	25.0%	1
Proficient	75.0%	3
Able	0.0%	0
Superficial	0.0%	0
Comments		1
answered question		4
skipped question		26

Number	Response Date	Comments	Categories
1	Apr 3, 2015 7:57 AM	Nice clean layout	

2. TECHNOLOGY: Based upon this portfolio, the student's use of technology is:

Answer Options	Response Percent	Response Count
Outstanding	0.0%	0
Proficient	75.0%	3
Able	25.0%	1
Superficial	0.0%	0
Comments		1
answered question		4
skipped question		26

Number	Response Date	Comments	Categories
1	Apr 3, 2015 7:57 AM	Everything worked.	

3. COMMUNICATION: How well did the student describe his or her projects?

Answer Options	Response Percent	Response Count
Outstanding	0.0%	0
Proficient	100.0%	4
Able	0.0%	0
Superficial	0.0%	0
Comments:		2
answered question		4
skipped question		26

Number	Response Date	Comments:	Categories
1	Apr 3, 2015 7:57 AM	It would have helped if she had a few	
2	Mar 12, 2015 2:29 AM	Good descriptions of her work.	

4. EMPLOYABILITY: I would consider interviewing this student if I had a present or future opening.		
Answer Options	Response Percent	Response Count
Yes	50.0%	2
Maybe	25.0%	1
No	25.0%	1
Comments:		1
	answered question	4
	skipped question	26

Number	Response Date	Comments:	Categories
1	Mar 12, 2015 2:29 AM	I didn't see the skill level required for	

5. OVERALL: Based upon this portfolio, which of these terms best describes the student's work?		
Answer Options	Response Percent	Response Count
Outstanding	0.0%	0
Proficient	75.0%	3
Able	25.0%	1
Superficial	0.0%	0
	answered question	4
	skipped question	26

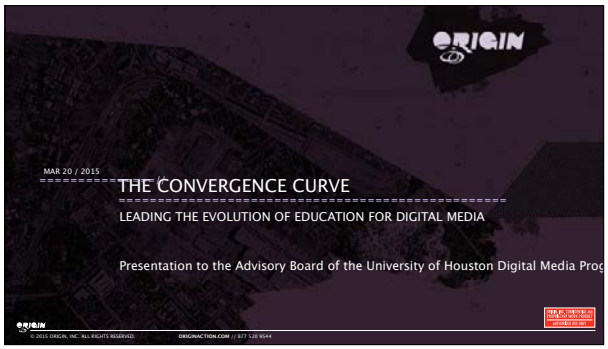
APPENDIX 3:
Academic Program Assessment Report Rubric

ACADEMIC PROGRAM ASSESSMENT REPORT REVIEW

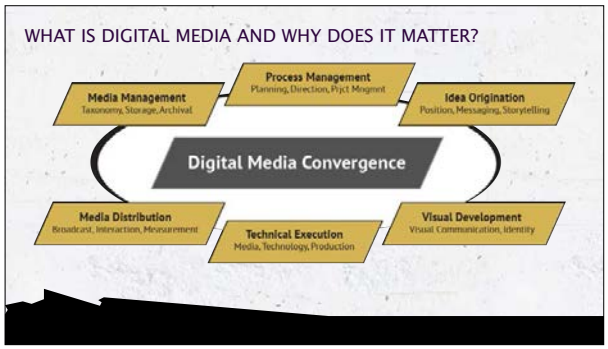
Academic Program: Reviewer: Date:

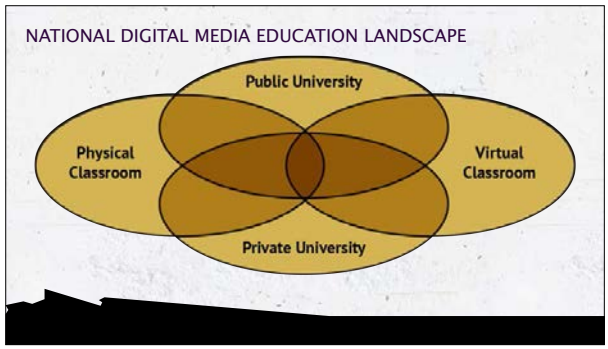
Elements of Academic Program Assessment Report	Expectations Clearly Established	Meets Expectations	Comments or Suggestions
LEARNING OUTCOMES	1. Learning outcomes clearly and concisely describe what students will know or be able to do.	☐	
	2. Learning outcomes are measurable and observable.	☐	
	3. Learning outcomes are described in the context of the discipline.	☐	
LEARNING OUTCOME ASSESSMENTS	4. Describes at least one direct measure for each learning outcome including the rationale for use.	☐	
	5. Skill or knowledge assessed by measure is directly aligned to the focus of the learning outcome.	☐	
PERFORMANCE STANDARD	6. Identifies a program-level (aggregate) performance benchmark for each outcome.	☐	
ASSESSMENT RESULTS	7. Provides assessment results for measure(s).	☐	
	8. Identifies who is involved in discussion of findings.	☐	
	9. Clearly indicates whether the performance standard was met.	☐	
	10. Provides analysis and interpretation of assessment data including what the results mean for the program.	☐	
PROGRAM IMPROVEMENT PLANS	11. Describes how assessment results will be used to make programmatic improvements. (e.g., change/revise learning outcomes, courses, or curriculum)	☐	
PRIOR PROGRAM IMPROVEMENTS	12. Describes program improvements informed by previous year's assessment activities and results.	☐	
PROGRAM OUTCOMES	13. Describes a specific measurable area of emphasis for the program.	☐	
PROGRAM OUTCOME ASSESSMENTS	14. Describes the measure or metric used to collect data about the outcome.	☐	
PERFORMANCE STANDARD	15. Provides a performance benchmark for the measure or metric.	☐	
ASSESSMENT RESULTS	16. Provides assessment results.	☐	
	17. Identifies who is involved in discussion of findings (such as the majority, if not all, of degree program faculty).	☐	
	18. Clearly indicates whether performance standard was met.	☐	
	19. Provides analysis and interpretation of assessment data including what the results mean for the program.	☐	
PROGRAM IMPROVEMENT PLANS	20. Describes how assessment results will be used to make programmatic improvements. (e.g., change/revise learning outcomes, courses, or curriculum)	☐	
PRIOR PROGRAM IMPROVEMENTS	21. Describes program improvements informed by previous year's assessment activities and results.	☐	
Additional Comments:			

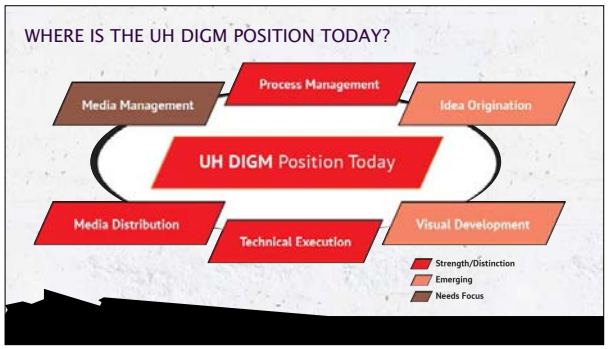
APPENDIX 4:
The Convergence Curve:
Leading the Evolution of Education for Digital Media

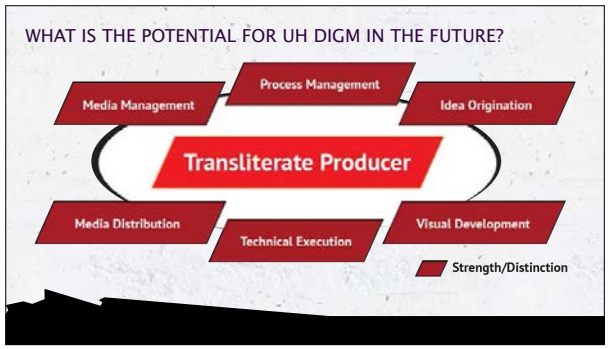

MAR 20 / 2015
THE CONVERGENCE CURVE
LEADING THE EVOLUTION OF EDUCATION FOR DIGITAL MEDIA
Presentation to the Advisory Board of the University of Houston Digital Media Prog

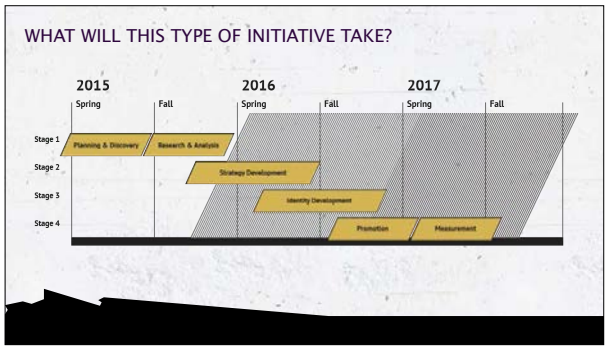

WHAT IS DIGITAL MEDIA AND WHY DOES IT MATTER?


WHAT IS DIGITAL MEDIA AND WHY DOES IT MATTER?
Process Management
Planning, Direction, Prjct Mngmnt
Media Management
Taxonomy, Storage, Archival
Idea Origination
Position, Messaging, Storytelling
Digital Media Convergence
Media Distribution
Broadcast, Interaction, Measurement
Technical Execution
Media, Technology, Production
Visual Development
Visual Communication, Identity


NATIONAL DIGITAL MEDIA EDUCATION LANDSCAPE
Public University
Physical Classroom
Virtual Classroom
Private University


WHERE IS THE UH DIGM POSITION TODAY?
Media Management
Process Management
Idea Origination
UH DIGM Position Today
Media Distribution
Technical Execution
Visual Development
Strength/Distinction
Emerging
Needs Focus

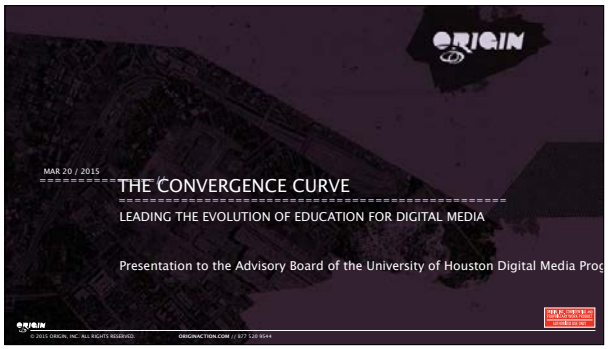

WHAT IS THE POTENTIAL FOR UH DIGM IN THE FUTURE?
Media Management
Process Management
Idea Origination
Transliterate Producer
Media Distribution
Technical Execution
Visual Development
Strength/Distinction


WHAT WILL THIS TYPE OF INITIATIVE TAKE?
2015
2016
2017
Spring
Fall
Spring
Fall
Spring
Fall
Stage 1
Stage 2
Stage 3
Stage 4
Planning & Discovery
Research & Analysis
Strategy Development
Identity Development
Promotion
Measurement


HOW WILL WE MEASURE THIS EFFORT?
Program Evolution
No. of Declared Majors
Graduate Program
Student Achievement
Student Awards
Alumni Profile
Development
Endowment Growth
Special Projects
Third-Part Endorsement
Administrative & Corporate
Academic Peers
Creative Industry


WHERE DO WE BEGIN?
© 2012 ORIGIN, INC. ALL RIGHTS RESERVED.
ORIGINACTION.COM // 877 520 9544


WHAT IS DIGITAL MEDIA AND WHY DOES IT MATTER?
1 // Hold discovery meetings with key stakeholders
2 // Research National programs and perform benchmark analysis
3 // Develop, schedule and conduct interviews
4 // Community impact survey


ORIGIN
MAR 20 / 2015
THE CONVERGENCE CURVE
LEADING THE EVOLUTION OF EDUCATION FOR DIGITAL MEDIA
Presentation to the Advisory Board of the University of Houston Digital Media Prog
© 2015 ORIGIN, INC. ALL RIGHTS RESERVED.
ORIGINACTION.COM // 877 520 9544

APPENDIX 5:
Digital Media Advisory Board Subcommittee Report: Equipment and Facilities

University of Houston
Digital Media Advisory Board
Accrediting Council for Collegiate Graphic Communications Self Study

Subcommittee Report
Equipment and Facilities

Executive Summary

The Subcommittee has concluded that the Equipment and Facilities are adequate to launch, support, and sustain the proposed curriculum for the foreseeable future.

In the areas of computer equipment and software, printers, cameras, and associated support and supplies, the funding and commitment to regular upgrades is adequate and the equipment is well maintained.

There are a several large pieces of equipment that would round out the program that need to come from outside sources (i.e., the business community), and there are ongoing efforts to fulfill this need.

Finally, enrollment is expected to increase, and additional staff and equipment will likely be required. Could you elaborate here?

Beyond the numbers, the chair, faculty, and staff of the Department of Information and Logistics Technology have successfully demonstrated their ability to succeed in whatever challenge they take on, and the Subcommittee does recommend accreditation.

Observations by the Committee

- The new Digital Media courses fit well into current infrastructure (facilities, computer lab, etc.). Minimal investment will be required to launch new courses at the current enrollment level, provided scheduling of classes is staggered.
- The Department has a history of growth and expansion, embracing difficult challenges enthusiastically and succeeding at almost every turn.
- The addition of the Packaging Technology track is currently being well supported by the Houston business community with respect to lab work, tours, and subject matter experts.
- The on-site Image Transfer lab has a Ryobi Lithographic press and a Xerox digital print machine suitable for allowing students to have a hands-on experience with job setups. The program will be providing a three-hour "shadowing" assignment at the University's Print facility (or other locations) to provide exposure to larger production run processes.
- Computer equipment is current and covered under maintenance agreements. Video and camera equipment are well maintained and adequate for current enrollment.
- Since enrollment numbers are continuing to increase, we are recommending a planning committee be formed to anticipate future equipment and space needs to provide adequate time for the budgeting process.

Current/Ongoing Objectives

- *Continuing Education* for faculty and lab managers to ensure that the latest technologies are taught in the curriculum.
- *Computer Lab Upgrades Every 4 Years* – The Department has consistently supported hardware upgrades every 4 years.

The program has three main computer labs. The lab on the Calhoun Campus is located in room 102A Technology Annex building. It contains 27-inch (Mid 2011) iMacs and the warranty expires August 7th, 2016. The first of two labs on the Sugar Land campus is located in room 320 George Building with Mac Pros (Late 2013) and the warranty expires March 11th, 2017. The second Sugar Land lab is located in room 218 George building with Mac Mini Computers (Mid 2011) and the warranty expires March 2nd, 2016.

Most software used by the program is contained within the Adobe Creative Cloud. These programs are updated with the use of a background cloud application, but are routinely screened for compatibility with the other plug-in applications.

- *New Faculty and Staff* – Expand faculty and staff to support expected enrollment increases.

Opportunities (In the next 1–3 Years)

- Plan facilities and equipment for the recently approved new building to be constructed on the UH Sugar Land campus to house the College of Technology. This building should house a Packaging Test Lab. Some of the shock and vibration equipment require isolation foundations.
- Flesh out the equipment necessary to deliver a world-class packing technology and design program.
- Create and offer a new area of emphasis in mobile app, simulation, and gaming development.

Long Term Objectives (1-5 Years)

Revive Texas Printers Education Foundation, the original source for funding the Graphics Communication program. Use funds from the foundation to provide scholarships for the program.

- Objectives & Activities:
  - Golf Tournament- Promote an annual Golf Tournament to raise funds for the Education Foundation.
  - Equipment Acquisition:
    - G7 color measurement system
    - Retail eye tracking system
    - A larger sample table with multipurpose capabilities (print ad cut various substrates)
    - A drone suitable for aerial photography.
    - Web server to allow multiple web software applications
    - Metal Platesetter - $100,000- Preferably a chemistry free plate maker and PDF RIP workflow.
    - Digital Output Device – $250,000- HP Indigo or similar Digital Press.
    - Multibinder (Bindery in a Box) - $80,000- to complete the bindery department.

Very Long Term Objectives (5-10 Years)

- Establish an Endowment to ensure long-term support for the Digital Media Program. A goal of $500,000 to $1,000,000 to provide an ongoing source of revenue to be used at the discretion of the Department Chair and Faculty.
- Continued expansion of the Packaging Test lab.
- Facilities to enable the study of Nano printing and 3-D printing technologies and application to Digital Media communications

Conclusion

The Committee recommends accreditation. The Department has successfully executed their academic programs to date. They've also been known to spend the weekend painting various facilities within the Department as they've come online over the years. It's the kind of dedication that can be expected to succeed with the right support and resources.

APPENDIX 6:
University of Houston
Fall 2014 Facts

UNIVERSITY of HOUSTON

Fall 2014 Facts

Student Enrollment

College	Under-Graduate	Post-Baccalaureate	Graduate	Special Professional	Total
Architecture	597	5	87		689
Business	4,590	229	1,133		5,952
Education	1,694	64	669		2,427
Engineering	3,005	277	1,210		4,492
HRM	1,043	11	85		1,139
Law			127	722	849
CLASS	10,120	335	1,062		11,517
NSM	3,800	253	1,021		5,074
Optometry			30	396	426
Pharmacy		11	81	459	551
Social Work			387		387
Technology	4,347	128	408		4,883
Exploratory Studies	2,526	2			2,528
Total	**31,722**	**1,315**	**6,300**	**1,577**	**40,914**

HRM—Conrad N. Hilton College of Hotel and Restaurant Management

CLASS — The College of Liberal Arts and Social Sciences

NSM— The College of Natural Sciences and Mathematics

Student Distribution by Ethnicity/Gender
Percent of University Total Enrollment

	Female		Male		Total	
	Number	Percent	Number	Percent	Number	Percent
African American	2,388	11.8	1,785	8.6	4,173	10.2
Asian American	3,963	19.6	4,155	20.0	8,118	19.8
Hawaiian/Pacific Islander	33	0.2	64	0.3	97	0.2
Hispanic	5,701	28.2	5,293	25.5	10,994	26.9
International	1,747	8.7	2,278	11.0	4,025	9.8
Multiracial	653	3.2	565	2.7	1,218	3.0
Native American	22	0.1	25	0.1	47	0.1
Unknown	197	1.0	190	0.9	387	0.9
White	5,480	27.2	6,375	30.8	11,855	29.0
Total	**20,184**	**100.0**	**20,730**	**100.0**	**40,914**	**100.0**

UNIVERSITY of HOUSTON

Fall 2014 Facts

Student Distribution by Level Full-time/Part-time Status and Mean Age

	Total	Full Time	Part Time	Mean Age
Undergraduate				
Freshman	5,353	4,921	432	18.6
Sophomore	6,234	4,821	1,413	20.7
Junior	8,522	6,172	2,350	22.6
Senior	11,613	7,717	3,896	24.8
Subtotal	**31,722**	**23,631**	**8,091**	**22.4**
Post-baccalaureate				
Subtotal	**1,315**	**343**	**972**	**30.2**
Graduate				
Masters	4,121	2,574	1,547	29.0
Doctoral	2,179	1,763	416	30.6
Subtotal	**6,300**	**4,337**	**1,963**	**29.6**
Special Professional				
Subtotal	**1,577**	**1,432**	**145**	**25.5**
Total	**40,914**	**29,743**	**11,171**	**23.9**

Student Residency

		Number	Percent
Texas	Harris County	22,029	53.8
	Adjacent Counties	9,230	22.6
	Other Texas Counties	4,440	10.9
	Subtotal Texas	**35,699**	**87.3**
Out-of-State		1,190	2.9
International		4,025	9.8
Subtotal Non Resident		**5,215**	**12.7**
Total		**40,914**	**100.0**

UNIVERSITY of HOUSTON

Fall 2014 Facts

Top 10 Places of Student Origin

Texas County	Total	State	Total	Country	Total
Harris	22,029	California	136	China	934
Fort Bend	5,662	Louisiana	86	India	917
Brazoria	1,410	Florida	76	Vietnam	319
Montgomery	1,022	New York	69	Nigeria	149
Galveston	951	Illinois	65	Saudi Arabia	138
Dallas	535	Georgia	43	Korea, Republic of	131
Tarrant	389	Virginia	41	Iran (Islamic Republic of)	124
Travis	371	Michigan	37	Mexico	101
Bexar	352	Pennsylvania	37	Venezuela	96
Houston	283	Missouri	34	Canada	81

Degrees Awarded Fiscal Year 2014

College	Bachelor	Masters	Doctoral	Special Professional	Total
Architecture	93	27			120
Business Admin.	1,419	627	12		2,058
Education	531	214	40		785
Engineering	339	194	50		583
HRM	286	45			331
Law		89		256	345
CLASS	2,422	336	64		2,822
NSM	710	202	83		995
Optometry		1	5	94	100
Pharmacy		11	10	104	125
Social Work		166	8		174
Technology	637	163			800
Total	**6,437**	**2,075**	**272**	**454**	**9,238**

HRM—Conrad N. Hilton College of Hotel and Restaurant Management

CLASS — The College of Liberal Arts and Social Sciences

NSM— The College of Natural Sciences and Mathematics

UNIVERSITY of HOUSTON

Fall 2014 Facts

Degrees Awarded By Ethnicity and Gender Fiscal Year 2014
Percent of Total Degrees

	Female		Male		Total	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
African American	582	11.8	337	7.8	919	9.9
Asian American	873	17.7	776	18.0	1,649	17.9
Hawaiian/Pacific Islander	13	0.3	7	0.2	20	0.2
Hispanic	1,211	24.5	872	20.3	2,083	22.5
International	494	10.0	603	14.0	1,097	11.9
Multiracial	131	2.7	81	1.9	212	2.3
Native American	13	0.3	10	0.2	23	0.2
Unknown	30	0.6	26	0.6	56	0.6
White	1,587	32.2	1,592	37.0	3,179	34.4
Total	**4,934**	**100.0**	**4,304**	**100.0**	**9,238**	**100.0**

Faculty Distribution

RANKED	
Professor	423
Associate Professor	346
Assistant Professor	210
Subtotal	**979**
Non Ranked	
Other Faculty (Lecturer, Visiting, Adjunct)	1,332
Student	
Teaching Assistant	1,449
Total	**3,760**

UNIVERSITY of HOUSTON

Fall 2014 Facts

Ranked Faculty by Ethnicity/Gender
Percent of Total Ranked Faculty

	Female		Male		All	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
African American	12	4.1	24	3.5	36	3.7
Asian American	54	18.4	127	18.5	181	18.5
Hispanic	29	9.9	36	5.2	65	6.6
International	12	4.1	27	3.9	39	4.0
Multiracial	2	0.7	3	0.4	5	0.5
Native American	0	0.0	3	0.4	3	0.3
Unknown	1	0.3	0	0	1	0.1
White	183	62.5	466	67.9	649	66.3
Total	**293**	**100.0**	**686**	**100.0**	**979**	**100.0**

2014 – 2015 Tuition and Mandatory Fees

Tuition is calculated according to residence status and total semester hours. Tuition and mandatory student fees quoted below are subject to change by University or Legislative action. (Figures do not include parking, lab and other fees.)

Full-time Annual Tuition & Mandatory Fees:	**Undergraduate[1]**	**Graduate[2]**
Texas Resident	$ 8,605	$ 9,216
Non-Resident	$ 19,693	$ 17,532

Part-time Annual Tuition & Mandatory Fees:	**Undergraduate[3]**	**Graduate[3]**
Texas Resident	$ 4,780	$ 6,462
Non-Resident	$ 10,324	$12,006

Notes:
[1] Based on 24 semester credit hours per academic year.
[2] Based on 18 semester credit hours per academic year.
[3] Based on 12 semester credit hours per academic year.