PROGRAM REVIEW REPORT

on the

DIGITAL ART & DESIGN PROGRAM

THE UNIVERSITY COLLEGE OF THE CARIBOO

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DIGITAL ART & DESIGN PROGRAM

JULY

1992

OFFICE OF INSTITUTIONAL RESEARCH & PLANNING

SUMMARY

The Digital Art and Design Program Evaluation Committee identified the major issue facing the program as its tendency towards cloistering and insularity. Effective revitalization of the program will depend largely on improvement in departmental and inter-departmental communication, improved liaison with the Advisory Committee, and regular articulation with other institutions. The Committee also feels that the objectives and direction of the program need to be clearly defined and coherently expressed.

While DAAD has been successful in teaching digital art skills with a good variety of current software, sound training in graphic design, business skills, and studio production and reproduction must be stressed more fully. As well, employers and students have come to expect other associated skills, such as verbal and written communication and client/designer interaction. In addition, DAAD's curriculum and its relationship with the Visual and Performing Arts Department must be investigated with a view to re-aligning the program, or at least establishing crossover linkages, with Computer Aided Design and Drafting technology. Along with program restructuring and redirection, strengthening, clarification and consistent application of student admission standards are required.

The Evaluation Committee found the Digital Art and Design Program to be generally effective in providing the necessary educational experience in job-related skills for the students. This is evidenced by the 64% job procurement rate in a sector of the market which is traditionally competitive and soft. This program is unique in that it has the potential of being the "cutting edge" in the field of digital graphics. The Evaluation Committee believes that the DAAD program should pursue this goal.

DAAD PROGRAM REVIEW REPORT

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THE PROGRAM EVALUATION COMMITTEE

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Paul Van Zand,
Instructor, Computer Aided
Design & Drafting

FACULTY REPRESENTATIVE

Richard Kurial,
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EXTERNAL REPRESENTATIVE

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INTRODUCTION

The evaluation of the Digital Art & Design Program was begun on January 14, 1992. Several meetings on questionnaire design and evaluation were conducted between the Office of Institutional Research, David DiFrancesco (Instructor, DAAD) and Darlene Kalynka (Chairperson, Visual and Performing Arts). Questionnaires were mailed to the following stakeholders: former students on February 28; faculty on March 4; Advisory Committee members on March 11; and employers on March 17. The current Digital Art & Design class was surveyed on March 10.

Follow-up letters were sent to former students on March 23 and employers on April 6. Telephonic contact with non-returnees was undertaken between April 10 and 17. The cut-off date for all responses was May 6. The Evaluation Committee met to examine and analyze the summarized data on June 1 & 2, 1992.

BACKGROUND

The Digital Art & Design Program evolved out of its predecessor, the Commercial Art and Printing Program, which operated from 1981 to 1985. Technological advances in the early 1980's encouraged migration from commercial art and printing to electronic design and animation, and in 1985, the Digital Art and Design Program, which emphasized the cutting edge of electronic art, was launched. This program has been in place at UCC for the past seven years.

The program is one year in length, but (until recently, when it fell into abeyance), a pre-requisite year in Fine Arts qualified it as a two-year diploma program. DAAD is computer intensive: over 90% of the students' work portfolio is computer generated. The emphasis is on transferring students' creative abilities from conventional art to computer generated techniques, while at the same time preparing students for the realities of employment by stressing productivity, accuracy and working to deadlines.

ADMISSIONS DATA AND PERFORMANCE STATISTICS

Admissions Requirements:

Digital Art & Design Program:

a) Educational Requirements:

1. B.C. Grade 12 or equivalent

2. Evidence of a year's training in fine or commercial art at college/university level or equivalent experience, in the form of a portfolio.

b) General Requirements:

1. Applicants must be interviewed by the course co-ordinator.

2. Applications and portfolios should be submitted early, preferably before March 31.

Program Capacity/Program Demand over past five years:

Program capacity is currently 22 FTE. The practice in this and subsequent years will be to overfill to 24 in order to improve program utilization rates. In previous years the program capacity was set as low as 16 (1987), but rose to 20 in 1988 and to 24 in 1991. 1990/91 saw a dip in program utilization to 75%, but, excluding that year and the first two years of operation (1986-88), program utilization has generally been over 100%.

Completion & Attrition Rates:

1991/92 = 24/24
1990/91 = 14/15
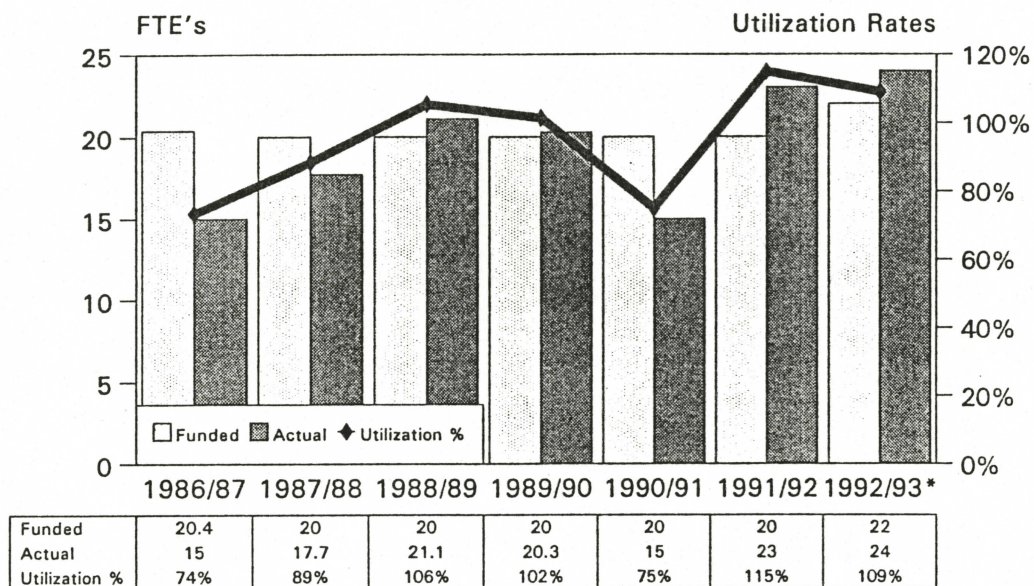1989/90 = 20/20
1988/89 = 20/20
1987/88 = 16/16
1986/87 = 15/15

Digital Art & Design Program Completion Rates 1986/87 - 1991/92
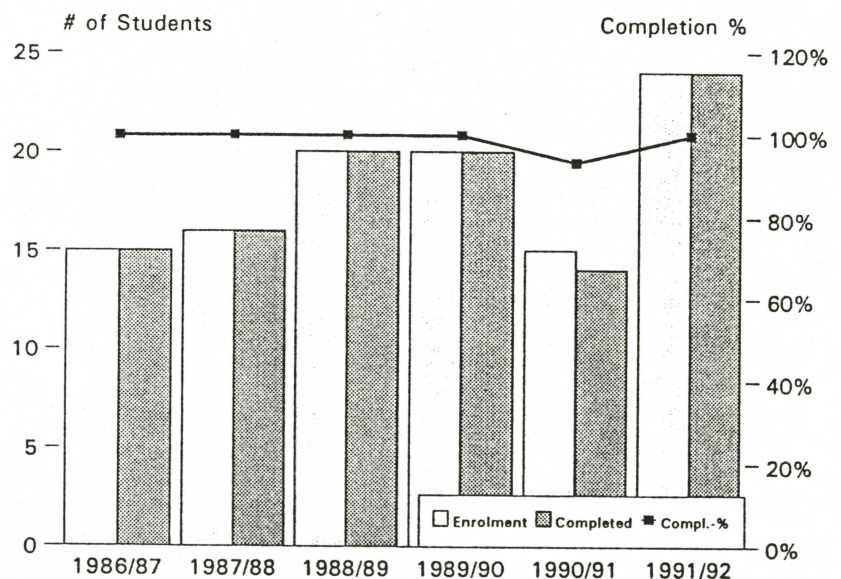
Program Utilization Rates:

The following chart illustrates the relationship between funded and actual FTEs over the six year period, 1986-1991.

FTE Utilization Rates: Digital Art & Design Program
1986/87 - 1990/91

	1986/87	1987/88	1988/89	1989/90	1990/91	1991/92	1992/93*
Funded	20.4	20	20	20	20	20	22
Actual	15	17.7	21.1	20.3	15	23	24
Utilization %	74%	89%	106%	102%	75%	115%	109%

Data source: MAETT Annual FTE Report, 1991
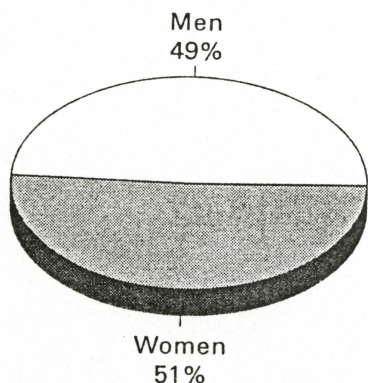PDC = 3342 (Commercial Graphics Arts)
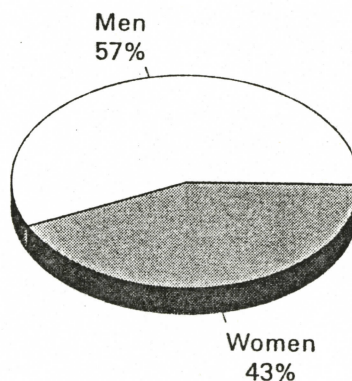* 1992/93 actual FTE is estimated figure.

Gender Ratio:

Of 55 former students surveyed (1987-1991), 28 were women and 27 were men for an approximate ratio of 1:1. Of 21 current students surveyed, 12 were men and 9 were women for a ratio of 4:3.

Former Student Gender Ratio (1987-91)

Men 49%
Women 51%

Current Student Gender Ratio (1992)
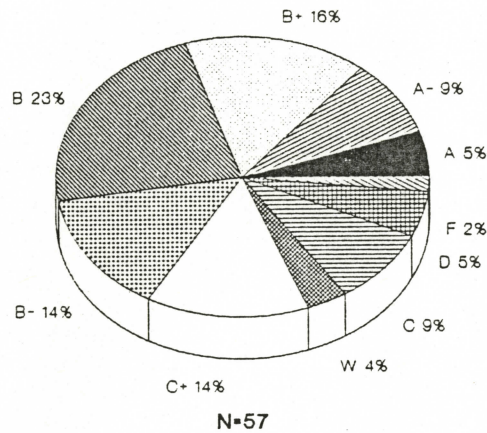

Men 57%
Women 43%

Grade Distribution:

Grade distribution for the Digital Art & Design Program (1988-1991) is illustrated in the graphs below.

DAAD210 COURSE GRADES DISTRIBUTION
1988 to 1990

B+ 16%
A- 9%
A 5%
F 2%
D 5%
C 9%
W 4%
C+ 14%
B- 14%
B 23%

N=57

DAAD220 COURSE GRADES DISTRIBUTION
1989 to 1991

B+ 20%
DNC 2%
A- 5%
A 4%
D 2%
C 5%
W 2%
C+ 13%
B- 24%
B 24%

N=55
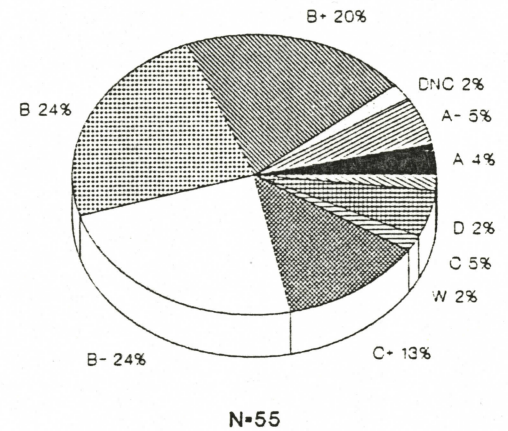
DAAD230 COURSE GRADES DISTRIBUTION
1988 to 1990

B+ 19%
A- 14%
A 9%
F 2%
C 7%
W 4%
C+ 7%
D 2%
B- 9%
B 28%

N=57
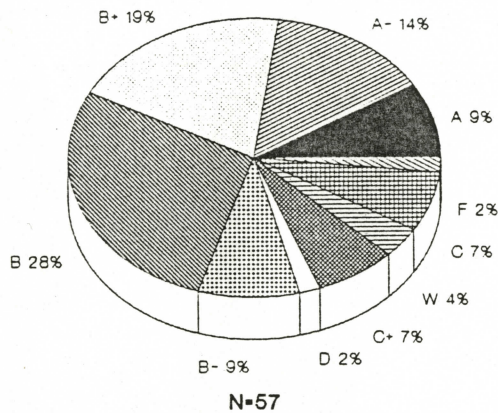
DAAD240 COURSE GRADES DISTRIBUTION
1989 to 1991

A- 22%
A+ 2%
W 2%
B+ 13%
A 9%
D 2%
C+ 7%
DNC 2%
B 26%
B- 11%
C 4%

N=54
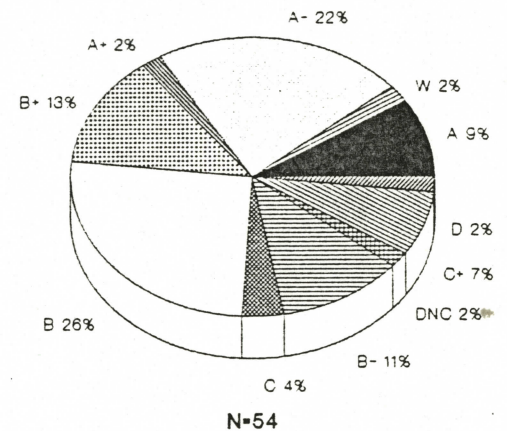
DAAD260 COURSE GRADES DISTRIBUTION
1989 to 1991

A- 27%
D 4%
DNC 2%
A 11%
A+ 4%
F 4%
C+ 2%
B+ 15%
B- 11%
W 2%
C 2%
B 18%

N=55
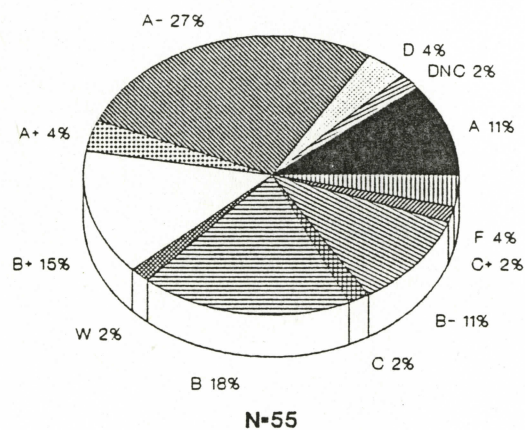
DAAD270 COURSE GRADES DISTRIBUTION
1988 to 1990

B+ 18%
A- 12%
B 16%
A 4%
A+ 4%
W 4%
F 2%
D 7%
C 2%
B- 23%
C+ 11%

N=57
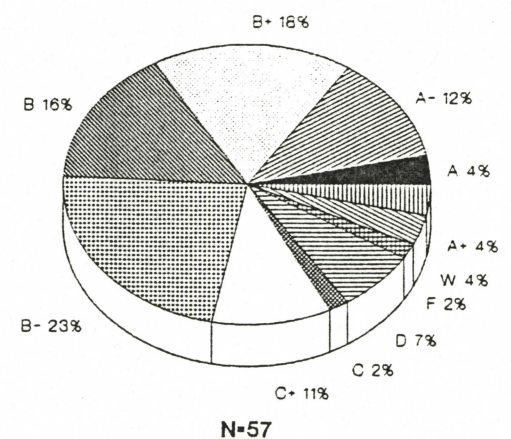
TABULAR SUMMARY OF QUESTIONNAIRE RESPONSES

The categories and quantities of responses are tabled below:

Recipient		# Sent	# Completed and Returned	% Return
Advisory Committee		5	5	100%
Employers		22	10	45%
Faculty		4	4	100%
Students:	Current (Feb.)	23	21	91%
	Former	55	22	40%
TOTAL		109	62	57%

Former Students
Returned by Post Office: 13 (24%)

Former Students Non-Respondents: 20 (36%)   As at May 6, 1992

SUMMARY OF QUESTIONNAIRE DATA

The following trends were detected in the questionnaire responses:

1. **Advisory Committee:**

   All five Advisory Committee members completed and returned their questionnaires for a response rate of 100%. Their concerns were in the following areas:

   - their lack of communication and involvement with the DAAD faculty (not meeting on a regular basis);
   - insufficient representation on the Advisory Committee from associated disciplines and the business world;
   - the lack of emphasis on decision-making skills and oral and written communication;
   - program facilities and funding levels;
   - articulation between this program and others of similar nature within the province.

   The Advisory Committee expressed satisfaction with:

   - the quality of instruction in the program;
   - the program's provision for the development of appropriate job-related skills;
   - graduates' ability to readily find training-related work;
   - the degree of preparation of students for the job market.

   The Advisory Committee ranked willingness to learn, problem-solving skills, visual communication skills and concept development as most important to a sound DAAD Program. Dependability and adaptability to change were also considered to be important. Oral communication skills were not seen to be important, although employers expressed mild dissatisfaction with graduates in this regard.

2. **Employers:**

   Of 22 employers surveyed, 10 responded for a response rate of 45%. The main concerns were with low levels of oral communication, problem-solving and decision-making skills.

   They were pleased with the following graduate attributes:

   - work habits;
   - dependability (ability to work independently);
   - willingness to learn;
   - adaptability to change;
   - visual communication skills.

   While employers would like to see increased preparation in graphic design, DOS and production processes, they felt that graduates have a good understanding of a variety of computer graphic software.

3. **Faculty:**

Three faculty members and the departmental chair responded for a 100% return rate. The following concerns were expressed:

- variation in preparation levels of students admitted to the program;
- lack of preparation in oral and written communication skills;
- insufficient supplies and materials;
- condition of the facilities;
- equipment maintenance;
- lack of departmental and inter-departmental communication;
- ineffective communication between Fine Arts faculty, DAAD faculty and the Advisory Committee;
- lack of communication with administration;
- the lack of articulation with other colleges;
- inadequate student familiarization with College services and facilities;
- not enough career advice given to students.

While faculty believed that the program is producing appropriately prepared graduates, they focused on the poor linkages between the progam and the Advisory Committee, and expressed concern about the administrative and philosophical relationships of DAAD to the Visual and Performing Arts Department.

4. **Current Students:**

Of 23 current students, 21 were surveyed on March 10, 1992, for a response rate of 91%. They had strong concerns about the following:

- "small", "dark", "messy" and "poorly ventilated" DAAD facilities;
- the need for higher and more consistent admission standards;
- the inappropriateness ot the Fine Arts first year pre-requisite at UCC;
- lack of clarity in the Calendar about program pre-requisites and objectives;
- the relationship between the Drawing and Illustration courses (FINA 290 and FINA 299) and DAAD;
- the disparity in faculty accessibility;
- instructors' level of objectivity in student project evaluation;
- the need for more promotion to the program;
- lack of emphasis on oral and written communication (in agreement with the Advisory Committee, employers and faculty).

Notwithstanding the above, current students were generally satisfied with the program content, procedures and resources. They found the program challenging, and the workload, although heavy, was perceived as a positive asset, reflecting the realities of the workplace.

Many offered their advice on fine-tuning of the program. Some favoured expanding it to two years. Some also felt that Animation should be de-emphasized in favour of a pure graphic design program, and that Drawing should become an elective course.

SUMMARY OF QUESTIONNAIRE DATA (cont.)

5.   **Former Students:**

Of 55 former students surveyed, 22 replied for a response rate of 40%. Their comments revealed a good level of satisfaction with the DAAD program, its hardware, software and learning activities. However, they did suggest the following:

- facilities need to be improved (complaints were similar to those made by the current students);
- more career advising for students;
- the program needs to develop verbal and written communication skills (a concern echoed by current students, faculty, employers and the Advisory Committee);
- more instruction needed in the area of self-promotion, professionalism and employment preparation;
- more emphasis on graphic design, studio production processes and reproduction techniques;
- more training in designer/client interaction and business skills;
- more work on DOS.

The former students, too, expressed appreciation for the challenging workload, and the way this taught them to meet deadlines. The Animation course, they felt, needed to be cut back or offered separately, as it is time-intensive but does not facilitate development of a sound knowledge of the subject.

Some of the students felt that the courses in Drawing and Illustration (FINA 290 and FINA 299) lacked relevance to DAAD, and should be offered as electives rather than integral parts of the program.

EMPLOYMENT PROSPECTS

Types of Employment:

According to Job Futures: British Columbia: an Occupational Outlook to 1995 (Statistics Canada, 1989), occupations in this group include advertising and commercial graphic artistry, and medical and scientific illustration. Specific employment may be found in the computer animation/graphics fields: graphic design, audio-visual production, television graphics and desktop publishing.

Main Industries of Employment 1986 Census:

Business Services	45%
Printing & Publishing	18%
Miscellaneous Manufacturing	10%
Other	27%

Job Opportunities Projection:

According to Job Futures, British Columbia, An Occupational Outlook to 1995, (1989 edition), the employment outlook for these occupations calls for about average growth to 1995, based on employment patterns in the business services and printing and publishing sectors. The number of employees in B.C. by 1995 is expected to be over 3,000. An estimated 830 job openings are expected over the projection period: about 430 replacements and about 400 new positions.

B.C. Employment Trends & Projections:

	1981	1987	1995
Number employed	1,680	2,650	3,050

Annual Growth 1987-95: 1.8%

## Estimated Job Openings in B.C. 1987-95

Growth (Net)	Attrition	Total
400	430	830

Employment Rates of Former Students:

Of 22 former student respondents, 14 (63.6%) reported being in full-time employment; 2 (9.1%) reported being employed part-time; 5 (22.7%) reported being unemployed; and 1 (4.5%) reported being involved in other activities.

Present Main Activities of Former DAAD Students
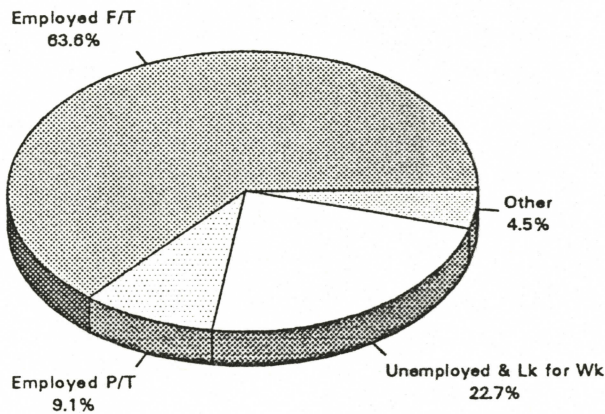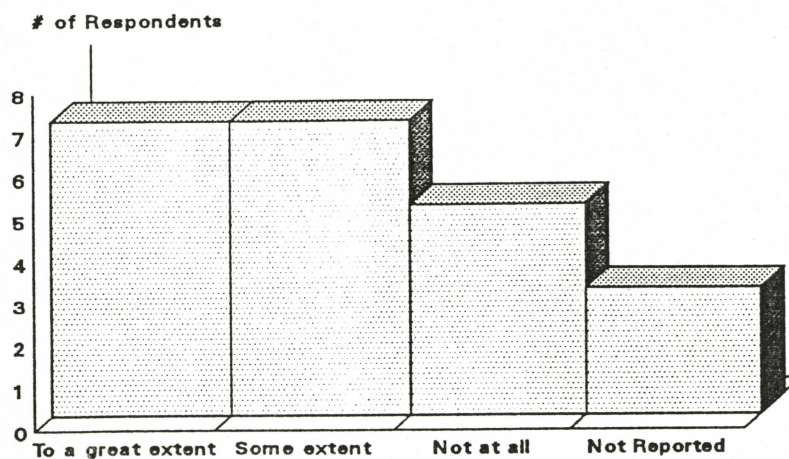

Relationship of Training to Employment

Of the 22 former student respondents, 7 (32%) reported that their job was in the area for which they had been trained; 7 (32%) indicated that their employment was to some extent related to their training; 5 (23%) indicated that they were working in areas unrelated to their training, and 3 (13%) did not respond to this item.

N = 22

Current Salaries:

Of the 22 former DAAD students who divulged information about their current salary, 5 (22.7%) were earning less than $1,000/month, 3 (13.6%) were earning between $1,001 and $1,500/month, 5 (22.7%) were earning between $1,501 and $2,000/month, 4 (18.2%) were earning between $2,001 and $2,500/month, 1 (4.5%) was earning over $2,500/month, and 4 (18.2%) did not respond to this item.

Monthly Salary (Before Taxes) of Former DAAD Students

$1,001 - 1,500
13.6%

Less than $1,000
22.7%

$1,501 - 2,000
22.7%

Not Reported
18.2%

$2,001 - 2,500
18.2%

Over $2,500
4.5%
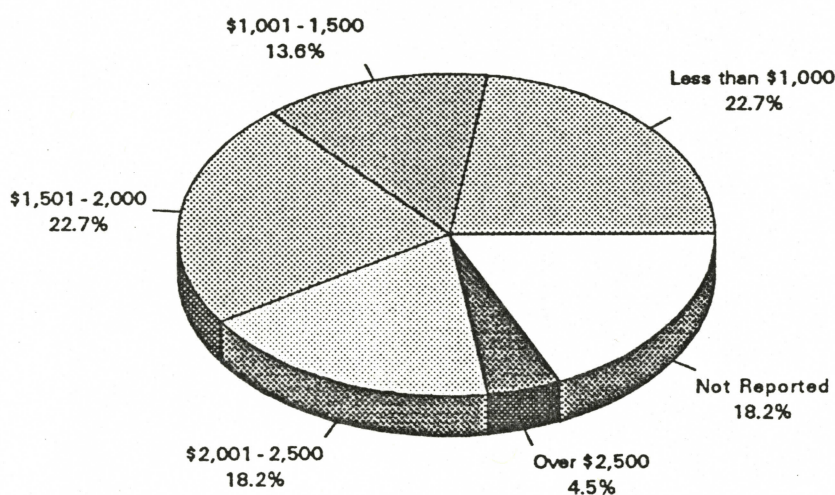
Further Education Opportunities:

If a graduate of the Digital Art & Design Program desires further education, he/she can continue their education in the following areas: graphic design, animation, film and video production, marketing/advertising and TV graphics/production.

STRENGTHS OF THE PROGRAM

The Evaluation Committee identified the following strengths in the Digital Art & Design Program:

1. **EQUIPMENT:** the Digital Art and Design equipment is generally recognized as being reasonably up to date and state of the art.

2. **PROGRAM LENGTH:** the one year duration of the DAAD Program attracts students who are looking for quick and professional training in computer graphics.

3. **EMPLOYMENT RATE:** 64% of the respondents to the former student survey have achieved full-time or part-time employment that is either totally related to their DAAD training or related to some extent. The DAAD Program Evaluation Committee regards this as a commendable achievement in a sector of the market that is notoriously "soft."

4. **VARIETY OF SOFTWARE:** the software is considered to be current and of good variety.

5. **CHALLENGING ASPECT OF THE PROGRAM:** current and former students regard the workload as heavy and intense, but appreciate the pressure as preparation for the work place.

6. **STRINGENCY AND CONSISTENCY OF DEADLINES:** students feel that the stringent and consistent deadlines teach them discipline, speed, and productiveness.

7. **FIELD TRIPS:** the Vancouver field trip is regarded as an excellent aspect of the program. The inclusion of Emily Carr College of Art and Design in the itinerary would enhance this component of the program.

AREAS WHICH CAN BE IMPROVED
(WITH RECOMMENDATIONS)

1. **FORMALIZATION OF PROCEDURES AND ROLES:**

Collectively, comments by the Advisory Committee members, current and former students and faculty have raised concerns about inconsistencies in the following areas:

a)   Advisory Committee meetings, as well as the meeting process itself, lack formal procedures and objectives;

b)   instructor and lab demo roles are not clearly defined and separated in the students' minds: disparity in the time that the instructor and the lab demo spend in the computer lab confuses the students as to faculty time obligations;

c)   students have not been equally informed of job opportunities as these come up;

d)   communication between program faculty and the departmental chairperson has been inconsistent and non-productive.

In recognition of the above problems, the DAAD Evaluation Committee recommends that:

a)   **the Chairperson, Visual and Performing Arts, in conjunction with the DAAD faculty, comply with the recommendations outlined in "#8 Advisory Committee".**

b)   **each of the DAAD faculty place a name sign, clearly identifying his position, on his office door.**

c)   **the DAAD instructor and lab demo post formal schedules of their lecture, lab and designated office hours.**

d)   **the DAAD instructor post all current job opportunities in clear view of all students in the program.**

2. **FACULTY PROFESSIONALISM:**

The highest professional attitudes and standards must be maintained at all times and at all levels. In this regard, the Committee strongly discourages the intermingling of professional and personal lives between faculty and students, even if voluntary, in order to ensure the integrity of the DAAD Program. Excessive personal faculty involvement with students appears to have affected the objectivity of student project evaluations. Accordingly, the DAAD Program Evaluation Committee recommends that:

a)   **the DAAD faculty members limit personal involvement with students in order to ensure maximum objectivity and fairness in services to the students and in student project evaluations.**

3. **COMMUNICATION AND PARTICIPATION:**

Comments from the Advisory Committee members, employers and the Chairperson, Visual and Performing Arts, identified a tendency towards cloistering and insularity in the DAAD Program. The DAAD Program Evaluation Committee noted:

a)   the lack of departmental and inter-departmental communication and participation;

b)   limited liaison with similar programs in other institutions;

c)   inadequate student familiarization with College campus services and facilities;

d)   insufficient career advice given to students;

e)   ineffective communication between Fine Arts faculty, DAAD faculty and the Advisory Committee.

For general improvement of communications, the DAAD Program Evaluation Committee recommends that:

a)   **the Chairperson, Visual and Performing Arts, insist on DAAD faculty attendance at and participation in departmental meetings.**

b)   **the Chairperson, Visual and Performing Arts, the DAAD faculty and support course faculty meet regularly (much more often than twice in a semester) to co-ordinate course objectives, content and direction, and identify problem areas and growth potential.**

c)   **the Chairperson, Visual and Performing Arts, and the DAAD faculty endeavour to maintain communication with vocationally oriented departments (such as those in the Applied Industrial Technology Division) in order to facilitate realization of common goals shared by these departments.**

d)   **the Chairperson, Visual and Performing Arts, ensure that DAAD faculty use their annual articulation monies to attend provincial articulation meetings.**

e)   **the DAAD faculty take steps, such as an enhanced orientation session and "walk-about", to ensure student familiarity with campus services.**

f)   **the DAAD instructor establish a regular schedule of guest lectures by employers and practitioners to familiarize his students with possible career paths.**

g)   **the Chairperson, Visual and Performing Arts, the DAAD faculty and support course faculty communicate with the Advisory Committee on a regular basis, as outlined in "#8 Advisory Committee".**

4. **ADMISSIONS STANDARDS:**

Current and former students expressed concern about the extreme variation in student levels of preparation, resulting from unclear pre-requisite standards and too casual and inconsistent admission procedures. This situation has led to a wide variety of competency levels and needs, often frustrating students and faculty alike. In recognizing the need for higher and clearer entrance standards and consistent application of these, the DAAD Program Evaluation Committee recommends that:

a) **the Chairperson, Visual and Performing Arts, and DAAD faculty implement a policy of standardizing prospective student interviews, with two faculty members attending each interview. The interviews are to be formalized, and adhere to a strict selective process.**

b) **the DAAD faculty explicitly avoid telephone interviews as the only contact for admissions.**

c) **the DAAD faculty direct each applicant to produce a portfolio for examination and adjudication prior to admission.**

d) **the DAAD faculty recognize the level of preparation of students that the program serves, and exclude students who are either over or under qualified.**

e) **the Chairperson, Visual and Performing Arts, and DAAD faculty immediately work toward clarifying and raising admissions standards. In particular, admission guidelines must be articulated and thoroughly stressed, and the pre-requisite of 30 units of first year Fine Arts, which has fallen into abeyance in recent years, must be restored and insisted on for the 1993 intake. In addition, recommended pre-requisite courses, such as Drawing, Design and English, which should constitute part of those 30 units, should be specified.**

f) **the Chairperson, Visual and Performing Arts, and DAAD faculty prepare copy for the 1993/94 UCC Calendar to reflect the changes suggested in 4. e. above. Copy should be processed through the departmental and EPPR Committees and the College Education Council by November, 1992.**

5. **VISION, PLAN AND OBJECTIVES:**

In comparing program descriptions and course outlines with student and faculty perception of the program, the Committee concluded that these descriptions and outlines do not accurately reflect the objectives and characteristics of the DAAD program. The current "Program Objective" declares that DAAD is a program "giving the student the opportunity to create still and animated images with state of the art electronic equipment." This statement implies a close affinity with the artistic and creative components of the Fine Arts discipline. However, it became abundantly clear to the Evaluation Committee that the DAAD Program is, in fact, much more career oriented. Therefore, the Committee recommends that:

a) **the Chairperson, Visual and Performing Arts, and DAAD faculty revisit the program description, include more detail on program goals and objectives, and emphasize the program's career-oriented graphic design characteristics.**

5. **VISION, PLAN AND OBJECTIVES (cont.):**

   b) **the DAAD faculty overhaul and update all course outlines to comply with UCC regulations.**

   Leadership and direction are vital to the program. Planning for the future is essential. The overall VISION of DAAD must be clarified. In this light, the DAAD Program Evaluation Committee recommends that:

   c) **the Chairperson, Visual and Performing Arts, and DAAD faculty, in close consultation with the Advisory Committee, immediately commence the development of a "Three Year Plan" which will fully clarify the future direction of the program.**

   d) **the DAAD faculty draw up a five-year equipment replacement plan and submit it to their Chairperson.**

   The Committee considered closely the relationship between DAAD, with its career orientation, and the Visual Arts Department, with its humanistic orientation. In the interests of improved program alignment and productive cross-program collaboration, the Committee recommends that:

   e) **representatives from Fine Arts, DAAD, and the Applied Industrial Technology Division (including Computer Aided Design and Drafting) investigate the possibility of aligning DAAD with CADD. Regardless of the conclusions of this investigation, internal crossovers and linkages between DAAD and CADD should be increased.**

   Comments from current and former students and faculty stressed the challenge of condensing the curriculum into a one-year program. The DAAD Program Evaluation Committee considered whether this difficulty will grow as technological developments increase and evolve, and recommends that:

   f) **the Chairperson and DAAD faculty investigate the positive and negative aspects of expanding DAAD into a two-year program.**

6. **EQUIPMENT AND BUDGET:**

   Student and faculty surveys indicated that although DAAD equipment is reasonably up-to-date, present budget allocation does not allow for sufficient supplies or adequate maintenance of that equipment. The Committee accordingly recommends that:

   a) **the DAAD faculty and the Computer Services Department jointly clarify and establish computer equipment maintenance responsibilities for DAAD equipment.**

   b) **the Chairperson, Visual and Performing Arts, and the DAAD faculty determine the appropriate level to which course lab fees should be raised in order to reflect appropriate student contribution to materials, and equipment maintenance and enhancement.**

7. CURRICULUM:

The Advisory Committee, employer, student and faculty surveys revealed the need to improve students' skills in verbal and written communications, self-promotion and employment preparation.

Student surveys called for increased attention to matters of professional development: customer relations, designer/client interaction, estimating and tendering, contracts and meeting schedules. As well, the student surveys indicated a strong desire for basic information and experience in the processes of printing production. They suggested that Animation is over-emphasized and criticized the lack of meshing between the Drawing and Illustration courses and the DAAD core. Accordingly, the Program Evaluation Committee recommends that:

a) **the Chairperson, Visual and Performing Arts, and DAAD faculty explore the means by which verbal and written communications, self-promotion, employment preparation, professionalism and designer/client interaction skills might become part of the curriculum.**

While both the instructor and lab demo emphasized the importance of fundamental drawing skills, the Committee concluded that the required drawing course, as presently taught, has little relevance to the DAAD Program therefore the Committee recommends that:

b) **FINA 290 (Drawing) and FINA 299 (Illustration) should be offered as electives rather than program requirements. (If they remain requirements, the Committee considers it imperative that these courses be more closely integrated into the DAAD Program. In this regard, the Drawing instructor must interact more closely with the DAAD faculty.)**

c) **the DAAD faculty should compile a further list of program electives, worth six credits, including options in Computer Art, Business English, Speech and Communication, Photography and Art History.**

d) **the Chairperson, Visual and Performing Arts, and DAAD faculty explore and implement the following:**

   - a one-week work experience offering students professional exposure to studio production, colour separation, silk-screening and typography;
   - the de-emphasis of "Disney-style" animation;
   - more "design-style" movement presentation assignments.

e) **the DAAD faculty develop manuals pertaining to student lab work and theory in areas of graphic design.**

8. **ADVISORY COMMITTEE:**

From the Advisory Committee survey data, it is apparent that communication between DAAD and the Advisory Committee has faltered. Although only one annual meeting has been missed, some of the members expressed lack of knowledge of program content and direction. Discussions with faculty revealed that Advisory Committee meetings were casually run, sometimes in combination with informal student slide presentations.

The DAAD Program Evaluation Committee recommends that:

a) **the Chairperson, Visual and Performing Arts, and DAAD faculty commit to annual Advisory Committee meetings, and between meetings maintain regular communication with Advisory Committee members by FAX, E-mail and newsletter.**

b) **the Chairperson, Visual and Performing Arts, organize Advisory Committee meetings on a more structured basis, with an appointed chairperson, recording secretary, a predetermined agenda, and formal student portfolio presentations. (Alternatively, portfolio presentations might be scheduled in a separate meeting early in the Winter semester to give students time to adjust their portfolios before graduation.)**

c) **the Dean, Arts and Education, the Chairperson, Visual and Performing Arts, and the DAAD faculty expand the Advisory Committee to include a representative from a parallel educational institution, such as Emily Carr College of Art and Design.**

d) **the Dean, Arts and Education, the Chairperson, Visual and Performing Arts, and DAAD faculty encourage the Advisory Committee to assist students to secure employment.**

9. **PROMOTION:**

Many survey respondents indicated that the lack of exposure undersold the program. Students felt that better employer knowledge of program content would assist them in job placement. Program Review participants agreed that a higher level of program awareness would increase the quantity and quality of applicants. The Program Evaluation Committee recommends that:

a) **the DAAD faculty and Chairperson, Visual and Performing Arts, collaborate with the Public Relations Department to develop an effective promotional strategy, including the development of brochures, newsletters and other promotional materials for distribution to students and potential employers.**

b) **the DAAD faculty improve recruitment techniques by:**

   - arranging more high school visitations;
   - working with the AIT Division at Open House events, including the ongoing monthly "Career nights" already in progress;
   - contributing articles on a regular basis to reputable industry periodicals such as graphic design magazines.

10. FACILITIES:

It was duly noted that the existing DAAD facilities in both A-Block (Main Building) and the Visual Arts Building are not conducive to the learning atmosphere and contribute to student frustration with the program. Complaints about the Visual Arts Building classrooms included the following comments: "facilities are a disgrace"; "a dungeon"; "a dump";
and in reference to the DAAD laboratory in A-Block: "classrooms temperature fluxuated all the time"; "space and atmosphere was not pleasing"; "the space is too small and dark and stuffy"; "need more computers and space"; "computer room is .. a tad messy"; "too crowded".

The Program Evaluation Committee, in its tour of the facilities in both buildings, observed the following:

a)   the quality of the air in the V.A. Building classrooms seemed stale and stuffy;

b)   the facility in A-Block lacks natural light, and the lack of storage space has resulted in equipment being stacked in the DAAD lab and faculty offices.

The Committee therefore recommends that:

a)   **the Assistant Director, Facilities Services, the Chairperson, Visual and Performing Arts, and the DAAD faculty co-ordinate efforts to alter the existing DAAD facilities as follows:**

 i)   **relocate DAAD faculty offices, preferably to a location within A-Block;**

 ii)   **remove the existing DAAD faculty office walls to allow for expansion of the lab area;**

 iii)   **provide suitable storage space for equipment;**

 iv)   **correct the heating and ventilation problems in both DAAD facilities;**

b)   **the Dean, Arts and Education, and the Chairperson, Visual and Performing Arts, investigate the possibilities of locating DAAD in the proposed Applied Industrial Technology Centre, or occupying the 2nd floor studio facilities in A-Block once they are vacated by the CADD Program.**

A professionally-run laboratory is a critical component of an effective program. For this reason, as well as for the safety of computer equipment, the Committee recommends that:

c)   **the DAAD faculty should enforce a policy of *strictly prohibiting* food and drink in the laboratory.**

APPENDIX A

METHODOLOGY

The data were collected in the following ways:

1) Standard questionnaires were administered to Digital Art & Design former students, Advisory Committee members, employers, faculty, and current students. All data were processed with an SPSSX software program to achieve mean, median, and standard deviation responses. Verbal comments for each group were recorded separately and anonymously.

2) "Descriptive Data" on the Digital Art & Design Program's history, description, objectives, budget, etc. were solicited from Darlene Kalynka, Chairperson, Visual & Performing Arts, via the standard "Data Required from Dean/Chairperson/ Program Co-ordinator" form, along with course outlines.

3) Statistical data on annual FTE, attrition rates, graduation rates, and grade distribution were provided by the Office of Institutional Research.

4) Several discussions were conducted with David DiFrancesco, Instructor, DAAD, and Craig Simmons, Lab Demo, DAAD, on the design of the questionnaires. The Committee interviewed the following people associated with the DAAD Program:

> Bill Walton, Instructor, Fine Arts;
> Terry Smith, DAAD graduate, 1992;
> Leanne Brochu, DAAD graduate, 1992;

and teleconferenced with

> Mike Peredo, First Image Group, Vancouver, B.C.; DAAD graduate, 1986; DAAD Advisory Committee member.

Date Due