

Annenberg Digital Lounge

2017 - 2018
REPORT

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INTRODUCTION

Our 2017–2018 report reviews data and survey feedback from workshops, Certification Courses, and helpdesk tickets to pinpoint successes and find takeaways on how we can improve for future semesters. In addition to analyzing our service portfolio, the report includes projects the Digital Lounge Team is involved in around the school including web support, curriculum support, and signage projects.

Report is best viewed in Acrobat. For any questions or inquiries, please email us at AnnenbergDL@usc.edu.

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Workshops

The Digital Lounge hosts workshops every semester around the following topics: Creative Media, Personal Branding and Data Analytics. The team contracts trainers from around the Los Angeles area to create and teach the workshops. This section of the report analyzes our attendees, timing, popular topics, and survey feedback.

Workshop Calendar

The team brainstorms workshops based on feedback and changing industry relevant skills. This year, we did a big push on data analytics, motion graphics, UI/UX, and social media. See the full list of offerings on the workshop calendars below, which were designed by our student workers.

FALL 2017

<p>Id Creative Resume Techniques with Adobe InDesign Wed 9/13, 4:30-6:30pm or Thurs 9/21, 1pm-3pm</p> <p>Ps Ai Making a Story More Visual with Motion Graphics Thurs 9/14, 1pm-3pm or Tues 10/3, 4pm-6pm</p> <p>SEPT OCT Advanced Data Visualization and Intro to Tableau — 2 PART SERIES Mon 9/18 & 9/25, 6:30-8:30pm or 10/9 & 10/16, 6:30-8:30pm</p> <p>Ps Ai Building Your Brand — 2 PART SERIES Tues 9/19 & 9/26, 5-7pm</p> <p>Excel Excel: The Basics Wed 9/20 or 10/4, 6-8pm</p> <p>Excel Excel: Intermediate Wed 9/27 or 10/11, 6-8pm</p>	<p>OCT NOV Telling a Better Visual Story with Infographics Tues 10/10, 2-4pm or 11/14, 4-6pm</p> <p>OCT Secrets for Building Better PDFs Tues 10/10, 5-7pm</p> <p>OCT Retouching Your Photos with Adobe Photoshop Thurs 10/12, 1-3pm</p> <p>OCT Podcasts and Changing the World — 2 PART SERIES Tues 10/17 & 10/24, 6:30pm-8:30pm</p> <p>OCT Promoting Social Change through Video — 2 PART SERIES Mon 10/23 & 10/30, 6:30-8:30pm</p> <p>OCT Create Professional and Sleek Reports in InDesign Tues 10/24, 4-6pm</p>	<p>OCT NOV Intermediate Illustrator Wed 10/25 or 11/1, 5-7pm</p> <p>OCT Drawing with Adobe Illustrator Thurs 10/26, 1-3pm</p> <p>NOV Mobile Workflow: Creating Videos with Your Smartphone Thurs 11/2, 1-3pm or Wed 11/8, 4:30-6:30pm</p> <p>NOV Create Interactive Presentations to Connect with Your Audience Mon 11/13, 6:30-8:30pm</p> <p>NOV Designing and Prototyping with Adobe Experience Design Thurs 11/16, 1-3pm</p>
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SPRING 2018

<p>LR Quick Ways to Enhance Your Photos with Lightroom CC Wed 1/17, 3-5pm</p> <p>Ai Brand Yourself: Using Your Initials to Create a Logo Monogram Thurs 1/18, 3-5pm</p> <p>Ae Creating an Animated Instagram Post with After Effects Mon 1/22, 2-4pm</p> <p>Id Making and Printing Business Cards with InDesign Mon 1/22, 5-7pm</p> <p>Ai Creating Custom Artwork with Illustrator Wed 1/24, 5:30-7:30pm</p> <p>Ai Making A Simple, Cohesive Icon Set in Illustrator Thurs 1/25, 1-3pm</p> <p>UX Content 101: Building a Social Media Content Strategy Mon 1/29, 2-4pm</p> <p>Pr How to Make Micro Videos for Social Media Mon 1/29, 5-7pm</p>	<p>Ps Showcasing Your Portfolio Work in Creative Ways Wed 1/31, 5:30-7:30pm</p> <p>G The Art of Search Engine Optimization Thurs 2/1, 1:30-3:30pm</p> <p>Id Creative Resume Techniques with InDesign Mon 2/5, 2:00-4:00pm or Wed 2/7, 5:30-7:30pm</p> <p>UX Content 101: Developing and Maintaining Your Online Content Mon 2/5, 4:30-6:30pm</p> <p>UX User Experience for the Web Thurs 2/8, 1:30-3:30pm</p> <p>Ae Creating Cooler Lower Thirds with After Effects Mon 2/12, 2-4pm</p> <p>Pr Intermediate Video Workflows with Premiere Mon 2/12, 4:30-6:30pm</p> <p>UI User Interface Design for Digital Media Thurs 2/15, 1:30-3:30pm</p>	<p>Excel Data Analysis with Excel Wed 2/21, 6-8pm</p> <p>Ai Introduction to Illustrator: Creating a Simple Postcard Thurs 2/22, 1-3pm</p> <p>Pr Mobile Workflow: Creating Videos with Your Smartphone Mon 2/26, 3-5pm</p> <p>Id Creating Good Layout Compositions in InDesign Mon 2/26, 5:30-7:30pm</p> <p>Ps Introduction to Photoshop: Creating Simple Composites Wed 2/28, 5:30-7:30pm</p> <p>Pr Creating Engaging Presentations to Connect with Your Audience Thurs 3/1, 2-3:30pm</p> <p>Ae Effects Essentials with After Effects Mon 3/5, 4-6pm</p> <p>Excel Excel PivotTables, PivotCharts and Slicers Wed 3/7, 6-8pm</p>
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Unique and Returning Visitors

Over the course of the Fall 2017 and Spring 2018 semesters we offered **47 workshops** to **635 total visitors**. 515 of those total visitors were Annenberg students. Based on a total of 2680 Annenberg students (majors and minors) as of Spring 2018, we are servicing **19% of the school population**. As we move into next year, we'd like to increase our reach to 25% of the school population.

Throughout both Fall and Spring semesters our workshops maintained a consistent visitor return rate of **over 30%**. Our focus remains on targeting more unique visitors. Therefore, we see a 30% return rate as a good baseline and an indicator that workshops are received well.

47 TOTAL WORKSHOPS

23 FALL
24 SPRING

635 TOTAL VISITORS

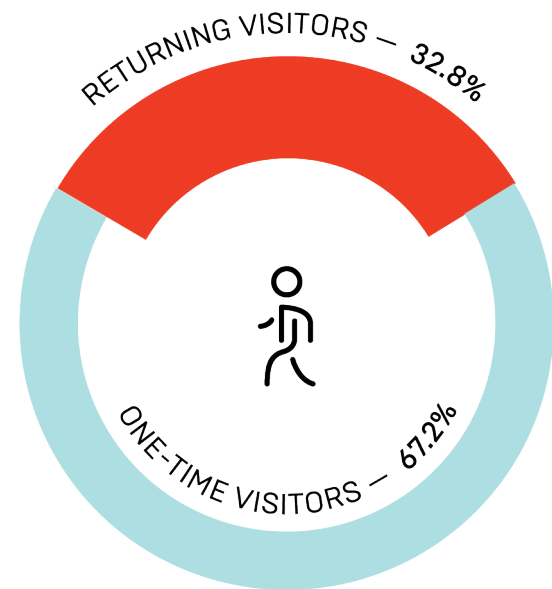
348 FALL
287 SPRING

135 RETURN VISITORS

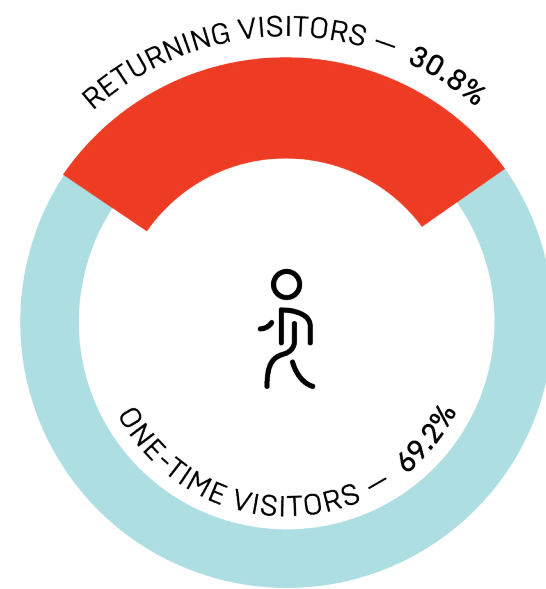
79 FALL
56 SPRING

UNIQUE VISITORS

FALL 2017



SPRING 2018

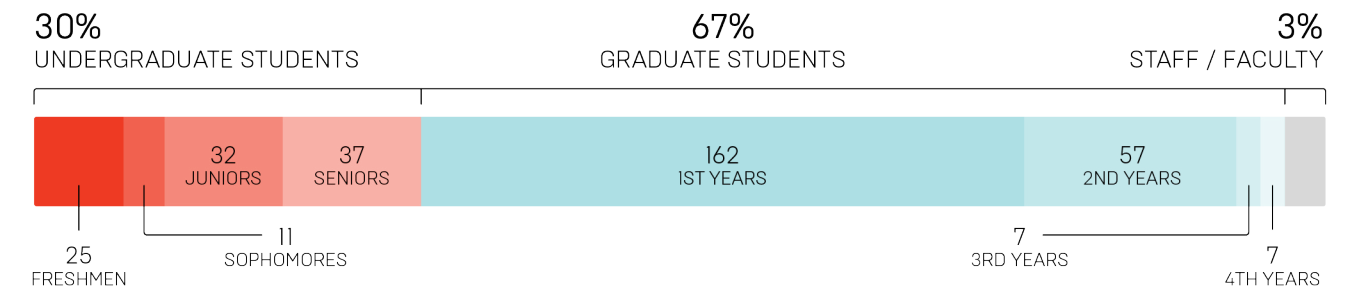


Demographics By Year

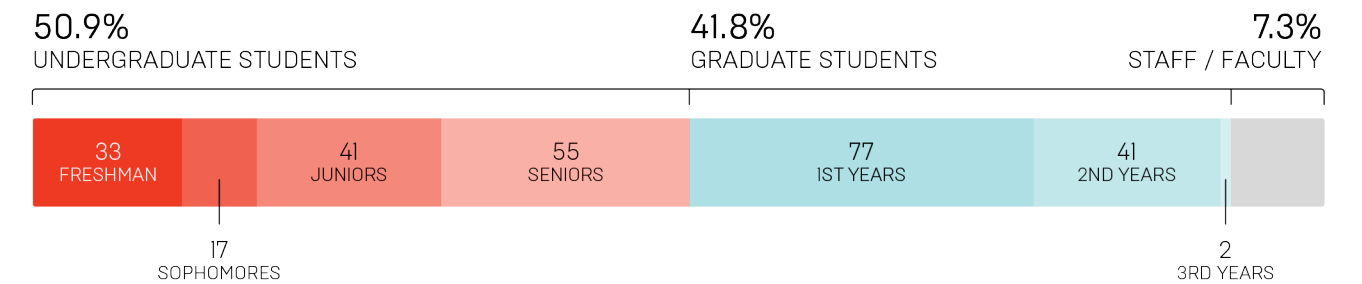
Interestingly, Graduate students accounted for over two-thirds of our workshop visitors in the Fall, but in Spring their attendance slowed and their majority was overtaken by Undergraduates despite similar workshop content being offered. It's possible graduate students were concentrated in a few specific events at the beginning of the Fall semester because of their relevance to a specific project or class they all shared. We also suspect that Graduate students get busier in the Spring, working on thesis and Capstone projects and therefore, drop off in workshop attendance. In the future, we'd like to see if this trend continues and possibly come up with solutions to minimize drop off.

STUDENTS BY YEAR

FALL 2017



SPRING 2018

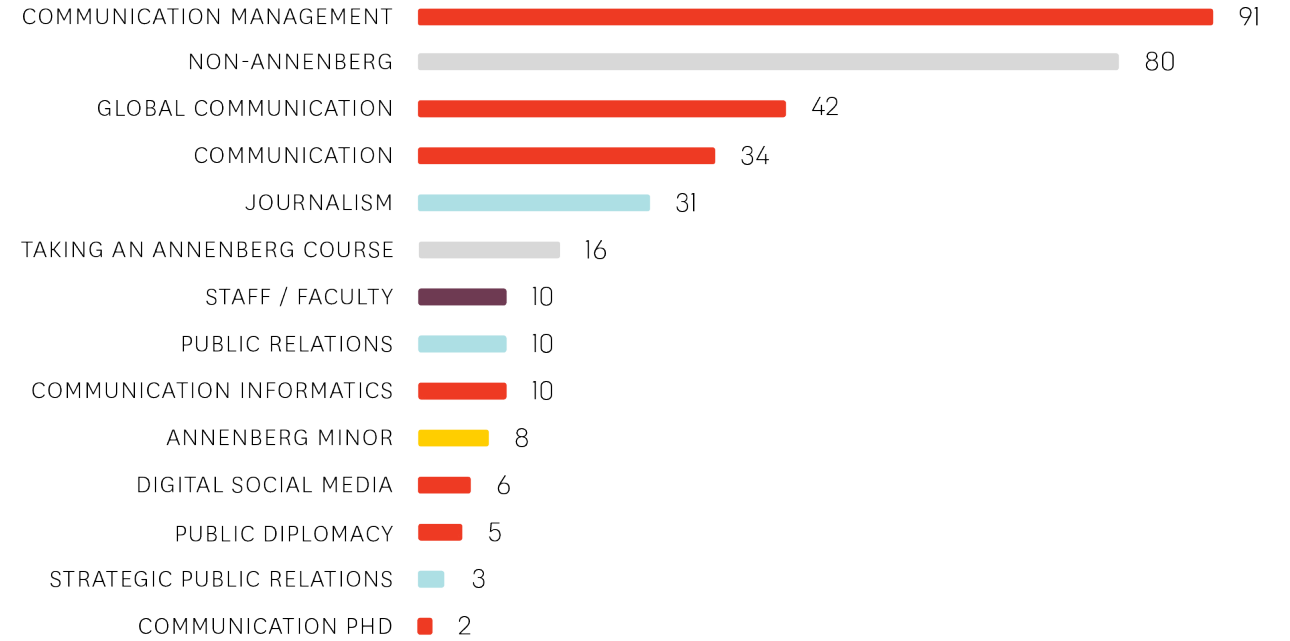


Demographics By Major

As in previous semesters, **School of Communication** students continued to attend our workshops most frequently, accounting for **57% of all visitors** in Fall, versus **13% for the School of Journalism**. When there were open seats, we allowed Non-Annenberg students to attend and as a result, they accounted for over a quarter of our attendees.

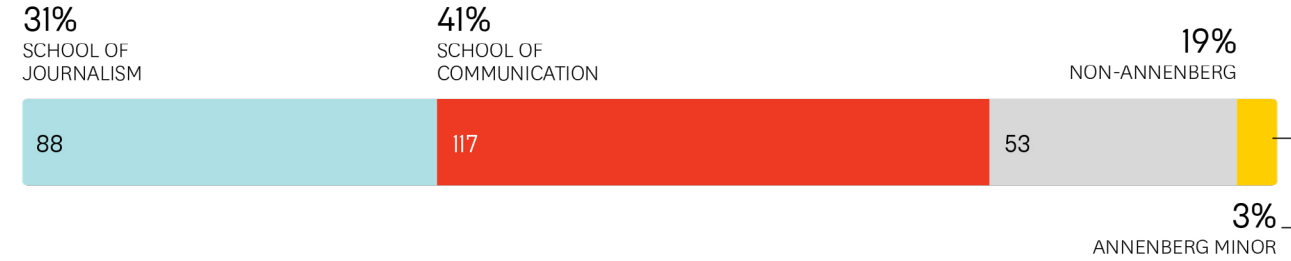
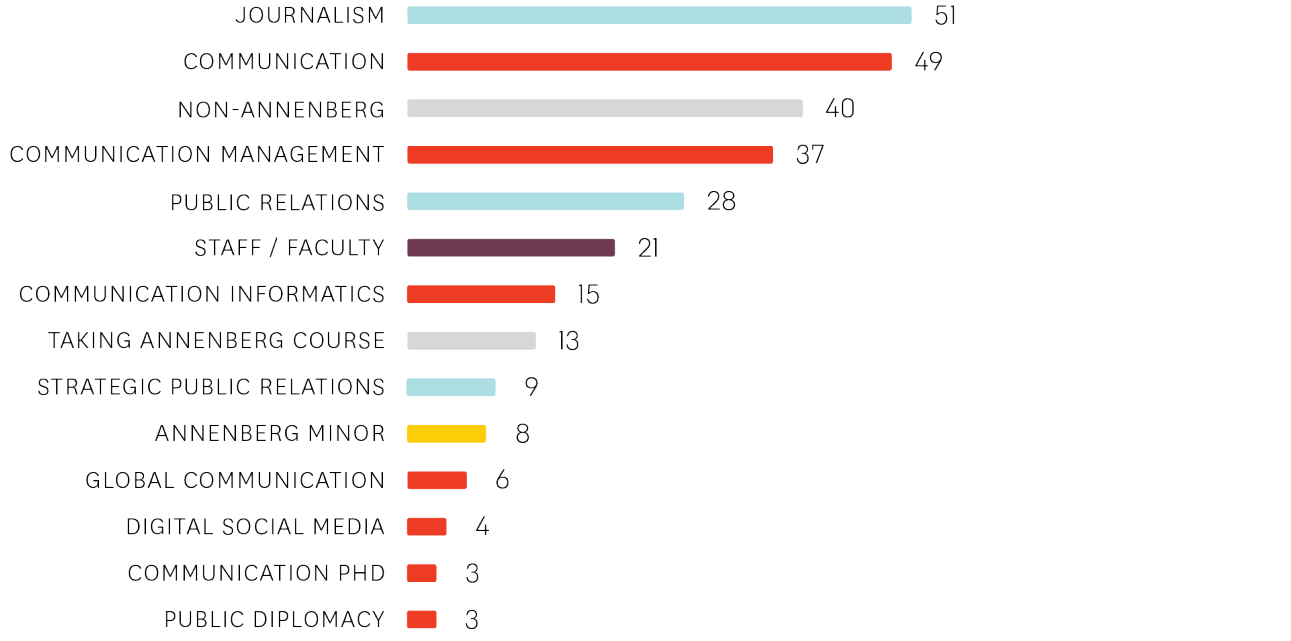
Interestingly, we serviced **33.7%** of the Communication Management cohort overall - 91 students of the 270 enrolled in the degree program in the Fall.

FALL 2017



In Spring, **School of Communication** students continued to be our most frequent visitors, accounting for **41% of all visitors**, but **School of Journalism** attendance jumped from 13% in the Fall to **31% of all visitors**. Journalism majors were our most frequent visitors, followed by Communication and Communication Management students. The increase in Journalism students might be related to the increase in workshops focused on Premiere and After Effects, which was requested by both Journalism faculty and students.

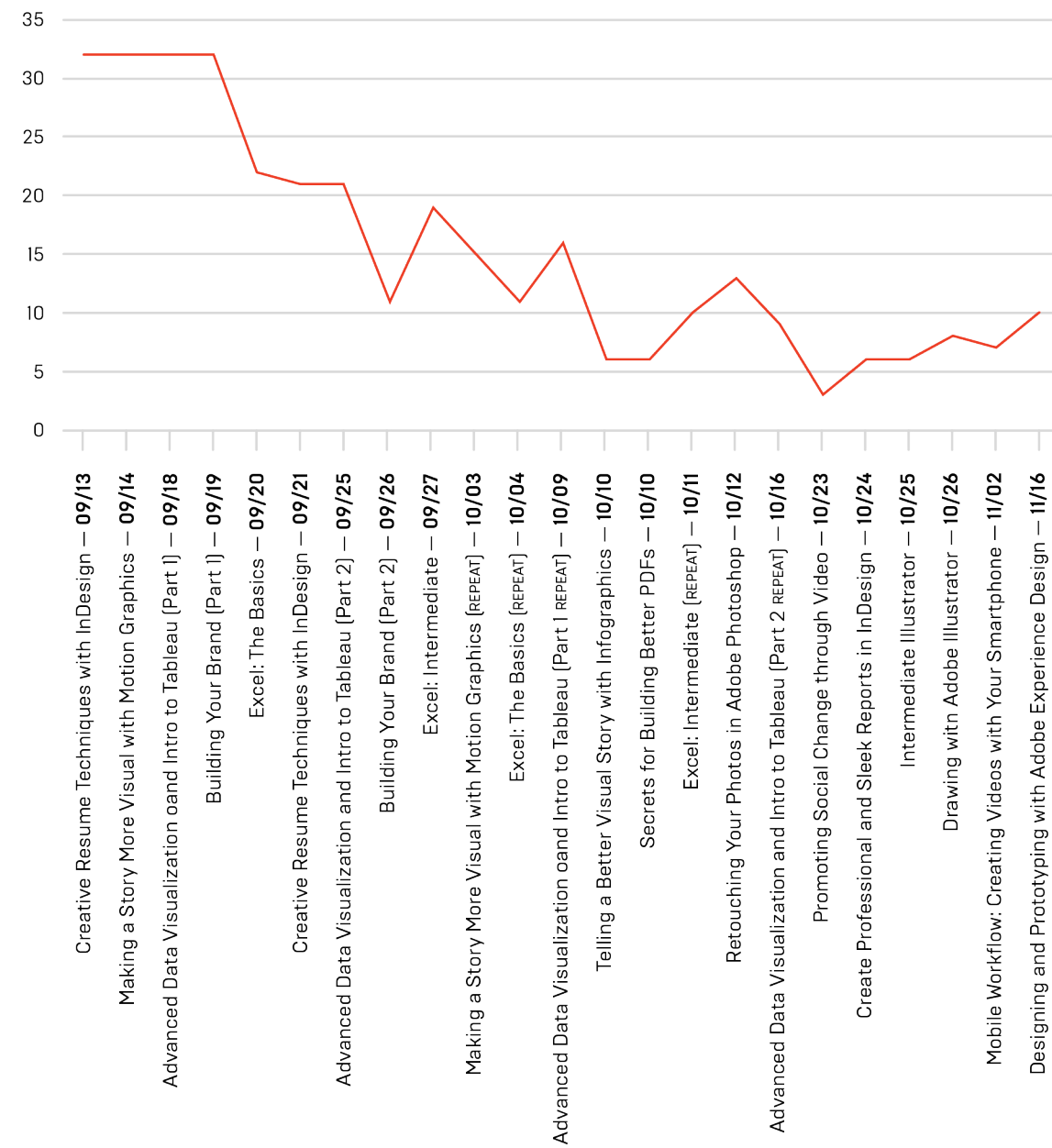
SPRING 2018



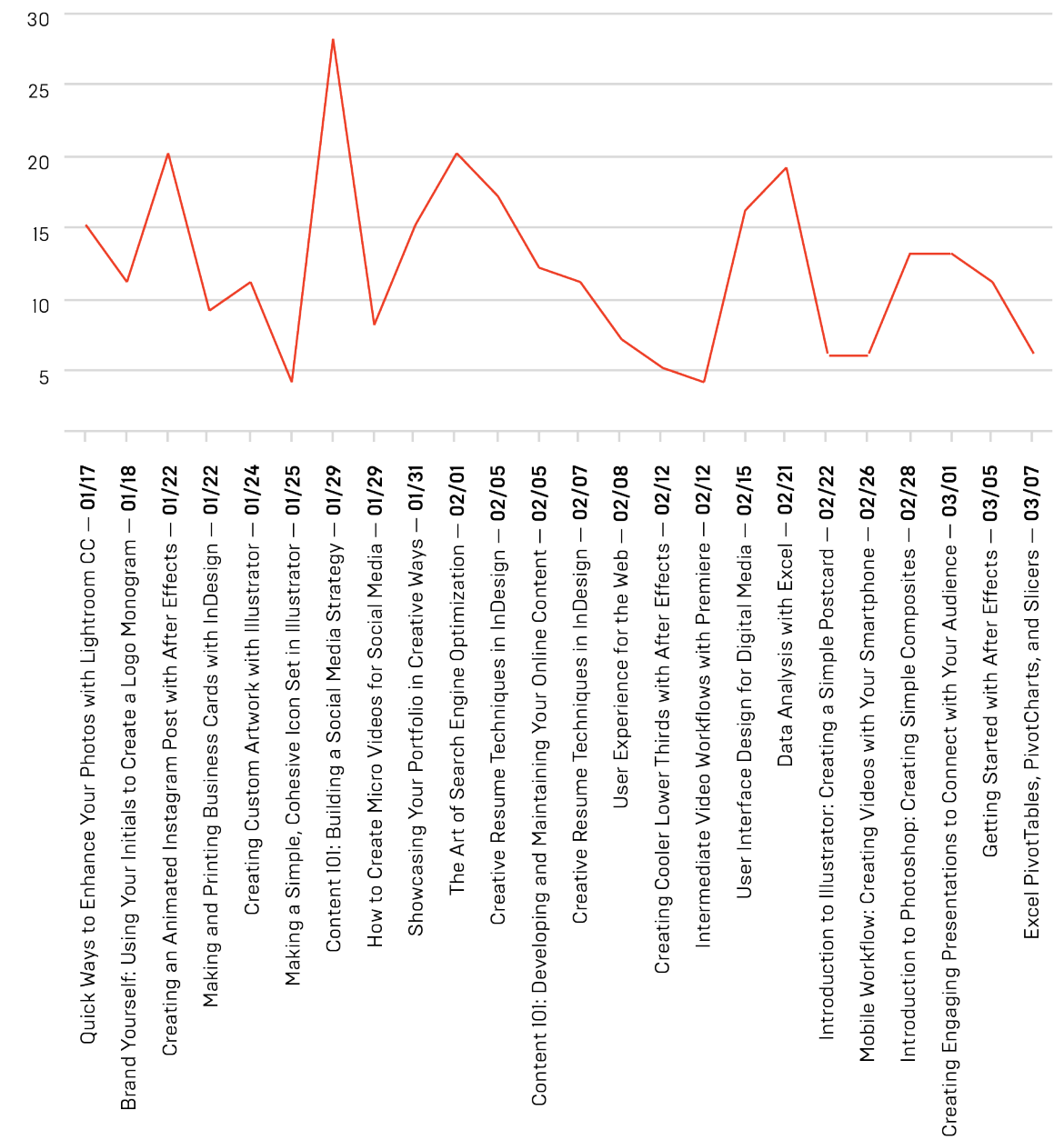
Timing

Participation generally drops towards the end of our workshop calendar, so maximizing attendance and return visits at the beginning of the semester, when students have fewer class obligations, should be tested in future semesters.

FALL 2017



SPRING 2018



Popular Topics: Fall 2017

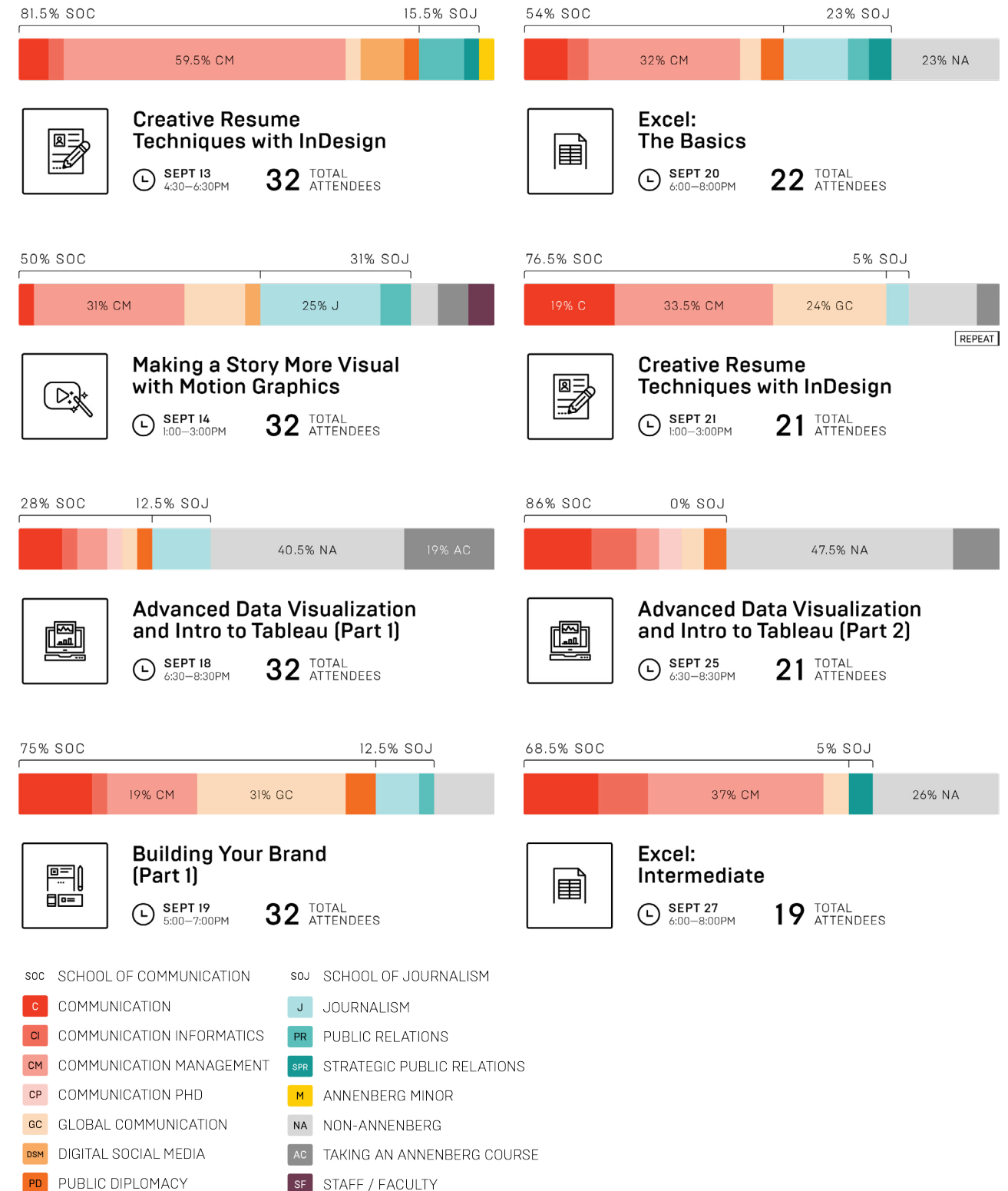
TOP 8 FALL WORKSHOPS

1. 9/13 — Creative Resume Techniques with InDesign
2. 9/14 — Making a Story More Visual with Motion Graphics
3. 9/18 — Advanced Data Visualization and Intro to Tableau (Part 1)
4. 9/19 — Building Your Brand (Part 1)
5. 9/20 — Excel: The Basics
6. 9/21 — Creative Resume Techniques with InDesign
7. 9/25 — Advanced Data Visualization and Intro to Tableau (Part 2)
8. 9/27 — Excel: Intermediate

Workshops during the Fall semester generally had higher attendance than in Spring, and our most popular events covered branding, motion graphics, and working with data. All of the most popular workshops took place in September, which emphasizes that students are more engaged during the first few weeks of school.

The top eight workshops in Fall had a large draw, accounting for **61% of the entire semester's attendance** versus the other 15 workshops, which accounted for 39%.

We noticed that despite the fact that both parts of the Tableau workshop were in the top 8, the majority of the attendees were Non-Annenberg students. Therefore, we dropped Tableau in the Spring. However, we plan to explore other data visualization tools that might better appeal to Annenberg students. In addition, after conversations this summer with faculty and curriculum coordinators, both Digital Social Media and Communication Management programs have expressed interest in continuing Tableau workshops.



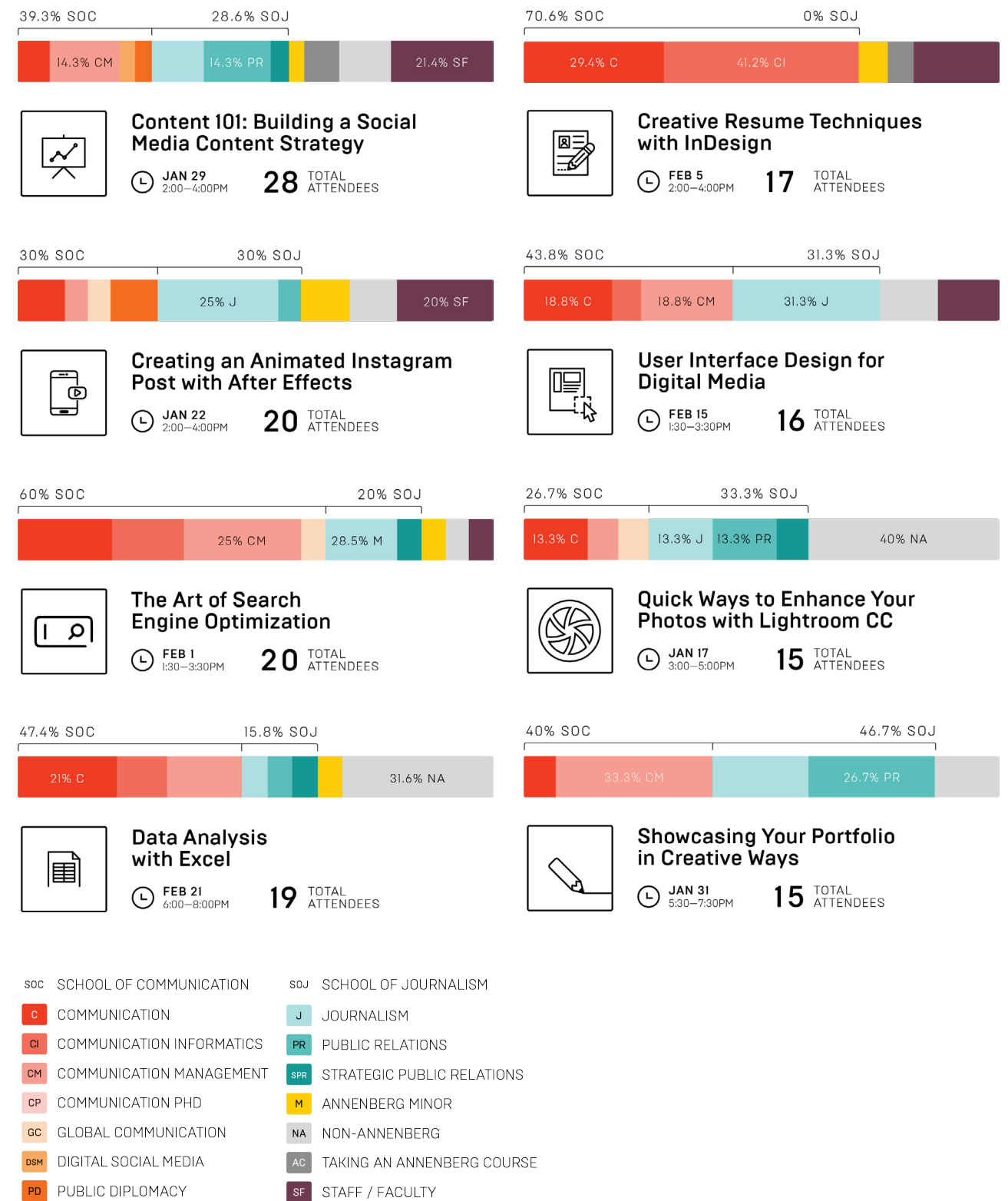
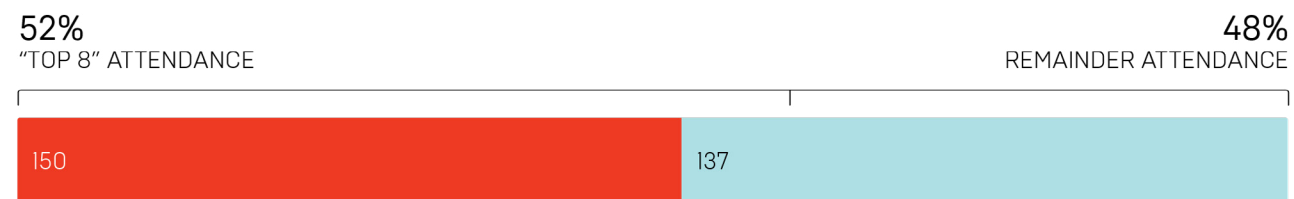
Popular Topics: Spring 2018

TOP 8 SPRING WORKSHOPS

- 1/29 — Content 101: Building a Social Media Content Strategy
- 1/22 — Creating an Animated Instagram Post with After Effects
- 2/1 — The Art of Search Engine Optimization
- 2/21 — Data Analysis with Excel
- 2/5 — Creative Resume Techniques with InDesign
- 2/15 — User Interface Design for Digital Media
- 1/17 — Quick Ways to Enhance Your Photos with Lightroom CC
- 1/31 — Showcasing Your Portfolio in Creative Ways

While events during the Spring semester generally had slightly lower attendance than in Fall, the topics of our most popular workshops in each were relatively similar, focusing on resume building, personal branding, motion graphics, and data analysis. A highlight this semester was Content 101: Building a Social Media Content Strategy, a first time workshop which was our most well-attended event and received a very positive response from students.

The Top 8 workshops accounted for **52% of attendees** versus the other 16 workshops, which accounted for 48% of attendees. Since our top 8 workshops account for such a large portion of attendees in both the Fall and Spring, we plan to add more workshops centered around branding, social media, motion graphics and web design/analytics workshops next year.



Survey Feedback

In the Spring 2018 semester we implemented a new Workshop Satisfaction Survey which gauged attendee familiarity with the workshop subject, engagement with the content and instructor, and provided space for open-ended feedback on the workshops and programming offered in the Digital Lounge. The survey received a **27% response rate** over the course of the semester, and the feedback we received was overwhelmingly positive. However, we'd

like to increase our survey response to a 40-50% response rate to get a more accurate picture.

To increase the response rate going forward, we'll need to look into how we deliver the survey and encourage students to participate, including soliciting more feedback in person and through follow-up emails.

Students largely left the workshops feeling more confident in the software or content being covered than when they arrived. While lessons generally

“This was great! I’m looking forward to practicing with these skills [& using this for my class!”

— WORKSHOP ATTENDEE
COMMUNICATIONS MAJOR

focused on more entry-level techniques and software skills, only a quarter of visitors reported coming in at a more advanced level, so most found these new skills relevant and useful to their coursework and future careers. Over **85% of respondents** were interested in attending more workshops in the future.

While the majority of attendees are relatively inexperienced with software like Adobe Creative Cloud and are requesting beginner workshops, there is a small demand for higher level skills, particularly in After Effects. When offering more advanced workshops in the future, we would need to accommodate both of these groups, perhaps by progressing in difficulty throughout the semester.

Workshop attendees broadly agreed on the types of programming they wanted to see offered by the Digital Lounge going forward. Requests for Creative Media workshops accounted for two-thirds of all requests, while interest in Data Analytics and Branding split the remainder evenly.

“I kept my design simple this time, so more advanced tricks next time!”

— WORKSHOP ATTENDEE
COMMUNICATIONS MAJOR

Photoshop was a main area of focus, with a number of specific requests for workshops covering photo editing, color correction, and retouching. Social media was also a topic students wanted to see addressed more, with requests ranging from social media posting and scheduling to analytics, strategy, and marketing.

“[I’d like to see] case studies in content marketing - this instructor would be great for future workshops!”

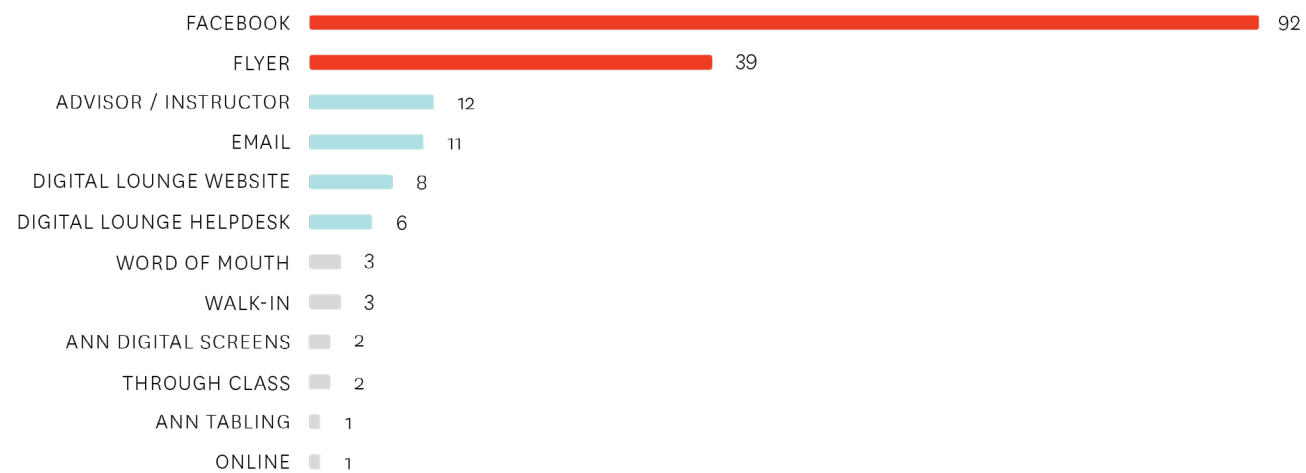
— WORKSHOP ATTENDEE
PUBLIC RELATIONS MAJOR

Survey feedback included a number of requests for workshops outside of our typical programming, with coding and open lab time with instructors being the most common. When planning for Fall 2018 we will need to determine the best way to integrate these outliers into our normal schedule.

Marketing Strategy

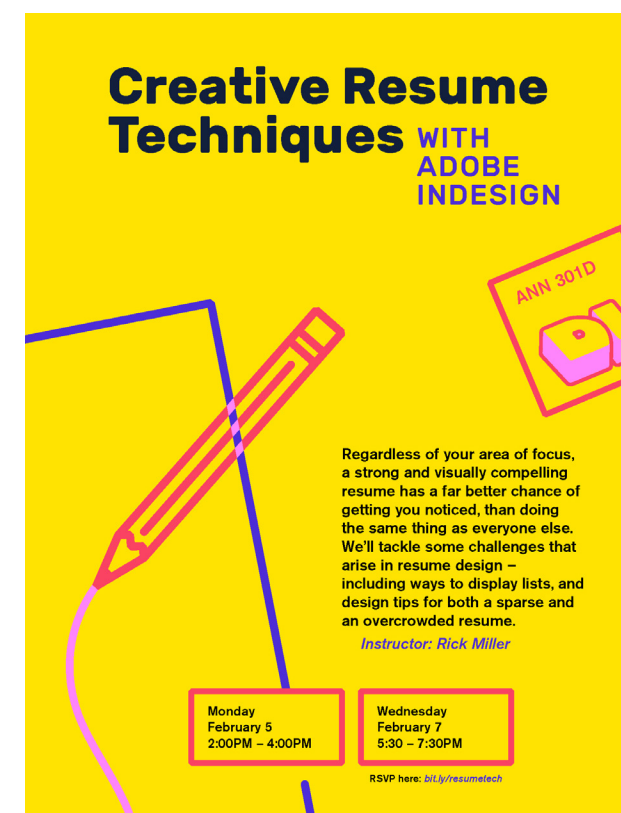
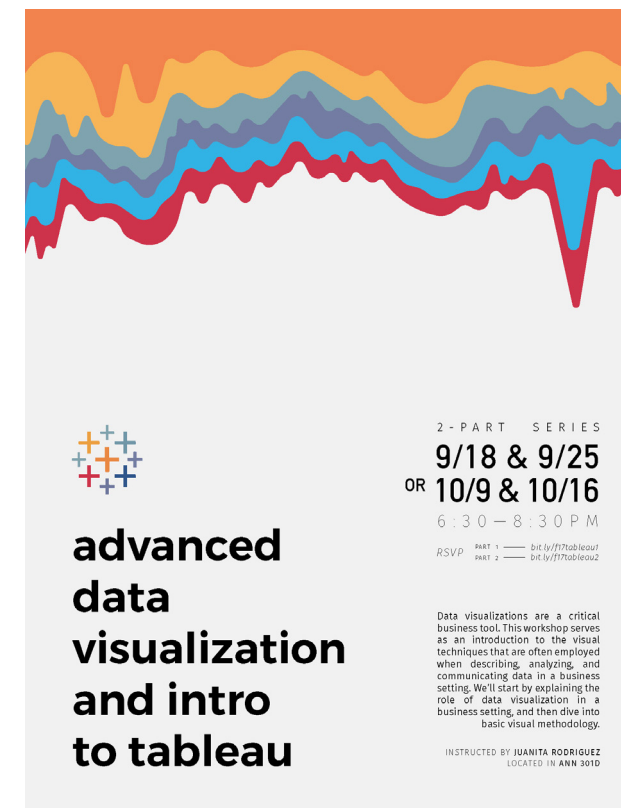
During the Spring 2018 semester we began tracking the effectiveness of the various ways we promote our workshop calendar by soliciting responses from attendees. Facebook was by far the most common way visitors received information about our workshops, accounting for **51% of all responses**. Promotional flyers and word of mouth also brought in a good portion of our visitors.

MARKETING RESPONSE SPRING 2018



Facebook event posts reached our widest audience, but promotional flyers may be a way to reach students who would otherwise not know about the Digital Lounge and our workshops. When promoting our events next semester, we should more actively and strategically distribute flyers and our workshop calendar to attract these new visitors. Opportunities include class visits or dropping off individual event flyers at the Student Advisement office.

Thanks to our mighty team of student workers, we're able to distribute these beautifully designed flyers (on the following page) and post Facebook events to reach our customers. Luckily, we continue to recruit and attract talented student workers from all over the university to help with our communication and marketing strategy.



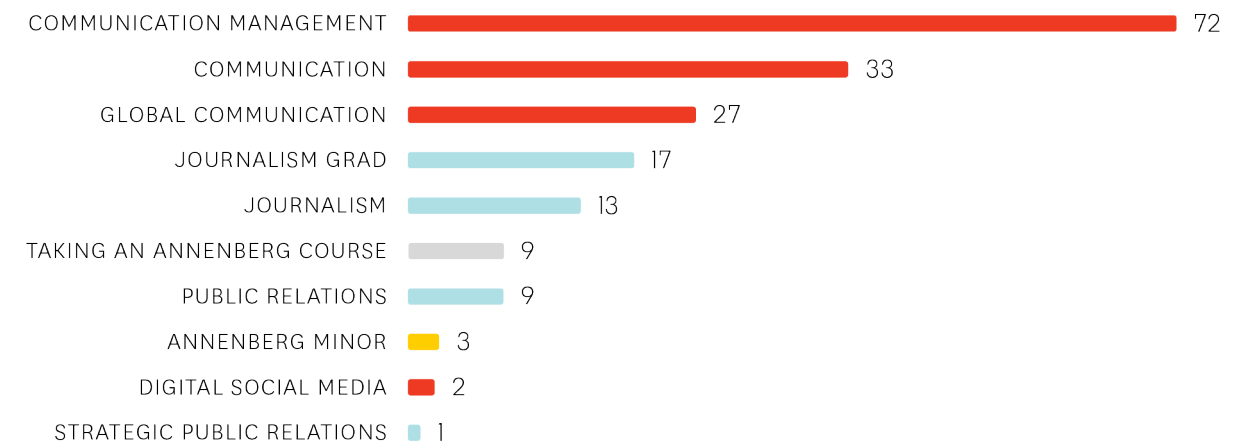
Certification Courses

Our Adobe Certification Courses, which launched in Fall 2014 with a Photoshop pilot, have expanded to 13 courses that now include Illustrator, Premiere, and InDesign courses. These 10-week courses, led by Adobe experts, provide an in-depth overview of the software and prepare students for the Adobe Certification Exam, which is taken in-house in our Instructional Media Lab. This section of the report analyzes our attendees, pass rates, and survey feedback.

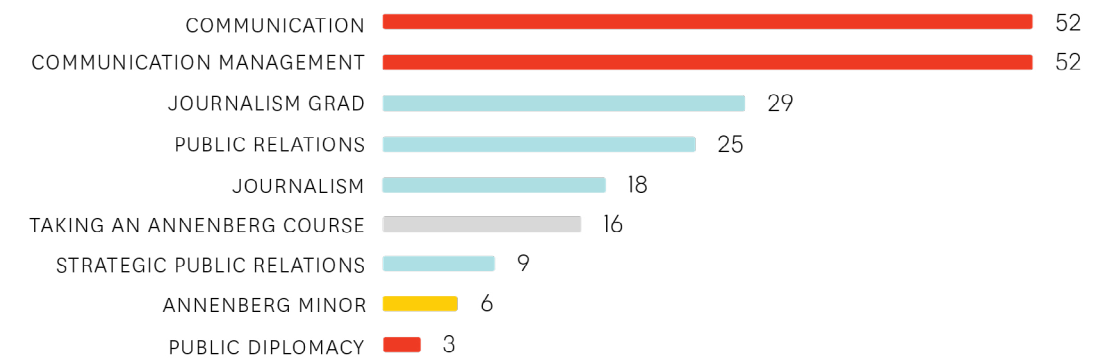
Demographics

Our Certification Courses were most popular with School of Communication students in both Fall and Spring semesters. However, in Spring our number of Annenberg Minors and School of Journalism students more than doubled from the previous semester. This can be attributed to the fact that an additional Premiere course was added on Fridays to accommodate an overwhelming request from graduate Journalism students for another section.

STUDENTS BY MAJOR FALL 2017



SPRING 2018



Pass Rates

In order to decrease drop off rate and increase our pass rate, we're working with our Adobe Certification instructors to streamline communication and create common syllabi across all courses. The addition of Blackboard as a hub for the course has helped students stay on top of the materials, if they miss a class or two throughout the semester.

Students who took the InDesign Certification Course had the most success with the Adobe Certified Associate exam, achieving a 96% and 92.31% in the Fall and Spring, respectively.

The average pass rate across all the courses was **83.94%** in the Fall semester and **83.33%** in the Spring, with an average of **83.6%** for the year, up from last year's average of 76%.

We started Fall with 186 registered students, and 21 dropped throughout the course of the semester. Spring saw a similar drop rate, where 36 students dropped out of 221 total registered for the semester.

FALL 2017

Ps **PASS RATE** 48 PASS
88.89% 06 FAIL
2 COURSES 03 DROP

Pr **PASS RATE** 21 PASS
72.41% 08 FAIL
1 COURSES 0 DROP

Ai **PASS RATE** 22 PASS
75.86% 07 FAIL
2 COURSES 16 DROP

Id **PASS RATE** 24 PASS
96.0% 01 FAIL
1 COURSE 02 DROP

SPRING 2018

Ps **PASS RATE** 50 PASS
80.65% 12 FAIL
3 COURSES 21 DROP

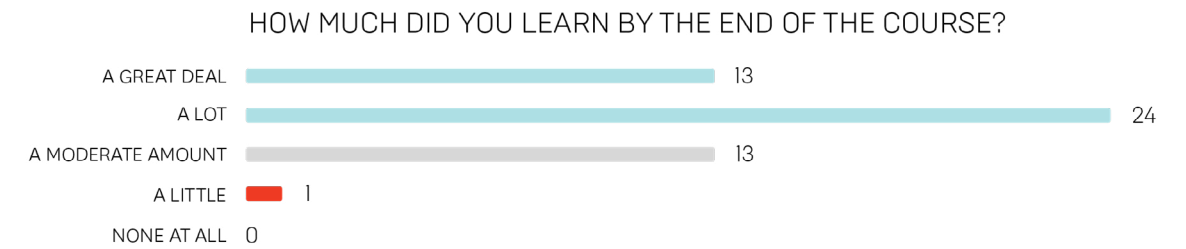
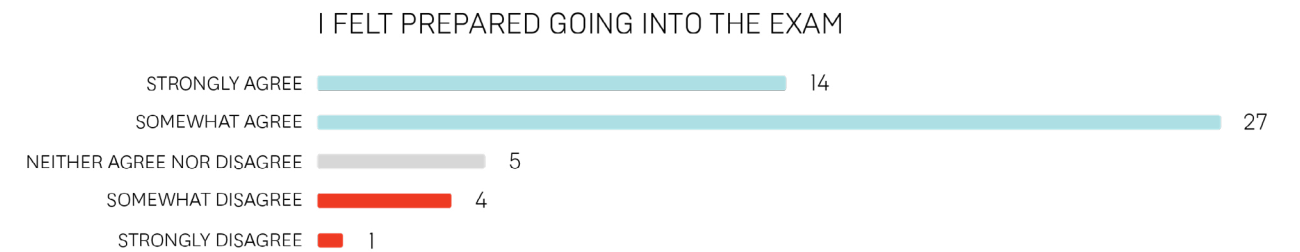
Pr **PASS RATE** 38 PASS
80.85% 09 FAIL
2 COURSES 05 DROP

Ai **PASS RATE** 20 PASS
90.91% 02 FAIL
1 COURSE 03 DROP

Id **PASS RATE** 12 PASS
92.31% 01 FAIL
1 COURSE 07 DROP

Survey Feedback

Over half of our Certification Course students completed our course survey after taking the ACA exams. The majority of registered students entered their class without a very in-depth understanding of the software, and reported that they improved a lot over the course of the semester. Nearly all the students reported having a positive experience in the course, but some recommended that we spend more time focusing on exam preparation and advanced techniques.



“Please continue hosting these certification courses and also offer [them] for Marshall/other majors as well! Thanks!”

— ANONYMOUS STUDENT

Student Helpdesk

Our student helpdesk provides in-person one-on-one support for software and project questions. Staffed with student workers from various schools (Cinema, Roski, and Viterbi), they provide expertise on software and tools that Annenberg students utilize in their classes, which includes Adobe Creative Cloud, WordPress, and coding. Tickets are solved in person, on the spot, and logged in our Zendesk system. This section of the report analyzes our Zendesk data to understand our visitors, busiest times of the semester, and types of questions. As a service that receives low usage, the team is focused on increasing awareness of the helpdesk.

Visitors

The Helpdesk generated **243 total tickets** throughout the Fall 2017 semester and **212 tickets** in Spring.

Unique visitor numbers were similar in both semesters, with 109 students using our services in Fall and 105 in Spring. In particular, the top four users of our services in Fall accounted for over a quarter of all tickets, nearly as many as the total tickets generated by one-time visitors throughout the entire semester.

Nearly a third of our Helpdesk visits are from returning students, indicating high satisfaction with the help they're receiving and that many come to rely on us for software support they aren't receiving elsewhere. A priority, though, should be to make sure student workers are advising them how to solve their problems and not simply solving them outright.

Based on our unique visitor numbers, the Helpdesk is utilized by only **8% of the Annenberg student body**. We'll need to reevaluate how we make students aware of our services, and ensure that student workers are accurately logging all the help they provide visitors so our usage data is as comprehensive as possible. We'd like to increase usage to 10-15% next year.

455 HELPDESK TICKETS

243 FALL

212 SPRING

214 UNIQUE VISITORS

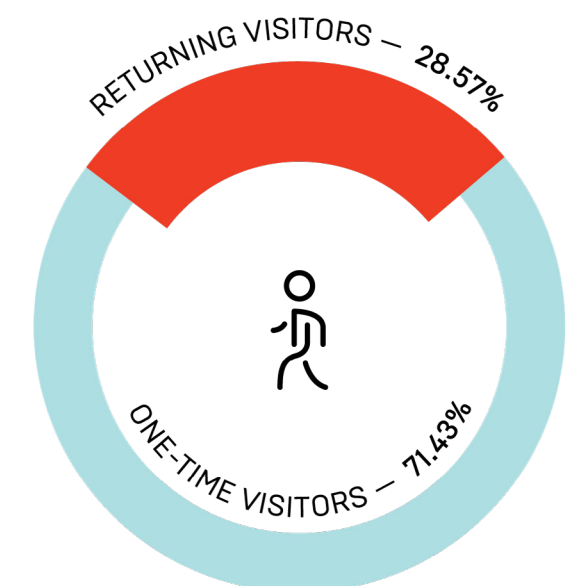
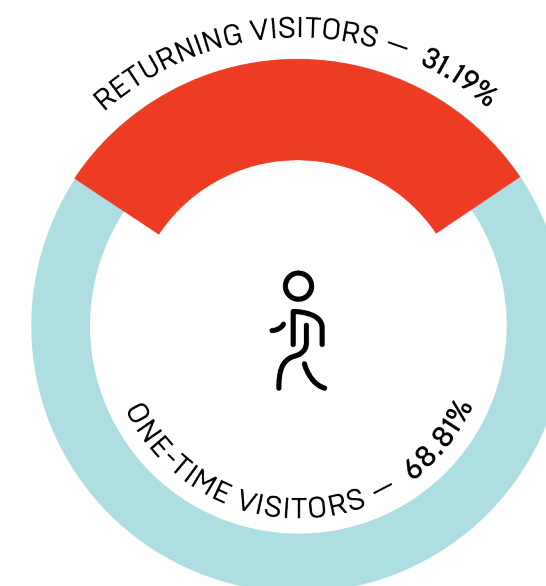
109 FALL

105 SPRING

UNIQUE VISITORS

FALL 2017

SPRING 2018

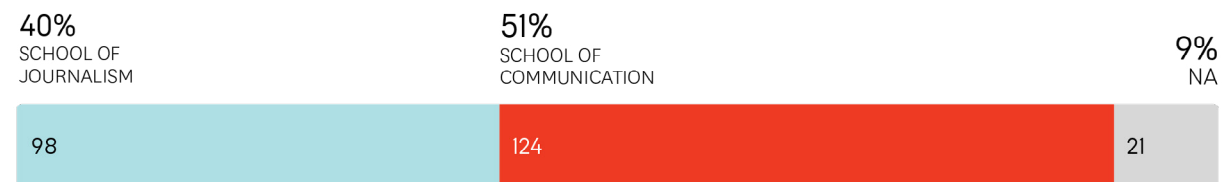
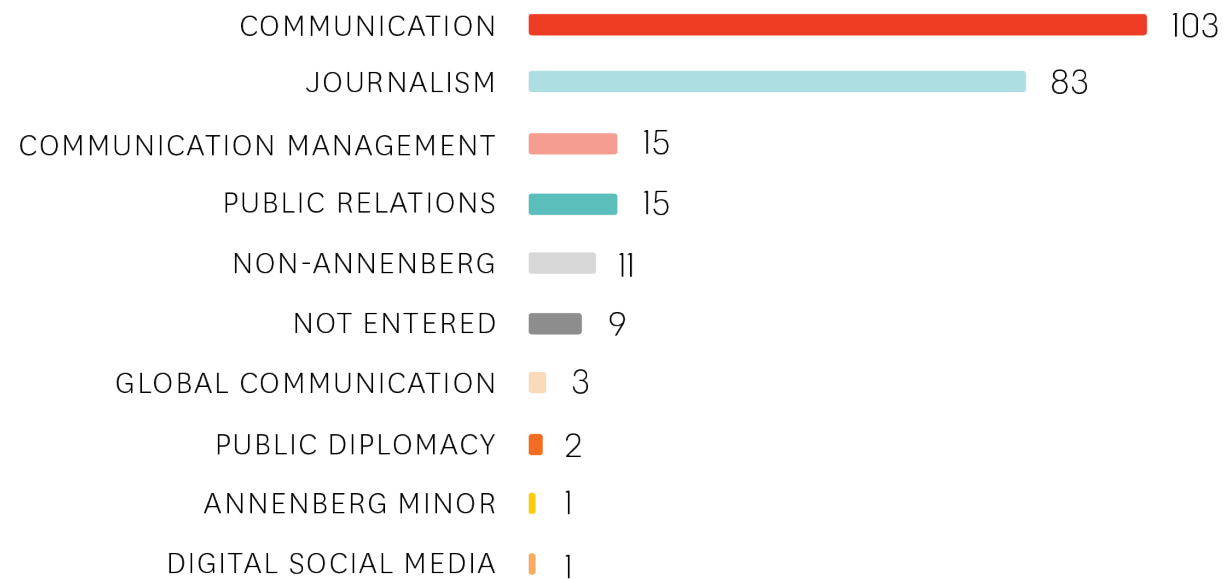


Demographics

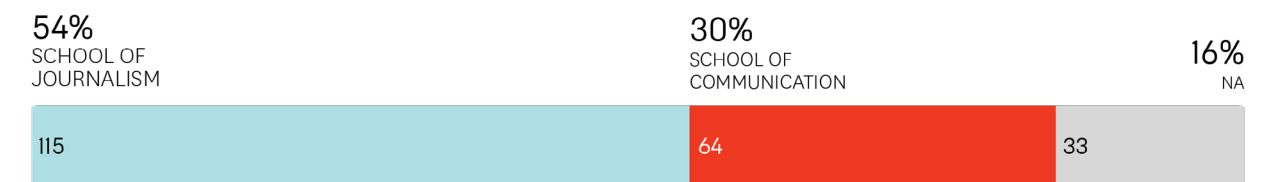
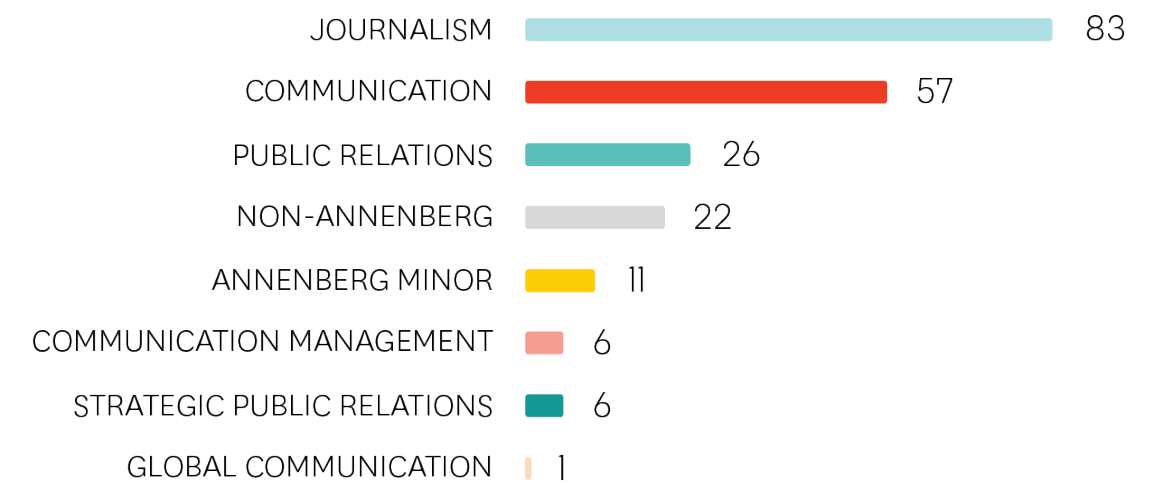
In the Fall semester School of Communication students took advantage of our services most often, accounting for **51% of attendees**, versus 40% of visits coming from School of Journalism students. The vast majority of our visitors were Undergraduate students, and Communication and Journalism majors specifically accounted for the most of our tickets, at 42.39% and 34.16% respectively. We suspect this is linked to the large number of undergraduates in ASCJ 200, who are directed to our helpdesk for questions.

Visits to the Helpdesk shifted in Spring, when Communication students began to use our services less frequently. Journalism major visits remained constant both semesters, and Public Relations and Communication Management majors continued to see us in small numbers.

FALL 2017



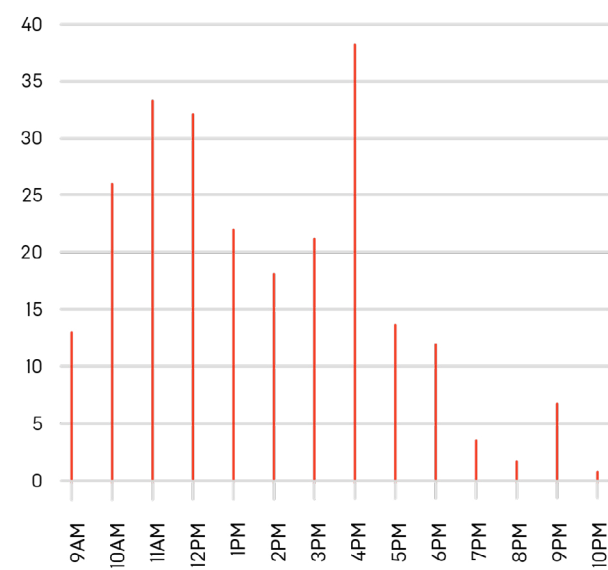
SPRING 2018



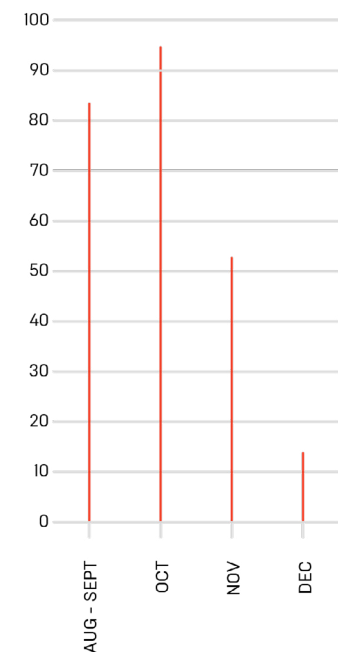
Timing

Use of the Helpdesk varies depending on the time of day, as well as how far along students are in the semester. Our busiest periods are from in the mornings and afternoons, with only **16.46%** of our Helpdesk use occurring after 5:00 PM. The first half of the Fall 2017 semester generated 177 Helpdesk tickets, while only 65 occurred during the second half.

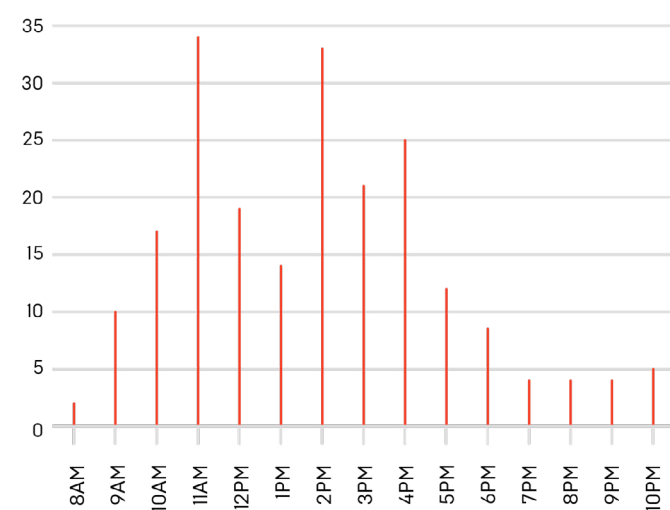
HELPDESK REQUESTS — PER HOUR FALL 2017



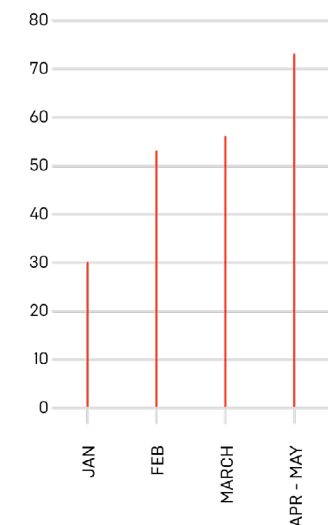
HELPDESK REQUESTS — PER MONTH FALL 2017



SPRING 2018



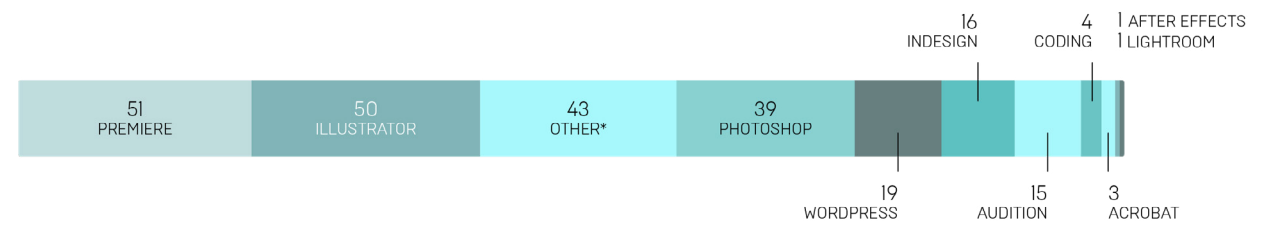
SPRING 2018



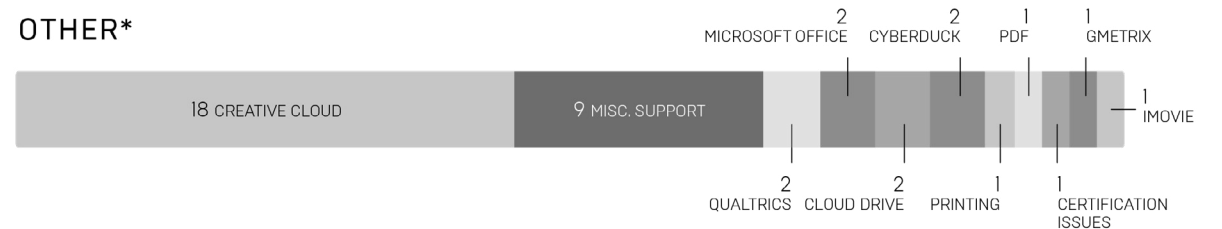
Types of Tickets

Software help provided by the Helpdesk was dominated by Adobe Creative Cloud programs, with Premiere issues topping the list. Students requested help with Illustrator and Photoshop nearly as often, and WordPress and general Creative Cloud issues rounded out our top five most frequently used tools. We need to ensure all student workers are experts in these essential programs, and direct them to our website's tutorials and workshop recordings for programs they are less familiar with.

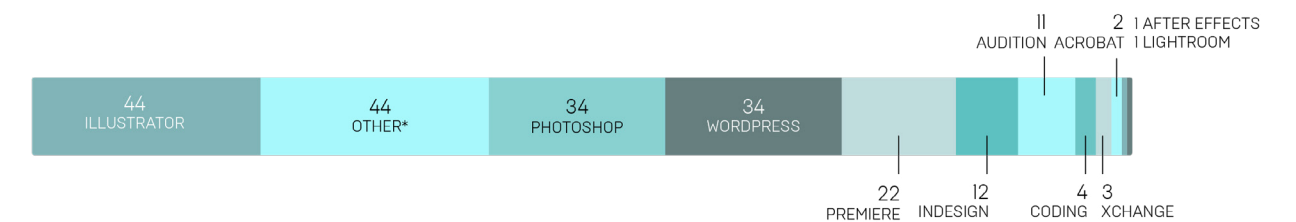
FALL 2017



OTHER*



SPRING 2018



OTHER*



Web Curriculum and Accreditation Support

With accreditation a big priority for the school, the Digital Lounge Team has taken on a significant role in helping provide and manage controlled web environments that can be archived and stored for the accreditation process every 6 years. Currently, this includes the graduate Journalism projects hosted on an environment called USC Storyspace; and JOUR 414 Capstone sites and PR 351A final projects hosted on an environment called ASCJ Capstone. This section of the report reviews how we supported these environments and showcases some of the best student work that came out of these programs and classes.

ASCJ Capstone

Starting in Spring 2018, our team worked with ASCJ Curriculum Coordinators and faculty to create a web curriculum environment for the undergraduate curriculum that was similar to the existing USC Storyspace environment. The school needed a streamlined archival and accreditation process to ensure that the sites are preserved for 6 years. With accreditation as the priority, the sites needed to be administered and controlled by the school and flexible for the student's needs. Since the undergraduates are not required to learn coding, we opted to create hosted individual WordPress.org sites. Our web vendor, Array Systems built the environment, admin panel, and created scripts to automate the site creation, email notifications, and account management.

For our pilot run, we worked with Professor Lisa Pecot-Hebert to roll this out in JOUR 414 and Professor Jennifer Floto to roll this out in PR 351A. Each site was created as a subdomain of ascjcapstone.org and distributed during the 4th week of school. The Digital Lounge Team assisted with rollout and offered additional in-class WordPress workshops to get the students started. We also offered support at our helpdesk throughout the semester.

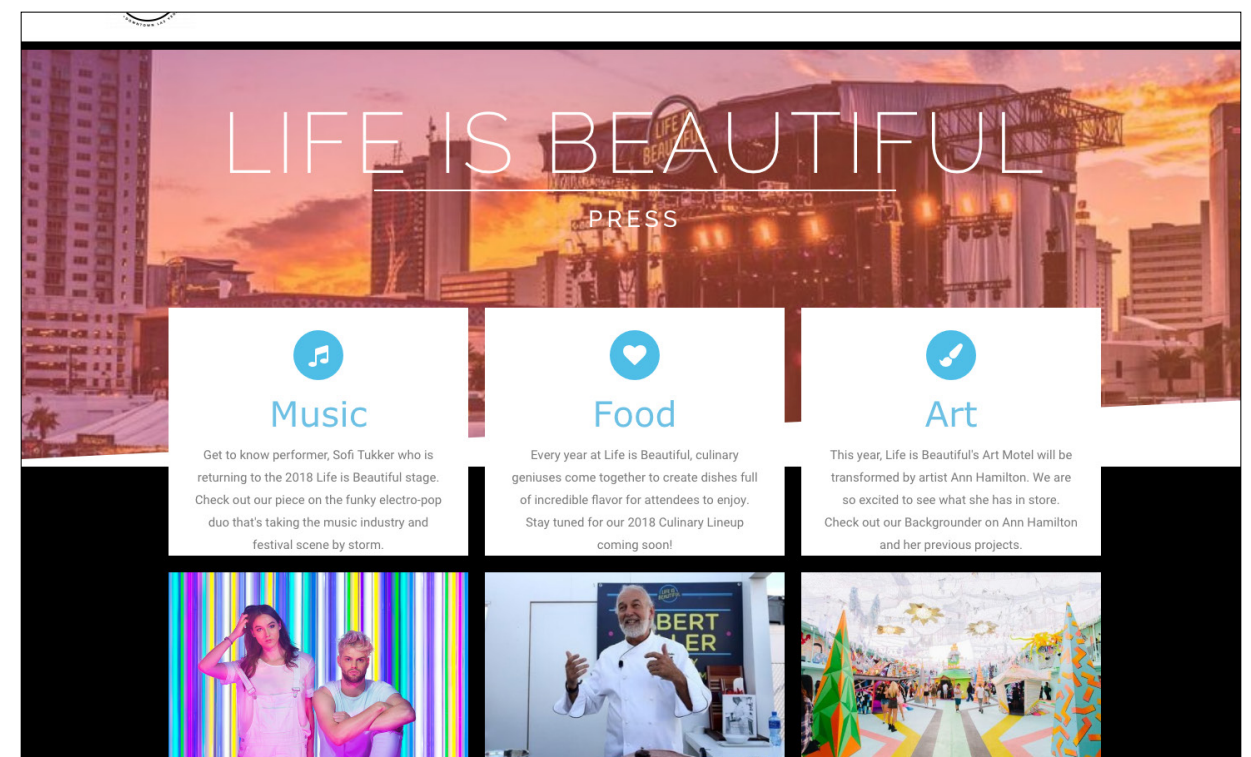
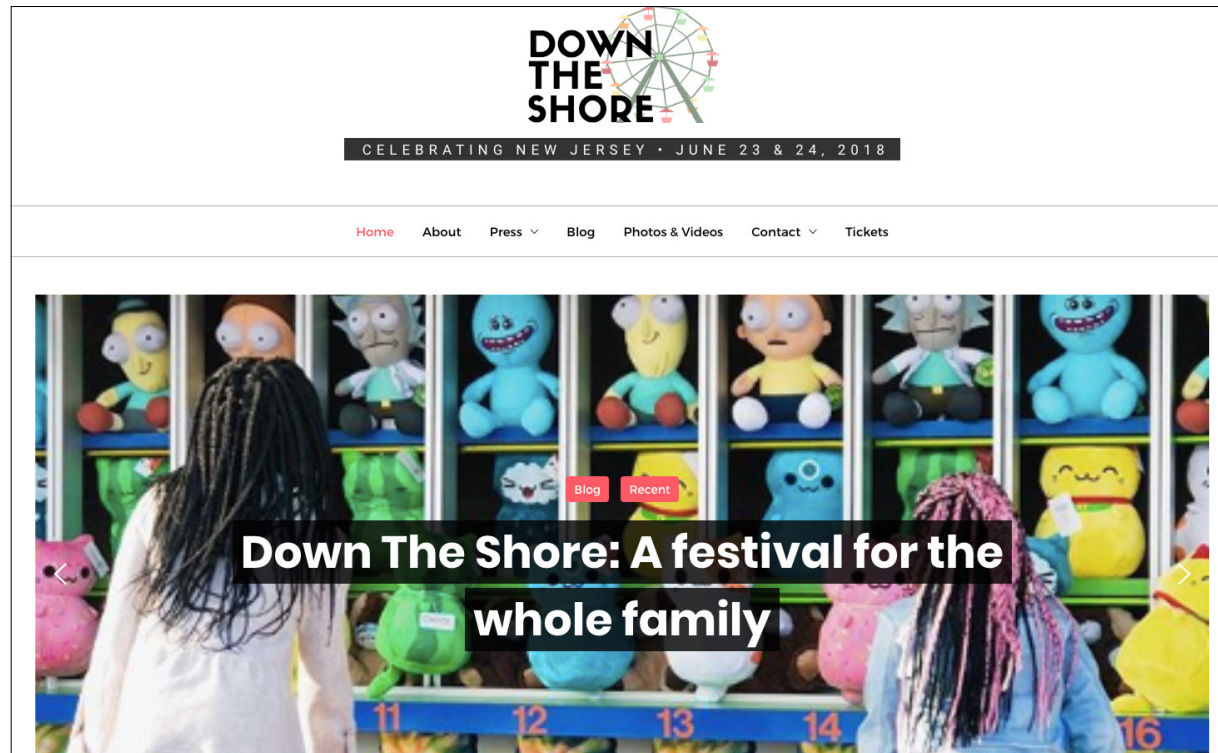
Using the sites, JOUR 414 students created interactive web pages with video and audio on topics ranging from Instagramming to autism to mental illness. PR 351A students created mock newsroom and PR sites for companies and organizations such as Life is Beautiful Music Festival, Lush Cosmetics, and Vans.

Despite some challenges in miscommunication among the faculty, curriculum coordinators, and staff, the sites were rolled out successfully and ready for the reviewers to assess in June.

This summer, the Digital Lounge Team will be working with Array Systems to streamline our tutorials and test the archive and retrieval process; and continue working with curriculum coordinators and faculty to provide better support and workflows for the Fall 2018 semester as we prepare to scale up the number of sites.

See examples of sites on the next pages.

Example ASCJ Capstone Sites

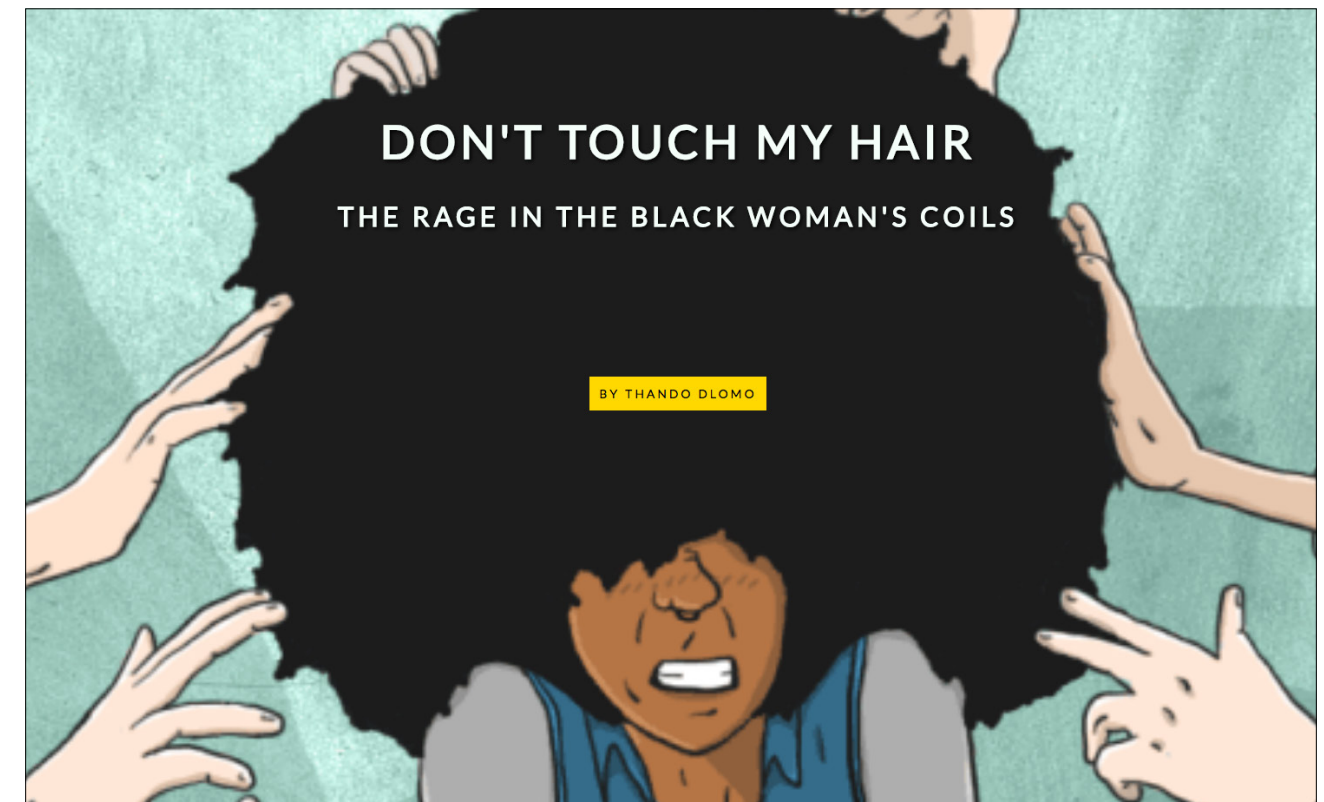
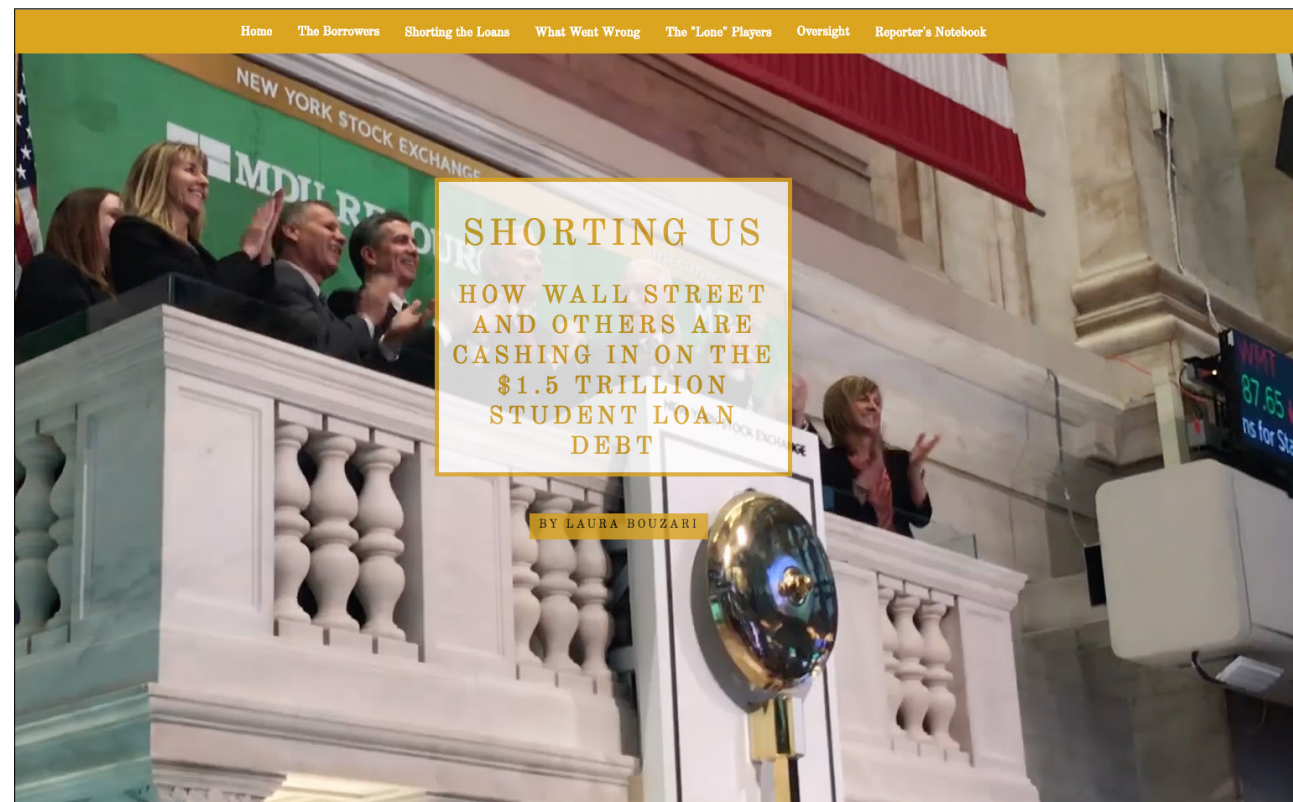
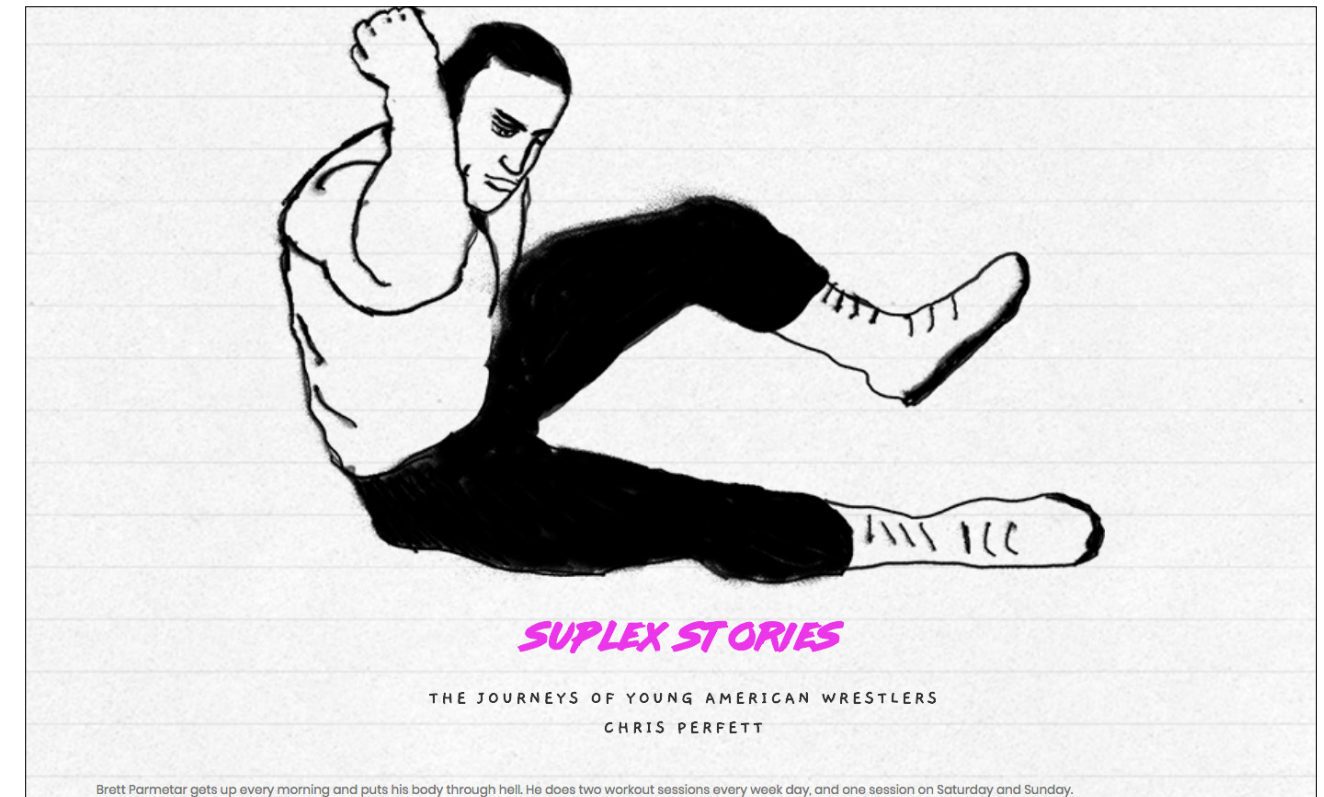


USC Storyspace

Our team continued to support the USC Storyspace site for the MS Journalism program, which hosts the student's midterm, final, and capstone projects. Previously, this content was hosted on Bluehost and managed by the Digital Lounge Team. As a large corporation, Bluehost did not offer catered one-on-one support or account management capabilities for our unique academic needs. With in-house web resources low and ongoing and persistent issues with Bluehost hosting, we decided to explore more reliable and efficient ways to host and manage the sites. After researching and vetting vendors, we hired Array Systems, who currently works on many Annenberg web projects.

Under a Managed Services contract, Array now manages and supports the USC Storyspace environment. This includes hosting, storage, account creation, management, deployment, archival, and answering support emails. In addition, Array has streamlined many of the workflows by creating scripts to automate previously time-consuming tasks such as account creation and locking down folders; as well as creating a user-friendly admin panel.

Moving forward, we are renewing our contract with Array to continue managing our web curriculum environment and providing web consulting advice as the school continues its investment in web infrastructure.



Other Projects

During Spring, Winter, and Summer breaks, the Digital Lounge team will take on miscellaneous projects. This year, we worked on a Technology Curriculum project and vinyl signage projects. This section covers those projects in depth.

Technology Curriculum Project



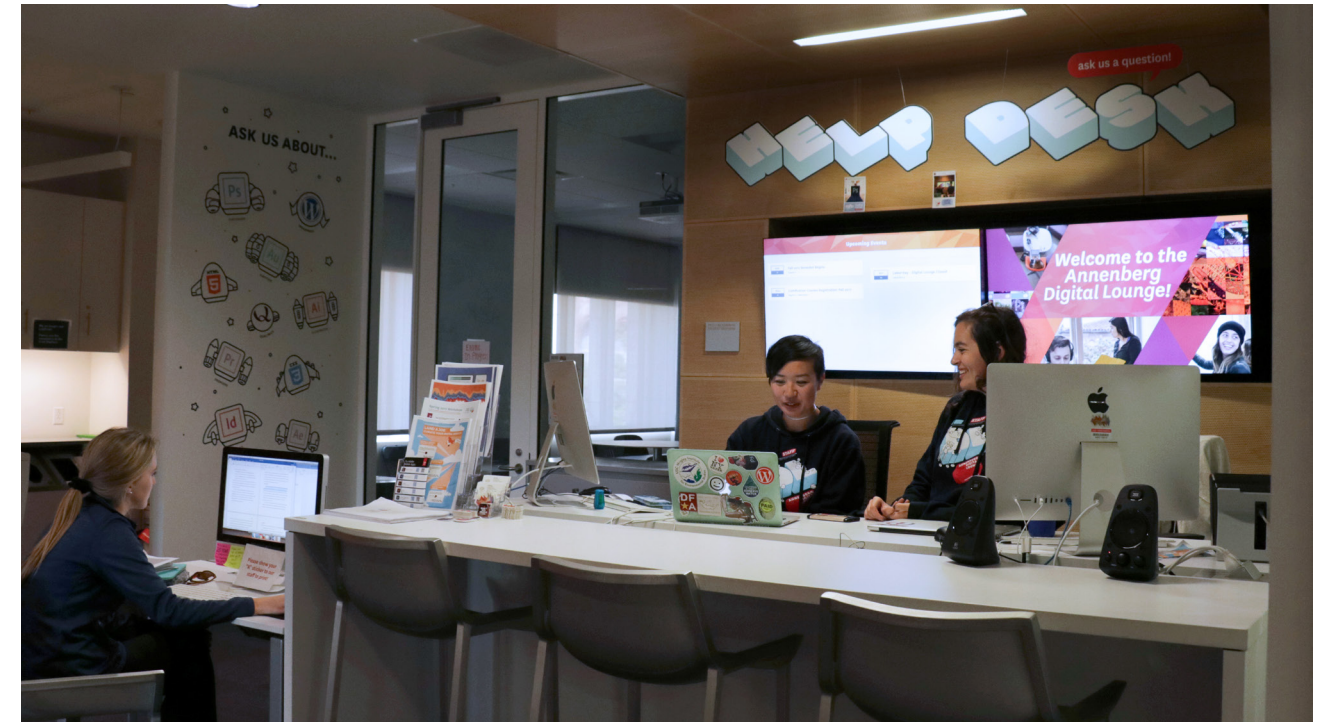
The Annenberg School for Communication and Journalism (ASCJ) has a diverse curricular portfolio (Communications, Journalism, & Public Relations) with seemingly “similar” requirements for technology skills training, but with little crossover. Over Summer 2017, the Digital Lounge worked on a project with curriculum coordinators, faculty, staff technologists, and administrators to pilot a more efficient and central mechanism to provide technology skills training across programs and departments.

With consensus surrounding the problem, the working group suggested an “enterprise-wide” technology skills training model that can be “plugged and played” along with, or in lieu of, existing curricular and programmatic activities. Initial assumptions are that this new “technology skills curriculum” will be provided via on-demand, online, video-modules (flip model); however before formalizing the delivery mechanism, the project team suggested “prototyping” one element of this technology curriculum to see if it could meet learning objectives across schools and programs. The team selected photo editing as the entry point for the project, as it is required by most programs and is a useful “building block” for other technical skills.

Working with our Adobe Certification Course instructor, Rick Miller, we outlined the curriculum into modules and produced the first three modules: [1] Industry Knowledge and Fundamentals of Design, [2] Understanding and Navigating Adobe Photoshop, and [3] Basic Image Editing. They were successfully piloted and tested in JOUR 321. Modules were uploaded to the courses via Blackboard with quizzes.

While the project was successful, the results were unclear and many existing similar modules exist on sites like Lynda.com and Youtube. Moving into the next year, the Digital Lounge Team is currently exploring other options to integrating standard technology skills training into the curriculum such as discussions with degree programs on integrating Certification Courses into their requirements or potentially turning Certification Courses into a USC Annenberg offered course.

Vinyl Signage Projects



VINYL

Based on on-going issues with visibility and messaging about our space, we created new signage and vinyl to place on the outside and inside walls of the Digital Lounge.

We contracted two past Media Support Specialist students to design, cut, and place the vinyl.

We identified 3 areas that needed a revamp, which included the helpdesk, the walls within the space, and the outside glass. Now, the space is easily identifiable and aligns with our branding.

The success of this project also led us to helping install the Marilou and Mark Hamill Family Office of the Dean signage this past Spring semester (pictured to the right).



