DEPARTMENT OR PROGRAM: Digital Media

DIVISION: Creative Arts/Social Sciences

1.   **BRIEF DESCRIPTION OF PROGRAM:** The Digital Media (DgMe) program is a vocational program as well as a transfer preparation program. It was formed during the 2009-2010 academic year by combining Broadcasting Arts, Graphics, Journalism, and Multimedia. The formal Digital Media program was officially launched in Fall of 2011. The new program features more cross-disciplinary classes drawn from the four concentrations, a completely revised curriculum, a brand new home in College Center, and a heightened visibility on the campus and in the community.

2.   Based on the elements in your *Core Program and Student Success Indicators* (provided by PRIE for each program) and the goals stated in your most recent Program Review, please identify any key successes and challenges.

     Successes:

     DgMe Department LOAD for the 2009-10 Academic Year: 314.
     DgMe Department LOAD for the 2010-11 Academic Year: 423.
     Percentage increase over previous year: 135%

     Department Retention Rate: 82%
     Department Student Success Rate: 67%

     History of Graphic Design course successfully written, launched and fully enrolled.

     Moved into Building 10 and successfully transitioned into new computer labs and studios.

     Interpersonal conflicts, which have stunted the development of the faculty's combined talent and potential in the past, seem to be waning.

     Digital Media Open House May 10, 2012 drew 150 attendees.

     Challenges

     The entire department is acutely aware of the need to maintain healthy enrollments. Inadequate enrollment in the Journalism concentration remains an ongoing concern. At the request of the Academic Senate President a separate Program Review document specifically for Journalism was prepared by Ed Remitz, journalism instructor, and was filed with the Academic Senate President in Spring 2012. In this document Ed Remitz details perceived causes for the low enrollment pattern in Journalism and suggests potential solutions. Please refer to that document for more information if necessary.

3.   Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.

     Goals from previous Program Review:

     Goal: Increasing enrollment and LOAD
     Progress: 135% increase in LOAD in the last year

     Goal: A successful launch of the new program
     Progress: Hundreds of documents passed through Committee on Instruction; new program is fully functional

Goal: A smooth move into our new home
Progress: Fall 2011 launch of labs, studios, and classes was virtually problem-free

Goal: An effective marketing campaign
Progress: The department is developing its brand. The department logo is the visual aspect of the branding effort; it has been used successfully across a variety of media and applications. An equally important component of the branding effort is to have every encounter with the department and its representatives be a successful one. This is an ongoing effort, which all faculty members must attend to at all times.
   Additionally, we have a department web site, a Facebook presence, and keyword search links from Google.

Goal: Collaborating with Hillsdale High School
Progress: Michelle Brown, DgMe Broadcasting professor, is currently teaching a class on the Hillsdale campus.

Goal: Better communication and mutual respect among faculty members in the department
Progress: The recent Digital Media Open House required a team effort from all concentrations. We proved to ourselves that our strength is in our mutual talents and that cooperation is the only worthwhile, viable path.

Goal: A successful launch of the Graphic Design History class
Progress: It launched Fall 2011, was filled to capacity; student reviews were extremely positive.

Goal: Finishing all equivalency documentation for the counseling staff
Progress: A chart showing all available equivalent legacy courses—going back to 2008—for all DgMe courses was prepared and presented to the counseling staff.

Goal: Developing successful self-promotional materials
Progress: We have promotional printed cards for the program as a whole. We distributed 100 flash drives with our logo imprinted on them at the Open House. We have coordinated program planning sheets for each of the four concentrations. We have a web site, a Facebook presence, Google feeds. We have printed promotional posters and flyers. We have used the video loop in the lobby of building 10. We have used press releases. We have promoted internally. We have done a mailing to every high school Visual and Performing Arts teacher on the peninsula. We have had TV spots. We have run full page ads in the schedule of classes. We have manned tables at college night and the county fair.

Goal: Increasing articulation
Progress: As new DgMe courses were written every effort was made to make the new classes articulate. There may still be some room for improvement in this area; more research is needed.

Goal: Provide better program planning information to students and counseling staff
Progress: Every counselor should now have a program planning sheet, from each of the four concentrations, that lists every course necessary for every possible certificate and degree in that concentration. These are distributed to students at the beginning of each semester and they are sent to all potential students that make inquiries about the program

Goal: Maintain/improve the quality of instruction
Progress: A never-ending goal

4.   Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).

No

5.   Are there any critical issues you expect to face in the coming year? How will you address those challenges?

The most critical issue will be maintaining enrollments across the department and increasing enrollment in Journalism. The Journalism enrollment issue has been addressed in a separate Program Review report.
    A second critical issue will be for us to maintain healthy working relationships of mutual respect and cooperation.

6.   STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:

a.   Academic areas: Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

Course: DGME 101 Writing Across the Media

SLO: Produce copy/scripts in the proper formats and styles common to 21st century media.

ASSESSMENT STRATEGIES
For this SLO assessment, each student is actually assessed for four different formats and styles of writing: Print, Radio, TV, and Web. Four different assignments are used for this assessment and each one uses a 3-point scale to assess the student's level of mastery.

METHOD OF REFLECTION
I understand that for some students just coming up with an idea for the assignment (something to write) is hard enough; having to demonstrate proper formatting can add to their stress. Students are allowed to re-format an assignment that was written well, but not properly formatted (in such cases they score a "2" on the rubric described below).

DOCUMENTATION and MEASURING SUCCESS
Rubric of each student's score. Scale of 1 to 3 with 1 meaning they have not demonstrated the skill; 2 meaning they can do it but require assistance/guidance; and 3 meaning they have demonstrated the skill.

An overall success rate is then calculated using the total scores. A class average below 2 indicates changes must be made to improve student learning in this area.

RUBRIC INFO:
Print news
FORMAT: Inverted Pyramid with proper lead addressing the 5W's and H
STYLE: Associated Press news style

Radio commercial script
FORMAT: Sequential order with every sound attributed to its source in proper time
STYLE: Dialogue with sound effects and narration (theatrical play style)

TV script or treatment
FORMAT: Strict adherence to established TV script format and style: 12 pt courier font only, proper margins, headings, sub-
headings, location slug, character action and direction
STYLE: Spec Script - scene for an existing sit-com or drama with established characters

Web - multimedia package
FORMAT: Scannable text, outbound links, with supporting visuals and/or audio (all links, videos, sound clips must be functional)
STYLE: Multimedia feature story with text, images, audio, hyperlinks

   b. Student services areas: TBD

7.   **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**
      (Data resources: Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; Institutional Priorities, 2008-2011; 5 & 5 College Strategies; College Index, 2008/9-2011/12; GE-SLOs; SLOs; other institutional data; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)

   a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

      Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
None		

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.

One full-time instructional aide Monday through Friday 8:30 – 5:00
 	
One part-time instructional aide Monday through Thursday 5:30 -9:30.
	If granted, greater student achievement and satisfaction, more efficient use of instructional time. If not granted, the inverse of both.	Most assignments cannot be completed using scheduled lab time alone. With software, time on task is a critical determinant of learning.
		   When creating projects, the amount of time available for development is critical to student success.
		   All SLO's related to student achievement and competency are reliant on sufficient access to computers/equipment and competent help if necessary.

b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for <u>instruction</u> (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: Lectern with right side cantilevered table **Number:** KPSR.M9393475 **Vendor:** Kreuger International **Unit price:** $1,800 **Total Cost: ~**$1,800 + shipping **Status*:** New	The lectern in 10-193 is an ergonomic liability: the current situation has caused recurrent back problems for the instructor. It is inadequate for instructors who must frequently consult lecture notes while simultaneously coordinating projected images from their laptop. The setup does not match the lecterns in the DgMe labs, which were designed for lecture/computer presentations and which work very well. We are asking for a lectern like those in the other DgMe computer labs. Currently the instructor must ask students to setup and breakdown her work-around lectern situation as it is too heavy for her to manage by herself.	Not sure how it links to SLO's, but pretty clear on how it could link to an SDI/Worker's Compensation claim.

**Status = New, Upgrade, Replacement, Maintenance or Repair.*

8.   PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* evaluation:

Please list the department's *Annual Update for Program Review and Planning* report team <u>as appropriate:</u>

Primary program contact person: Ed Seubert
Phone and email address: 574-6278; seuberte@smccd.edu
Full-time faculty: Ed Seubert; Patti Appel; Michelle Brown; Ed Remitz; Sam Sanchez; Diana Bennett
Part-time faculty:
Administrators: Kevin Henson
Classified staff:
Students:

Primary Program Contact Person's Signature	*Date*
Full-time Faculty's Signature	*Date*
	5.27.12
Part-time Faculty's Signature **(as appropriate)**	*Date*
Classified Staff Person's Signature **(as appropriate)**	*Date*
Student's Signature **(as appropriate)**	*Date*
Dean's Signature	*Date*