INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Digital Media

Academic Year: 2012-2013

Faculty Contact: Ed Seubert

Program Review Submission Date: March 22, 2013

I. Description of Program

Provide a brief description of the program and how it supports the college's College Mission and Diversity Statements, Institutional Priorities, 2008-2013, 5 in 5 College Strategies, Spring 2011, and other institutional planning documents as appropriate.

Prior to fall 2012 Digital Media consisted of four core concentrations: Graphic Design, Web/Multimedia, Broadcasting, and Journalism; the Journalism concentration was eliminated in fall of 2012.

The Digital Media program supports two of the three components of the college's mission through its student-centered instruction: career/technical education and transfer preparation.

The Digital Media program maintains an open-access policy of inclusiveness that recognizes, values, and reflects the diversity of the community we serve. The program adheres to the principle of equal opportunity for all regardless of gender, color, race, ethnicity, national origin, religion, age, economic background, sexual orientation, and physical, learning, and psychological differences.

II. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

Recent Assessments

DgMe 101 Writing Across the Media

SLO #3: Use acceptable grammar, spelling, punctuation, and style. Sixty-four percent of students achieved this SLO.

DgMe 112 TV Studio

SLO #1: Operate studio cameras and perform pan, tilt, zoom, truck and dolly. Seventy-five percent of students achieved this SLO.

DgMe 128 On-Air Talent

SLO #1: Evaluate professional radio and TV talent, including their regard for divergent opinions. Seventy-seven percent of students achieved this SLO.

DgMe 100 Media in Society

SLO #1: Determine the extent of information needed.
Eighty-one percent of students achieved this SLO.

Trends

We have not identified any trends using SLO data at this time.

Needs Improvement

DgMe faculty need to input more SLO data into TracDat.

B. Student Success Indicators

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1. Review Student Success and Core Program Indicators and discuss any differences in student success indicators across demographic variables. Also refer to the College Index and other relevant sections of the Educational Master Plan: Update, 2012, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to ARCC data.

   The student success rate for the Digital Media program (72.7%) is two percentage points higher than the college average (70.9%). The retention rate for the Digital Media program (87.9%) is more than three percentage points higher than the college average (84.8%). The withdrawal rate (12.1%) is more than three points below the college average (15.3%). The success rate of all demographic groups—across the spectrum of ethnicity, gender, and age—was within ten percentage points of the department average, with the exception of two outlier ethnicities (each representing less than 1% of total headcount). Success rates in the Digital Media program across all demographic groups were, on average, two percentage points higher than the college average.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to Delivery Mode Course Comparison.

   It should be noted that the most recently available data was for Fall 2011.
   DgMe 100 Media in Society in traditional mode had more students per section than the online section (31 vs 27). The success rate was higher in distance education than traditional (81.5% vs 62.1%) and retention was higher in traditional than online (92.6% vs 89.5%).
   DgMe 102 Media Law and Ethics in online mode had more than twice as many students per section than the traditional section (28 vs 10). The success rate was higher in traditional mode than online (60% vs 41.1%) and retention was higher in traditional than online (70% vs 58.9%).
   The only consistent finding between the two course offerings was that retention rates were higher in traditional mode than online mode.

C. *Program Efficiency Indicators. Do we deliver programs efficiently given our resources?*

   Summarize trends in program efficiency as indicated in the Student Success and Core Program Indicators (LOAD, Full-time and Part-Time FTEF, etc.).

   The data in this section reflects the Digital Media department totals prior to the elimination of the Journalism concentration.

   Average load for Fall 2011 through Summer 2012 was 408.5.

   Full-time FTEF was 4.7 in Fall 2011 and 3.7 in Spring 2012.

   Adjunct FTEF was 1 in Fall 2011 and 1.3 in Spring 2012.

   Seventy-nine percent of instruction was by full-time faculty.

D. *Course Outline Updates*

   Review the course outline update record. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the Committee on Instruction website for course submission instructions. Contact your division's COI representatives if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses updated	Faculty contact	Submission month
DgMe 103	Ed Seubert	January 2013
DgMe 211	Ed Seubert	January 2013
DgMe 212	Patti Appel	January 2013
DgMe 213	Patti Appel	January 2013
DgMe 215	Claudia Steenberg	January 2013
DgMe 220	Ed Seubert	January 2013
DgMe 230	Patti Appel	January 2013
DgMe 235	Claudia Steenberg	January 2013
DgMe 240	Patti Appel	January 2013
DgMe 251	Patti Appel	January 2013
DgMe 256	Patti Appel	January 2013
DgMe 102	Diana Bennett	January 2013
DgMe 104	Diana Bennett	January 2013
DgMe 143	Diana Bennett	January 2013
DgMe 165	Diana Bennett	January 2013
DgMe 166	Diana Bennett	January 2013
DgMe 167	Diana Bennett	January 2013
DgMe 168	Diana Bennett	January 2013
DgMe 169	Diana Bennett	January 2013
DgMe 252	Diana Bennett	January 2013
DgMe 257	Diana Bennett	January 2013
DgMe 100	Michelle Brown	January 2013
DgMe 101	Michelle Brown	January 2013
DgMe 112	Michelle Brown	January 2013
DgMe 113	Michelle Brown	January 2013
DgMe 118	Michelle Brown	January 2013
DgMe 128	Michelle Brown	January 2013
DgMe 150	Michelle Brown	January 2013
DgMe 152	Michelle Brown	January 2013
DgMe 155	Michelle Brown	January 2013

E. *Website Review*

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Patti Appel	Fall 2013
Sam Sanchez	Fall 2013

F. *Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)*

1. Review the program's Gainful Employment Disclosure Data, External Community, and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

The Gainful Employment Disclosure Data link contained no data for any of the Digital Media concentrations: all were listed as "NEW" with no data available.

The ARCC 2012 Report at the external community link shows total certificates/degrees awarded statewide by vocational program. Of the 128 vocational programs listed Digital Media ranked number 21, making the "Top 25" list for the year data was provided (2010-2011).

California EDD data through 2020 predict 16% job growth for graphic designers (including web designers), 15% for film and video editors, 12% for media and communication workers, and 9% for multimedia artists and animators.

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

The DgMe Advisory Committee consists of a diverse group of twelve working professionals representing the breadth of the DgMe curriculum. Individual names and contact info, as well as minutes from the last meeting, can be found at the department's SharePoint site: https://sharepoint.smccd.edu/SiteDirectory/CSMCASS/default.aspx. The most recent advisory committee meeting was held on 10.18.12.

III. Student Learning Outcomes Scheduling and Alignment

A. *Course SLO Assessment*

Explain any recent or projected modifications to the course SLO assessment process or schedule.

No modifications at this time.

B. *Program SLO Assessment*

Explain any recent or projected modifications to the program SLO assessment process or schedule.

No modifications at this time.

C. *SLO Alignment*

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to TracDat related Program and Institutional SLO reports.

General Education SLO: Effective Communication

Forty-four individual DgMe course-level SLOs specifically support the Effective Communication SLO.

General Education SLO: Quantitative Skills

Two DgMe course-level SLOs specifically support the Quantitative Skills SLO.

General Education SLO: Critical Thinking

Forty-seven DgMe course-level SLOs specifically support the Critical Thinking SLO.

General Education SLO: Social Awareness and Diversity

Forty-seven DgMe course-level SLOs specifically support the Social Awareness and Diversity SLO.

General Education SLO: Ethical Responsibility

Forty-one DgMe course-level SLOs specifically support the Ethical Responsibility SLO.

IV. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See Institutional Research as needed.

Michelle Brown has cultivated a partnership with CoachesAid whereby students are hired as crew for streaming broadcasts of local high school sporting events. Students run cameras, serve in other production positions, and work as play-by-play and color announcers. The DgMe Department needs to develop more industry partnerships like this for student interns/practical experience

The department needs to continue to stress evidence of skills, and attention to craft, in graduates' portfolios and demo reels. Faculty must encourage students to complete courses in oral and written communication skills, critical thinking. Classroom assignments should have the potential to be professional level portfolio pieces. Classroom work settings should be as immersive as possible.

Student work must be showcased: the digital display board, in the classrooms, online, in galleries. Students should aspire to have their work included. Group projects should be encouraged.

Faculty should involve more speakers from industry to reveal the breadth of employment opportunities and to motivate students.

V. Institutional Planning

A. *Results of Plans and Actions*

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

In our last program review we identified low enrollment in the Journalism concentration as an area of critical concern. This concern was addressed by administrative action, to wit, the elimination of the Journalism concentration.

B. *Program Vision*

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the College Mission and Diversity Statements, Institutional Priorities, 2008-2013, and other institutional planning documents as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

DgMe 100 Media in Society has exploded in enrollments over the past few years. During that time the class and wait lists typically fill within weeks of registration opening. In 2012-2013 over 220 students took DgMe 100 with Michelle Brown. After each semester several students have asked whether there is a follow-up course; we do not currently have one. Michelle Brown is interested in developing a course such as "Race, Class, Gender in Media" for students who are interested in further non-production media studies. She also foresees the possibility of creating a "Media Studies" or "Mass Comm" degree that would collaborate with CSM's film studies program.

As the Broadcast concentration experiences growth a second full-time faculty member will be needed to teach production courses as well as DgMe 100 Media in Society. Broadcasting currently has one full-time faculty and one part-time faculty.

[*Note*: CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F.1 and II.F.2.]

[*Note*: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

   Continue faculty development through on-line and traditional coursework/professional development activities in their respective disciplines to stay current with technology.

   Pursue professional development activities likely to expand industrial liaisons.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

   As a condition of employment, future student aides should know our software.

   DSPS must increase communication with DgMe faculty about students with learning disabilities / other challenges: we see the students in our classrooms but we are given no heads-up, no background, no guidance.

3. To guide the Institutional Planning Committee (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: We expect the retirements of both full-time graphics instructors within the next one to three years.

Since the DgMe program is heavily reliant on technology, obsolescence is always a concern but is not a pressing issue at this time.

Equipment and Technology: Hardware and software upgrades will be inevitable.

Instructional Materials: None

Classified Staff: A full-time software-savvy instructional aide and a part-time instructional aide are required for the DgMe lab. Hit or miss staffing hours have made it difficult for the facility to be properly utilized. We are clearly not supporting student success when the door to an open lab is locked.

The DgMe program is an equipment-heavy/administration-heavy program. We are requesting a DgMe director to manage the operational details of the department.

Facilities: Current facilities are adequate.

C. *Plans and Actions to Improve Student Success*

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the Institutional Priorities, 2008-2013. For each plan, list actions and measurable outcomes.

Plan 1

Title:

Increase transfer rate

Description:

Raise awareness of transfer destinations, majors, preparation, affordability

Action(s)	Completion Date	Measurable Outcome(s)
Prepare more easy-to-comprehend literature and presentations to raise awareness, identify online resources	Fall 2013	Survey fall semester classes at beginning and end of transfer activities
Have a DgMe-only transfer day on a Saturday; invite transfer destination schools to send reps	Fall 2013	Follow through in next year's program review

Have a transfer counselor and financial aid counselor speak to classes; participate in DgMe transfer day	Fall 2013	Follow through in next year's program review

Plan 2

Title:
Fully utilize campus resources

Description:
Cultivate and expand symbiotic relationship with Learning Center

Action(s)	Completion Date	Measurable Outcome(s)
We are removing barriers to use of Learning Center for completion of DgMe assignments by supplementing their font library and documenting font compatibilities.	Ongoing	Expected increase in Learning Center usage
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. *Itemized Resource Requests*

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
	Tab to add rows

Complete Full-Time Faculty Position Request Form for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

Equipment and Technology

Description (for ongoing program operation)	Cost
Lectern with right side cantilevered table for 10-193; KPSR.M9393475	$1,800
Xrite EODIS3 Eye-One Display Pro Monitor Calibration	$249
Parabolic 24 in clear acrylic Parabolic dome w/isolated mic mount	$1,091
5 Bescor LED-500kb 2 Light Studio Battery kit (100-240 VAC)	$4,500
Dedicated PC to link to Pinnacle	$1,500

Description (for prioritized plans)	Plan #(s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost
FT Instructional Aide	$40,000
PT Instructional Aide	$20,000
Director of Digital Media Program	$70,000

Description (for prioritized plans)	Plan #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description (for prioritized plans)	Plan #(s)	Cost
Lectern with right side cantilevered table for 10-193; KPSR.M9393475. I am repeating this item from Equipment and Technology section above since I am not sure where to list it and it needs to be funded. This is an ergonomic/employee health issue, that was not funded last year, that is causing medical problems for the instructor that uses that room. This is a multi-use room and all users would benefit from the installation of this lectern, which should have been part of the original furnishings but was somehow overlooked.		$1,800
Complete installation of pushpin board in 10-163: brackets are installed, instructions scribbled on wall, and a gaping hole—where the pushpin board was designed to be installed—has adorned the room for two years.		Minimal: as much as it would take to overcome inertia

B. Cost for Prioritized Plans
Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	