College of San Mateo

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Instructional Program Review

Program Name: **Digital Media**
Program Contact: **Seubert, Edwin A.**
Academic Year: **2013-2014**
Status: **Submitted**

1. 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 Program Planning** as appropriate.

The Digital Media program consists of three core concentrations: Graphic Design, Web/Multimedia, and Broadcasting. It offers approximately 45 sections a year with seven AA degree paths and fifteen certificate paths.

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.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Identify trends and discuss areas in need of improvement.

All SLO's and all assessments in a program such as ours--whether they are for course or program or degree--inevitably lead to one place: the quality and relevance of student portfolio work. All of our SLO's and assessments—whether they are for course or program or degree—compel us to make student work as professional as possible while providing classroom assignments that reflect the real world as much as possible; we continue to do that.

B. Student Success Indicators

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 (68.7%) is within two percentage points of the college average (70.1%).

The retention rate for the Digital Media program (85.9%) is more than two percentage points higher than the college average (83.9%).

The withdrawal rate for the Digital Media Program (14.1%) is two percentage points below the college average (16.1%).

The average success rate for the demographic variable of ethnicity for the Digital Media Program is over four percentage points higher (72.45%) than the college average (68.22%).

The average success rate for the demographic variable of gender reveals an almost identical rate for women when compared to the college average (70.9 : 71.2) and a slightly over two point difference for men (67.1 : 69.2).

The success rate across all age brackets for the Digital Media Program is comparable to corresponding college rates. The mean success rate for all ages in the Digital Media program is 73.2%; for the college as a whole it is 74.3%.

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

There are currently three Digital Media courses being offered online: DgMe 100 Media in Society; DgMe 102 Media Law and Ethics; and DgMe 167 Web Design 1: Fireworks.

In DgMe 100 Media in Society success rates for distance education (74.1) are five percentage points higher than traditional mode (69.0). Retention rates are nearly equal (91.4 : 91.8). There is a high discrepancy in this class between female-male success rates: 20% more females than males succeeded in distance mode; in traditional mode the success rate was only 5% greater for females than males. In distance mode the retention rate for females was 19% greater than for males; in traditional mode the retention rate was 4% higher for males than females. It appears that this class has greater appeal for females than males when delivered in distance mode and is comparable to traditional delivery mode in other indicators of student success.

In DgMe 102 Media Law and Ethics no traditional mode data is available for comparison. Student success when last measured (Fall 2012) was 47.3%; thirteen percentage points below the college average. Retention was 77.1%, only 6.8% below the college average. Female/male enrollment was nearly equal (50.0 : 46.7) but the female success rate was 40% higher than the male success rate and the female retention rate was 60% higher. This again suggests perhaps that certain DgMe online classes appeal more to females than males.

In DgMe 167 Web Design 1: Fireworks only two classes--Fall 2011 (traditional) and Fall 2012 (online)--are available for comparison. The student success rate is 267% higher in traditional mode than online mode. The retention rate is 33% higher in traditional mode than in online mode. Sixty-nine percent more males than females enrolled in this class in distance mode; in traditional mode it was only 8% more males. Seventy-two percent more males than females succeeded in this class than females in distance mode; 32% more males than females succeeded in this class in traditional mode. The gender success rate trend in this class is counter to the previous two lecture-only classes.

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 includes data from the Journalism concentration, which was historically low-enrolled and finally put on hiatus after Spring of 2012. Figures also include data from capstone courses (practicum and portfolio), which are typically smaller classes but necessary to finish degrees and certificates.

Average load for 2012-13 was 401, an increase of 14% over 2011-12.

Full-time FTEF was 7.6 in 2012-13, a decrease of 11% over 2011-12.

Adjunct FTEF was 2.3 in 2012-13; no change from 2011-12.

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

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3. 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.

No changes in student populations are anticipated.

State-wide initiatives and transfer requirements i.e. the Transfer Model Curriculum, will have a major impact on the program. All three concentrations will require new course development and program, degree, and certificate planning to comply with TMC. Dean Henson and Professor Michelle Brown have been actively involved in developing the statewide TMC for Film, Television, and Electronic Media.

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4. Planning

A. Results of Program Plans and Actions

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

In our last program review we expressed our intent to increase our transfer rate. Efforts to do so, which include giving students an interactive document that gives them single-click access to every relevant public and private four-year program in the state, have helped but not to the extent we had hoped. We have encouraged attendance at senior shows and other four-year-sponsored events.

The economic profile of our region, including the huge gap in income disparity, will continue to make increasing our transfer rate a challenge but it is a challenge we must continue to engage and press.

A second goal expressed in our last program review was to develop more effective use, by our students, of the Learning Center. We have purchased and installed in the Learning Center our most commonly used font family. We have also documented the font families common to DgMe labs and the Learning Center to make the use of the Learning Center a more viable option for our students.

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the **College Mission and Diversity Statements**, **Institutional Priorities, 2008-2013**, and other **Institutional Program Planning** as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators. [**Note**: Specific plans to be implemented in the next year should be entered in C of the Planning section.
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 D1 and D2 of the Career Technical Education section.]

1. To guide future faculty and staff development initiatives, describe the professional 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 industry and transfer destination school 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 aides in 10-161 and at least one employee, preferably more, in the Learning Center should either know our software or be given compensated time to take our software courses.
>
> It would be highly desirable to increase communication with DSPS. We see DSPS students in our classrooms without any advance preparation given to us: no heads-up, no background, no guidance. DgMe faculty are probably going to have to initiate this.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.
Leave sections blank if no major changes are anticipated.

Faculty

> Ian Pollock has accepted a full-time position at Cal State East Bay. Replacing him will be a daunting task: the skill set required is highly coveted and richly compensated by Silicon Valley. The college will find itself in one of the most highly competitive job markets in the country, offering adjunct compensation in the most expensive housing market in the nation.
>
> Patti Appel and Ed Seubert will be retiring at the end of Spring 2015. We are asking, at this time, for one full-time replacement. Without it the Graphic Design concentration will be without a full-time faculty member at the helm and no one available to implement TMC.
>
> With the absence of Patti and Ed, depending on course offerings, the full-time to adjunct ratio may drop below allowable levels.

Equipment and Technology

> See VI-A.

Instructional Materials

> The existing instructional materials are adequate.

Classified Staff

> A full-time software-savvy instructional aide is required for the DgMe lab. Access, and help, are assumed by students and rightly so. We are not always able to deliver one or the other do to staffing levels and hires.
>
> Impending faculty departures and retirements will make the need for a solid instructional aide even more critical for student success. Adjuncts will be new hires for the most part; this will further increase the need for an instructional aide to provide continuity and assistance to the new hires and the students .

Facilities

> The existing facilities are adequate.

C. Program 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. (Plans may extend beyond a single year.)

Plan 1

Title:

Shore up the DgMe faculty

Description

Patti Appel will begin phased-in retirement in Fall 2014. Ian Pollock is gone. Ed and Patti leave June 2015. There will be major critical holes in curriculum coverage. This may impact availability of classes and the ability of students to finish degrees and certificates

Action(s)	Completion Date	Measurable Outcome(s)
Search for a full-time replacement: performing all aspects of the standard FT hire procedure	Spring 2015	A first-rate instructor joins the faculty
Search for multiple adjunct faculty members	Spring 2015	Several talented and competent adjuncts bring new ideas and energy to the program.
	Choose Year or Semester/Year	

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty
NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form, AY 2013-2014** and email to your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
Graphic Design	1

Equipment and Technology

Description	Cost
Pro Tools 11 (or latest version) $326.66 per license (tax included); 40 licenses	$13,066.30
Bescor LED-500K 2 Light Studio Lighting Kit (100-240VAC) $545.16 per kit (tax included) 5 kits	$2,725.80

Instructional Material

Description	Cost

Classified Staff

Description	Cost
Full-time instructional aide	$57,684.00

Facilities

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

Description	Cost

6. Program Maintenance

A. 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 to be updated	Faculty contact	Submission month
DgMe 100	Michelle Brown	
DgMe 101	Michelle Brown	
DgMe 102	Diana Bennett	
DgMe 103	Ed Seubert	
DgMe 104	Diana Bennett	
DgMe 112	Michelle Brown	
DgMe 113	Sam Sanchez	
DgMe 118	Sam Sanchez	
DgMe 120	Sam Sanchez	
DgMe 128	Michelle Brown	
DgMe 130	Michelle Brown	
DgMe 143	Diana Bennett	
DgMe 150	Michelle Brown	
DgMe 152	Sam Sanchez	
DgMe 155	Michelle Brown	
DgMe 165	Diana Bennett	
DgMe 166	Diana Bennett	
DgMe 167	Diana Bennett	
DgMe 168	Diana Bennett	
DgMe 169	Diana Bennett	
DgMe 211	Ed Seubert	
DgMe 212	Patti Appel	
DgMe 213	Patti Appel	
DgMe 215	Claudia Steenberg	
DgMe 220	Ed Seubert	
DgMe 230	Ed Seubert	
DgMe 235	Claudia Steenberg	
DgMe 240	Patti Appel	
DgMe 250	Patti Appel	
DgMe 251	Patti Appel	
DgMe 256	Claudia Steenberg	

B. Website Review

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

Faculty contact(s)	Date of next review/update
Allison Hughes	Summer 2014

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Patti Appel	Spring 2015