



PROGRAM REVIEW OF LABS AND CENTERS  
Pilot Review – Phase I  
Approved by the Academic Senate  
May 12, 2009

*The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.*

-Academic Senate for California Community Colleges

Name of Lab or Center: Media Lab  
Division: Business/Technology Division

I. **GENERAL PURPOSE OF THE LAB\*** (*Data resources: CSM Course Catalog; Course Outline of Record; department records*)

\*Note: The term "lab" will be used to refer to centers as well as labs in this document.

a. Briefly describe the general purpose of the lab.

The purpose of the Media Lab is to help CSM students of all backgrounds to succeed in their media courses or to learn media topics of interest to the student or in support of other coursework. The Media Lab is also a place where students can improve their computer (hardware & software) skills and reduce their anxiety. By offering these programs and by measuring students learning outcomes, the Media Lab of College of San Mateo serves to improve students' retention in media classes, students' success in other courses as well as students' success in their future lives.

b. List the courses that are linked to this lab.

All GRA, MULT, BCST and Community Ed courses.  
Hours-By-Arrangement for all CSM Media courses may be met by participation.

II. **STUDENT LEARNING OUTCOMES** (*Data resources: SLOs listed on Course Outline of Record; records maintained by the department; CSM SLO/Assessment Coordinator; SLO Website – <http://www.collegeofsanmateo.edu/sloac/>; "Student Self-Assessment and Satisfaction Survey"; other lab surveys.*)

a. Briefly describe the Student Learning Outcomes (SLOs) for the lab.

**Students will be able to:**

**Educational Objective Outcomes**

**T — Technical Competency**

- T1 — Computer Skills
- T2 — Media Theory
- T3 — On-going Learning

**I — Interpersonal Skills**

- I4 —Verbal Communication
- I5 —Written Communication
- I6 —Collaborative Work

**P — Professional Awareness**

- P7 — Ethical Issues

- b. If an assessment of the lab’s SLOs has been completed, briefly describe this evaluation. Which support services for courses or programs were assessed? How were they assessed? What are the findings of the assessment? Based upon this assessment, what changes to the lab will be considered or implemented in the future?

The Media Programs (Graphics, Multimedia, Broadcast) has not formally completed assessment. This Spring, 49 students responded to the new campus wide lab survey, which incorporated some of our SLO specific questions. The survey asks for student self report of progress toward each SLO and for anecdotal comments. A summary of the Spring 2009 student response follows:

**Question #11: “To what extent did your work in this lab help your academic performance in courses linked to the lab or supported by this lab? (For example, you use the Math Resource Center and are also enrolled in a Math course.)”**

(n=231 respondents)

	Count	Percent
Very helpful	50	86.2%
Somewhat helpful	8	13.8%
Not helpful	0	.0%
*I am not enrolled in a course linked to this lab	5	7.9%

\*Note: Percentages reported above exclude students who were not enrolled in a linked course

**QUESTION #12: “Based on your overall experience in the Media Lab this semester, please indicate the extent to which you have made gains or progress in the following learning objectives identified below:**

***I can...***

Major/Moderate  
Progress

Minor/No Progress

a. Express ideas and provide supporting evidence effectively in writing (n= 23)	91.3%	8.7%
b. Express ideas and provide supporting evidence effectively orally (n=23)	87.0%	13.0%
c. Comprehend, interpret, and analyze information I read (n=43)	90.7%	9.3%
d. Comprehend, interpret, and analyze information I hear (n=40)	90.0%	10.0%
e. Communicate effectively in a group or team situation (n=28)	82.1%	17.9%
f. Comprehend, interpret, and analyze numerical and or quantitative calculations (n=20)	75.0%	25.0%
g. Interpret graphical representations of quantitative information (e.g. graphs) (n=25)	88.0%	12.0%
h. Effectively identify, develop, and evaluate arguments (n=22)	86.4%	13.6%
i. Effectively assess the legitimacy or adequacy of different types of information (n=33)	87.9%	12.5%
j. Work effectively with others of diverse backgrounds (n=32)	87.5%	12.5%
k. Identify ethical issues and evaluate their consequences (n=22)	81.8%	18.2%
l. Acknowledge the value of diverse opinions and perspectives (n=30)	86.7%	13.3%

Based on this aspect of assessment changes that will be considered or implemented in the future include:

- Sharing of this data and accompanying anecdotal with media faculty for discussion/ brainstorming ways to improve the impact of the MRC on student learning.
- Ask individual faculty to ask students to evaluate their assignments designed to facilitate student success in their specific courses and share the outcome with the department.

c. If SLOs were assessed for courses or programs using the lab, briefly describe this evaluation. What are the findings of the assessment? Based upon this assessment, what changes to the lab will be considered or implemented in the future?

MULT 177

- *Observation:* From an analysis of student projects we found that students' skill level was appropriate for this level, but that students were poor at problem solving, critical thinking work in a logical organized manner, and that this was especially noticeable when solving application problems and multi-step exercises.
- *Action: Faculty:*
  - Will continue to emphasize and assess file management.
  - Will strive to make clear to students exactly what is required for "showing work" in an organized, acceptable format.
  - Agreed upon file management that students are expected to know, understand, and apply.

MULT 102

- *Observation:* Our experience assessing this course revealed considerable diversity in the way in which it was taught and the standards to which students were held. Our conclusion was that while some diversity in teaching styles and emphasis is good, the amount of variability was too great to be acceptable.
- *Action*
  - Faculty will work out a list of topics and concepts that we regarded as necessary for all students to know at the end of the semester.
  - These agreed upon topics have been communicated to instructors teaching each semester.
  - A revised common core Final Exam has been developed for use each semester.
  - Faculty is to dissuade students from the notion that topics that have been tested can be forgotten.

**MULT 172**

- *Observation:* Our experience assessing this course revealed considerable lack of experience completing projects without step-by-step directions.
- *Action: Instructors decided to:*
  - Better communicate the instructor expectation that students will be able to apply tools to new kinds of problems
  - Provide more practice in problem solving for which the solution is non-linear.
  - Continue to use or implement oral student presentations. The presentations are time consuming, but very effective.

**MULT 274**

- *Observation:* Our experience assessing this course revealed considerable lack of experience with conceptual designs and file management supported with composites/mock-ups.
- *Action:* Current faculty will meet to review the strengths and weaknesses of students on projects and strategies to help students with conceptual ideas.
  - Faculty will create new instructional materials to help facilitate students in order to improve conceptual designs

d. Using the results from the “Student Self-Assessment and Satisfaction Survey,” summarize the findings in the grid below on how students rated their progress on general education Student Learning Outcomes.

The column headings identify the GE-SLOs. The first row headings indicate the matrix/scale students used to self-assess progress.

GE SLOs→	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
Matrix/Scale:	Combination of 12:a,b,e	Combination of 12:f,g	Combination of 12:c,d,h,i	Combination of 12:j,l	12:k
Major / moderate Progress	89%	81%	88%	87%	81%
Minor/ Progress	11%	19%	12%	13%	19%

e. If general education Student Learning Outcomes have been measured using another type of assessment, such as student surveys, summarize the findings in the grid below on how students rated their progress on these Student Learning Outcomes. (Please identify data sources.)

GE SLOs→	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
Matrix/Scale:					
Major Progress					
Moderate Progress					
Minor Progress					
No Progress					
Does Not Apply to Lab					

Deliberately left blank: No other assessment GE-SLOs completed

III. **DATA EVALUATION** (Data resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Core Program and Student Success Indicators" for department(s) using lab obtained from the Office of Planning, Research, and Institutional Effectiveness – see website at [http://www.smccd.net/accounts/csmresearch/prie/program\\_review.html](http://www.smccd.net/accounts/csmresearch/prie/program_review.html) .)

- a. Referring to all lab usage data available, evaluate the proportion of students using the facility versus the potential population of users. If data is available, indicate the number of users and specify whether this is a duplicated or unduplicated count. If applicable, discuss programmatic, course offering or scheduling changes being considered as a result of lab usage projections? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to lab operations?

Two student assistants who work a total of 40 hours per week and one part-time instructional aide who works 18 hours per week during the Fall and Spring semesters staff the Media Lab.

The job duties of the student assistants and instructional aides include helping students with projects, hardware and software issues; opening, closing, and cleaning the lab; and maintenance of computers, check in/out equipment and other assigned duties.

The "Student Self-Assessment and Satisfaction Survey" for Spring 2009 provides the following data:

The enrollment profile indicates that of the 49 students who completed the survey:

22.4 % were enrolled in 1 course

34.7 % in two courses

16.3 % in three

8.2% in four

6.1% in five

10.2% in six

0% in seven

2% in eight.

This reflects a total of 49 students who took the survey.

Of these courses, 68.0%% were day and 31.4% were evening courses. This is an unduplicated count.

Our scheduling and open hours are appropriate given these numbers. No major changes will be implemented to the hours that the Lab are open, but we do need more full-time instructional aide coverage, especially during the late afternoon-early evening.

- b. Discuss staffing of the lab. Obtain FTE data for classified and certificated personnel assigned to staff the lab (available from division deans). Evaluate the current data and departmental projections as indicated on the "Core Program and Student Success Indicators." If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this

area suggest? If student assistants work in the lab, discuss hours of employment, job duties, and how they support program services and scheduling.

FTE Data for classified and certificated personnel assigned to staff the lab for the 2008-2009 academic year:

Classified Staff	1 position – part- time, 10 months
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Faculty	Full Time FTE Total	Full time FTE	Adjunct FTE Total	Adjunct FTE	Total FTE	Total FTE	Overall Full time to adjunct Ratio (desired ratio 75:25)
Fall 2008	1.49	1.29	.21			1.50	84:16
Spring 2009	1.93	1.53	.40			1.93	79:21

- Additional certificated staffing would be appropriate during peak usage.
- The departmental Full-time to Adjunct ratio is consistently higher than the 75:25 standard.
- Fall 2009 semester, the Media Lab will use the SARS attendance system for more accurate information on student lab use.

Student assistants in the lab for the 2008-2009 academic year:

	FALL #	Total FALL HOURS	SPRING #	Total SPRING HOURS
Student Assistants	2	360	2	360

JOB DESCRIPTIONS for student assistants are:

- STUDENT ASSISTANTS – Check out/in media equipment, monitor student sign-in/out, file add-forms, and handle copying, printing, assist students directly and other assigned duties
- Student staffing needs to be maintained to operate the Media Lab and assist students.

- c. Report on student satisfaction as indicated in the “Student Self-Assessment and Satisfaction Survey” and, if applicable, as indicated in other student surveys.

**Question #2: “Overall, how would you rate the quality of the lab services you received?”**

(n=66 respondents)

	Count	Percent
Excellent	29	43.9%
Very Good	29	43.9%
Good	5	7.6%
Fair	3	4.5%
Poor	0	0%

**Question #3: “ Overall, was the lab staff helpful?”**

(n=65 respondents)

	Count	Percent
Yes	62	95.4%
No	3	4.6%

**Question #4: “Were the procedures for using the lab clear and easy to follow?”**

(n=65 respondents)

	Count	Percent
Yes	63	96.9%
No	2	3.1%

**Question #5: “Did you understand what lab activities were expected of you?”**

(n=67 respondents)

	Count	Percent
Yes	63	94.0%
No	4	6.0%

**Question #6: “Was the lab available when you needed it?”**

(n=67 respondents)

	Count	Percent
Always	29	43.3%
Most of the time	33	49.3%
Sometimes	5	7.5%
Rarely	0	0%
Never	0	0%

**Question #7: “Were you able to get help when you needed it in this lab?”**

(n=61 respondents)

	Count	Percent
Always	31	50.8%
Most of the time	22	36.1%
Sometimes	7	11.5%
Rarely	1	1.6%
Never	0	0%
*Does not apply	5	7.6%

\*Note: Percentages reported above exclude students who responded “Does not apply”

**Question #8: “If applicable, were individual meetings with faculty helpful?”**

(n=37 respondents)

	Count	Percent
Very helpful	32	86.5%
Somewhat helpful	5	13.5%
Not helpful	0	0%
*I did not have individual meetings	29	43.9%

\*Note: Percentages reported above exclude students who did not have individual meetings

**Question #9: “Were the learning resources (e.g., workbooks, course materials) you needed to co**

(n=53 respondents)

	Count	Percent
Always	33	62.3%
Most of the time	18	34.0%
Sometimes	2	3.8%
Rarely	0	0%
Never	0	0%
*Does not apply	13	19.7%

\*Note: Percentages reported above exclude students who responded "Does not apply"

**Question #10: "Were the learning resources (e.g., workbooks, course materials) you needed to complete your lab activities or classroom assignments readily available?"**

(n=65 respondents)

	Count	Percent
Always	36	55.4%
Most of the time	26	40.0%
Sometimes	3	4.6%
Rarely	0	0%
Never	0	0%
*Does not apply	2	3.0%

\*Note: Percentages reported above exclude students who responded "Does not apply"

**Question #11: "To what extent did your work in this lab help your academic performances in Courses linked to the lab supported by this lab?" (for example, you use the Math Resource Center and also enrolled in a Math Course.)**

(n=58 respondents)

	Count	Percent
Very Helpful	50	86.2%
Somewhat Helpful	8	13.8%
Not helpful	0	0%
*Does not apply	5	7.9%

\*Note: Percentages reported above exclude students who responded "Does not apply"

Anecdotal comments by students were generally very positive, however several themes for future improvement/change emerged, all of which we were already aware:

1. More staff is needed during peak hours.
2. More space is needed during peak hours.
3. Additional staff training and planning needs to occur so that:
  - a. A balance may be achieved between the needs of some students for quiet for individual study and a place to talk within study groups.
  - b. A system for requesting help during peak hours is developed so that "shy" students receive help in a timely manner.

IV. **STUDENT SUCCESS EVALUATION AND ANALYSIS** (Data resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Educational Master Plan, 2008" – see website at [http://www.smccd.net/accounts/csmresearch/prie/institutional\\_documents.html](http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html) ; student



success data from departmental “Core Program and Student Success Indicators” – see website at [http://www.smccd.net/accounts/csmresearch/prie/program\\_review.html](http://www.smccd.net/accounts/csmresearch/prie/program_review.html) ; previous Program Review and Planning reports; other department records.)

- a. Based on findings from the “Student Self-Assessment and Satisfaction Survey” and other student surveys administered by the lab, briefly describe how effectively the lab addresses students’ needs relative to overall college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (Note that item IV b, below, specifically addresses equity, diversity, age, and gender.)

Please identify the survey instruments used and the number of respondents.

The MEDIA LAB is a highly successful resource. Most students reported positively on the “Student Self-Assessment and Satisfaction survey.” Data provided by PRIE in the chart titled *CSM Lab & Learning Center: Student Profile Spring 2009*, indicates that among the 49 voluntary respondents to the Multimedia Lab survey, success and retention rates were consistently higher than for their campus wide counterparts, by ethnicity, gender, and age. It is noted that formal statistical analysis of the significance of these difference is not undertaken due to the non-randomness of sampling.

**CSM Lab & Learning Center: Student Profile Spring 2009**

**Multimedia Lab/Total Number of Respondents: 49**

Demographic Variable	Column Count	Column %	Respondent Count			Respondent Percentage			College wide Percentage			
			Success	Non-success	Retention	Success	Non-success	Retention	Success	Non-success	Retention	
<b>Ethnicity</b>												
Asian	23	16.7	23	0	23	100	0	100	73.9	26.1	84	
African American	0	0	0	0	0	0	0	0	58.4	41.6	80.3	
Filipino	9	6.5	8	1	8	88.9	11.1	88.9	67.4	32.6	80.3	
Hispanic	17	12.3	15	2	15	88.2	11.8	88.2	67.4	38.3	78.5	
Native American	0	0	0	0	0	0	0	0	65.2	34.8	82.6	
Pacific Islander	2	1.4	2	0	2	100	0	100	60.9	39.1	81	
White	70	50.7	59	1	64	84.3	15.7	91.4	71.5	28.5	83.6	
Other	0	0	0	0	0	0	0	0	73.7	26.3	89.5	
Unrecorded	17	12.3	16	1	16	94.1	5.9	94.1	70.9	29.1	83.9	

<b>Total</b>	<b>13</b>	<b>100</b>	<b>12</b>	<b>1</b>	<b>128</b>	<b>89.</b>	<b>10.9</b>	<b>92.</b>	<b>68.</b>	<b>31.</b>	<b>82.</b>
	<b>8</b>		<b>3</b>	<b>5</b>		<b>1</b>		<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>
<b>Gender</b>											
Female	10	74.6	90	1	95	87.	12.6	92.	70.	29.	83
	3			3		4		2	3	7	
Male	30	21.7	28	2	28	93.	6.7	93.	66.	33.	81.
						3		3	3	7	1
Unrecorde d	5	3.6	5	0	5	100	6.7	100	74.	25.	85.
									5	5	6
<b>Total</b>	<b>13</b>	<b>100</b>	<b>12</b>	<b>1</b>	<b>128</b>	<b>89.</b>	<b>10.9</b>	<b>92.</b>	<b>68.</b>	<b>31.</b>	<b>82.</b>
	<b>8</b>		<b>3</b>	<b>5</b>		<b>1</b>		<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>
<b>Age</b>											
19 or less	17	12.3	15	2	16	88.	11.8	94.	65	35	81.
						2		1			7
20-24	23	16.7	19	4	20	82.	17.4	87	64.	35.	79.
						6			1	9	5
25-29	20	14.5	20	0	20	100	0	100	69.	30.	81.
									8	2	5
30-34	16	11.6	16	0	16	100	0	100	72.	27.	82.
									6	4	4
35-39	19	13.8	15	4	18	78.	21.1	94.	73.	26.	83.
						9		7	2	8	1
40-49	12	8.7	10	2	10	83.	16.	83.	77.	22.	87.
						3	7	3	9	1	9
50+	27	19.6	24	3	24	88.	11.1	88.	79.	20.	88.
						9		9	8	2	2
Unrecorde d	4	2.9	4	0	4	100	0	100	79.	20.	88.
									3	7	5
<b>Total</b>	<b>13</b>	<b>100</b>	<b>12</b>	<b>1</b>	<b>128</b>	<b>89.</b>	<b>10.9</b>	<b>92.</b>	<b>68.</b>	<b>31.</b>	<b>82.</b>
	<b>8</b>		<b>3</b>	<b>5</b>		<b>1</b>		<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>

- b. Briefly discuss how effectively the lab addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures that will be considered or implemented in order to improve student success with specific regard to equity, diversity, age, and gender.

The following chart was provided by PRIE. The respondents to the survey have similar ratios of ethnicities and gender as the campus. The population of students who attend the MEDIA LAB, is on the average older than the campus average age, however all age groups are represented.

CSM Lab & Learning Center: Student Profile Spring 2009  
Math Lab/Total Number of Respondents: 222

Demographic Variable	Count	% of Total	Collegewide (%)	Enrollment Profile	Count	% of Total	Collegewide (%)
<b>Ethnicity</b>				<b>Total</b>			

Asian	7	14.3	15.3	<b>Number of Courses Enrolled</b>				
African American	0	0	3.8		1	11	22.4	47.9
Filipino	4	8.2	5.8		2	17	34.7	17.3
Hispanic	5	10.2	19.3		3	8	16.3	12.2
Native American	0	0	0.6		4	4	8.2	11.6
Pacific Islander	1	2	2.3		5	3	6.1	6.9
White	25	51	37.1		6	5	10.2	2.9
Other	0	0	0.1		7	0	0	0.9
Unrecorded	7	14.3	15.7		8	1	2	0.3
<b>Total</b>	<b>49</b>	<b>100</b>	<b>100</b>		8+	0	0.0	0
				<b>Total</b>	<b>49</b>	<b>100</b>	<b>100</b>	
<b>Gender</b>				<b>Total Units Enrolled</b>				
Female	33	67.3	47.6	0.5 – 3.0	11	22.4	43.6	
Male	14	28.6	47.3	3.5 – 6.0	12	24.5	18	
Unrecorded	2	4.1	5.1	6.5 – 12.0	16	32.7	23.2	
<b>Total</b>	<b>49</b>	<b>100</b>	<b>100</b>	12.5+	10	20.4	15.2	
				<b>Total</b>	<b>49</b>	<b>100</b>	<b>100</b>	
<b>Age</b>				<b>Day/Evening Course Enrollments*</b>				
19 or less	5	10.2	20.4	Day Courses	68	68.6		
20-24	6	12.2	27.5	Evening Courses	31.3	31.1		
25-29	8	16.3	12.4	<b>Total</b>	<b>100</b>	<b>100</b>		
30-34	4	8.2	8.1					
35-39	5	10.2	6.2					
40-49	8	16.3	10.3					
50+	12	24.5	12.2					
Unrecorded	1	2	2.9					
<b>Total</b>	<b>49</b>	<b>100</b>	<b>100</b>					

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS (Data Resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan" – see website at [http://www.smccd.net/accounts/csmresearch/prie/institutional\\_documents.html](http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html); student success data from departmental "Core Program and Student Success Indicators" – see website

at [http://www.smccd.net/accounts/csmresearch/prie/program\\_review.html](http://www.smccd.net/accounts/csmresearch/prie/program_review.html) ; previous Program Review and Planning reports; department records; other environmental scan data.)

- a. Using the matrix provided below and reflecting on the lab relative to students' needs, briefly analyze the lab's strengths and weaknesses and identify opportunities for and possible threats to the lab (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the lab; review program links to other campus and District programs and services; look at similar labs at other area colleges; and investigate auxiliary funding.

Note: Please indicate the source of the data that was used to complete this section. Student Survey and Faculty Anecdotal comments are the sources for these responses.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Faculty and Staff, support of Division Dean	
Weaknesses	Not all faculty participate directly or indirectly in HBA activities.	Under-staffing: State Budget – funding of classified position, student assistants, faculty load
Opportunities	Encourage increased direct faculty participation.	
Threats	Full time faculty are overloaded with campus/division/department committee work. Adjunct faculty are working full-time in the industry.	Loss of Staff: State Budget – funding of classified position, student assistants, faculty load; State definition of HBA and associated rules

- b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators). If new positions have been requested but not granted, discuss how this has impacted overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators).

The Graphics, Journalism, and Multimedia underwent PIV during spring 2009. The PIV committee recommended and approved by Academic Senate of merging individual programs into one Digital Media program effective Fall 2010  
This will enable consolidation of cost of resources and potential increase in FTE

VI. **Action Steps and Outcomes** (Data Resources: “Student Self-Assessment and Satisfaction Survey”; other lab surveys; “Student Profile Data for Labs, Spring 2009”; “Educational Master Plan, 2008”; “2008-2013 College of San Mateo Strategic Plan” – see website at [http://www.smccd.net/accounts/csmresearch/prie/institutional\\_documents.html](http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html) ; student success data from departmental “Core Program and Student Success Indicators” – see website at [http://www.smccd.net/accounts/csmresearch/prie/program\\_review.html](http://www.smccd.net/accounts/csmresearch/prie/program_review.html) ; previous Program Review and Planning reports; department records; other environmental scan data.)

- a. Identify the lab's action steps. Action steps should be broad issues and concerns that incorporate some sort of measurable action and should connect to the "Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan"; the Division work plan; and GE- or certificate SLOs.

1. Continue and assess pilot program and continue to evaluate student feedback/usage every semester
2. Create a more balanced environment that meets the needs of students desiring quiet and students needing to work with groups.
3. Increase staff at peak hours

- b. Briefly explain, specifically, how the lab's action steps relate to the Educational Master Plan.

The above address aspects of the following College Goals as stated in the Educational Master Plan (October 2008, v. 2):	
Action 1,2,3, address-changing delivery to meet the needs and expectations of students.	Goal 1: Program and Services – CSM will match its programs and services – and the manner in which they are delivered – to the evolving needs and expectations of our students.
Action 1,2,3, support student learning and thus retention.	Goal 2: Enrollment Management - CSM will develop and implement a comprehensive research-based enrollment management initiative that addresses all the states of enrollment management, including marketing, outreach, recruitment, and retention.
Action 2 promotes respecting the needs of other students in the learning environment	Goal 3: Diversity – CSM will promote a diverse learning and working environment that encourages tolerance, mutual respect, and the free exchange of ideas.
Action 1 facilitates continuous assessment based improvement.	Goal 4: Assessment – CSM will ensure continuous quality improvement by integrating and promoting evidence-based assessment throughout the institution.

- c. Identify and explain the lab's outcomes, the measurable "mileposts" which will allow you to determine when the action steps are reached.

1. Completion of end of semester reports.
2. Decrease in negative feedback on "noise" in student comments on Survey at the end of the semester.
3. Increase in student satisfaction, survey questions 2,3,and 7.
4. End of Semester Report, tracking student usage by course, increased visits per class.

VII. SUMMARY OF RESOURCES NEEDED TO REACH LAB ACTION STEPS (Data Resources: "Student Self-Assessment and Satisfaction Survey"; other lab surveys; "Student Profile Data for Labs, Spring 2009"; "Educational Master Plan, 2008"; "2008-2013 College of San Mateo Strategic Plan" – see website at [http://www.smccd.net/accounts/csmresearch/prie/institutional\\_documents.html](http://www.smccd.net/accounts/csmresearch/prie/institutional_documents.html) ; student success data from departmental "Core Program and Student Success Indicators" – see website at [http://www.smccd.net/accounts/csmresearch/prie/program\\_review.html](http://www.smccd.net/accounts/csmresearch/prie/program_review.html) ; previous Program Review and Planning reports; department records; other environmental scan data.)

- a. In the matrices below, itemize the resources needed to reach lab 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 lab changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Faculty Time 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 lab action steps based on SLO assessment.
<p>Minimum: Maintain the current level of faculty involvement – one faculty member assigned to work directly with for every hour open.</p> <p>Non-Instructional Faculty: 5 hours per week educational research (data collection, reports, tracking), curriculum development, curriculum specific tutor training and assessment.</p>	<p>Expected outcomes include:</p> <ol style="list-style-type: none"> <li>1. Shorter waiting time for students during peak hours – improved student service</li> <li>2. Higher number of faculty actively participating in the MEDIA LAB – more students seeking their instructor and then discovering the support services available there</li> <li>3. Increased student success and student satisfaction.</li> </ol> <p>Expected outcomes include:</p> <ol style="list-style-type: none"> <li>1. Semester reports</li> <li>2. Tutor training – for the benefit of the students</li> <li>3. Curriculum development</li> </ol>	<p>The items link directly. See Expected outcomes.</p>

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 lab action
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		steps based on SLO assessment.
1 Classified Staff person (retain the one we have during the 2008-2009 year)	<p>Maintain/improve the current level of student service, coordinate lab activities, coordinate student tutor/assistant hiring, training, monitoring etc, ordering of lab copies of current text books and ancillary materials, ordering of supplies, maintain and up-date student web resources.</p> <p>If not granted, other division will have to pick up essential aspects related to staffing and supplying the lab. The one consistent person to whom students go first will no longer exist. The quality of student service will be negatively impacted.</p>	As seen in student feedback, we were understaffed during peak hours – students had no assistance, the lab sometimes got noisy, If this position is not maintained the faculty will be struggling to maintain the level of service from 2008-2009 and will not have a coordinator to facilitate a consistent level of service throughout the day and to facilitate the proposed changes noted in section IIIc.

- 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 instruction (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 lab action steps based on SLO assessment.
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<p>Upgrade: Adobe Creative Suite</p> <p>Final Cut Studio</p> <p>iLife</p>	<p>Granted: Students trained and know current industry software/hardware.</p> <p>Not Granted: Students not prepared for industry.</p>	
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\* Status = New, Upgrade, Replacement, Maintenance or Repair.

VIII. **Course Outlines – for labs that are discrete courses** (*Data Resources: department records; Committee On Instruction website; Office of the Vice President of Instruction; Division Dean*)

- a. If applicable to the lab, list by course number (e.g. CHEM 210) all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course’s next update.

Course Number	Last Updated	Six-year Update Due
BCST 110	10/05	2011
BCST 210	10/05	2011
BCST 220	10/05	2011
BCST 230	10/05	2011
BCST 240	10/05	2011
BCST 310	10/05	2011
BCST 312	10/05	2011
BCST 316	10/05	2011
BCST 320	10/05	2011
BCST 410	10/05	2011
BCST 420	10/05	2011
BCST 450	10/05	2011



GRA 115	10/06	2012
GRA 116	10/06	2012
GRA 135	10/06	2012
GRA 140	10/06	2012
GRA 150	10/06	2012
GRA 151	10/06	2012
GRA 160	10/06	2012
GRA 161	10/06	2012
GRA 170	10/06	2012
GRA 225	10/06	2012
GRA 235	10/06	2012
GRA 242	10/06	2012
GRA 255	10/06	2012
GRA 260	10/06	2012
MULT 101	10/06	2012
MULT 102	10/06	2012
MULT 113	10/06	2012
MULT 172	10/06	2012
MULT 177	10/06	2012
MULT 184	10/06	2012
MULT 187	10/06	2012
MULT 192	10/06	2012
MULT 253	10/06	2012
MULT 274	10/06	2012
MULT 279	10/06	2012
MULT 282	10/06	2012
MULT 292	10/06	2012
MULT 297	10/06	2012
MULT 317	10/06	2012
MULT 387	10/06	2012
MULT 392	10/06	2012

Upon its completion, please email this Program Review of Labs and Centers report to the Vice President of Instruction, the appropriate division dean, and the CSM Academic Senate President.

Date of evaluation: July 2009

Please list the department's Program Review of Labs and Centers report team:

<p>Primary program contact person: Diana Bennett  Phone and email address: 358-6769, bennettd@smccd.edu</p> <p>Full-time faculty: Diana Bennett</p>
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Part-time faculty:  
Administrators: Kathleen Ross  
Classified staff: Michael McDaniel  
Students:

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*Faculty's signatures*

*Date*

*Dean's signature*

*Date*