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Learning Support Centers Program Review

Program Name: **Digital Media Computer Center**

Program Contact: **Appel, Patti**

Academic Year: **2013-2014**

Status: **Submitted**

1. Description of Center

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 Center mission is dedicated to providing outstanding facilities, equipment, and technical assistance to students enrolled in media (Graphics, Broadcast, Web/Multimedia and Music) classes.

A description of the Digital Media program and adherence to the College Mission and Diversity Statements is as follows:

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.

All three concentrations are in various stages in the Transfer Model Curriculum process; all will need extensive revision upon completion of that process at the state level. Dean Henson and Professor Michelle Brown have been actively involved in developing the statewide TMC for Film, Television, and Electronic Media.

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 Center Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.

The Digital Media faculty have not agreed on a consistent process to continually assess and improve our center outcomes. However, Digital Media Faculty continue to provide input to improve the Center's effectiveness by requesting updated equipment and software purchases.

B. Center Usage Indicators

1. Review center usage and discuss any differences across demographic variables. Refer to **Planning, Research and Institutional Effectiveness (PRIE) reports**, SARS records, and other data sources as appropriate.

Fall 2013 student lab activity usage was 582 visits for a total of 711 hours. The full time instructional aide was not hired until mid-semester,

which accounts for low usage of the lab. Student usage could be increased if additional hours of operation and staffing were available.

2. Discuss any differences in student usage of center across modes of delivery. If applicable, refer to **Delivery Mode Course Comparison**.

No difference in delivery mode between traditional or online students.

C. Center Efficiency. Is the center efficient in meeting student needs?

Discuss center efficiency, including staffing, hours of operation, tutorial and other services, space utilization, equipment, or technology as appropriate.

In the Fall of 2013 a part-time Instructional Aide was hired to staff the lab during the morning and early afternoon shift. With the addition of this Instructional Aide, the lab is running more efficiently. The lab and equipment room are better organized and maintained, room scheduling is updated accurately, students are assisted with equipment check-out/check-in more efficiently and students are given computer and software assistance.

Current Digital Media hours of operation are: M-Th 9am - 2pm; 5:30pm - 9:30pm. If additional funding were available for the afternoon hours of 2-5:30pm, the Center could be utilized more fully.

In addition to student support, the Digital Media Center is utilized by other Departments for testing and seminars.

3. Additional Factors

Discuss additional factors as applicable that impact the center, 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.

Digital Media Faculty will continue to provide input to improve the Center's effectiveness by engaging in active dialog with each other and the advisory committee recommendations.

4. Planning

Note: For centers that serve a single department, a portion of the information included in a departmental program review may be referred to or inserted here.

A. Results of Plans and Actions

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

Hiring a part time Instructional Aide has increased accessibility and usage of the Center.

B. Center 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 Program Planning** as appropriate. Address trends in the SLO assessment results and student usage and data noted in Section 2.

[**Note:** Specific plans to be implemented in the *next year* should be entered in Section 4C.]

Digital Media Faculty will continue to note advisory committee recommendations (as well as the recommendations of each other) to create a future vision for the Digital Media Center that is current with technological trends of the industry.

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.

Meetings should be held at least once a semester with Digital Media Faculty and Digital Media Center Staff to discuss optimizing the effectiveness of the Center.

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.

Continued faculty collaboration in the monthly Learning Centers committee meetings.

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.

Equipment and Technology

Meetings should be held at least once a semester with Digital Media Faculty and Digital Media Center Staff to discuss current trends in industry and technology to keep the Center current.

Instructional Materials

Refer to the Digital Media Program Review for this information.

Classified Staff

In the Fall of 2013 a part-time Instructional Aide was hired to staff the lab during the morning and early afternoon shifts. Additional classified staff hours would optimize the Center's overall effectiveness.

Student Assistant

Student Assistants staff the lab 5:30 - 9:30pm M-Th. Continued funding to keep the lab open in the evenings with Student assistants is necessary to support student access to computers and equipment.

Facilities

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. (Plans may extend beyond a single year.)

1. Meetings should be held at least once a semester with Digital Media Faculty and Digital Media Center Staff to discuss optimizing the effectiveness of the Center.

The DMC will run more efficiently and serve students for effectively if DMGE Faculty meet with the DGME Center Staff once a semester.

2. Increased Instructional Aide hours.

The DMC will serve students more successfully if the lab hours are extended so that there are no gaps in lab hours throughout the day. Also, the IT staff serving the Center may not be available next semester to assist, so increasing the part time Instructional Aide full time status might be necessary.

5. Resource Requests

Itemized Resource Requests

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

Equipment and Technology

Description	Cost
See Digital Media Program Review	

Instructional Materials

Description	Cost
See Digital Media Program Review	

Classified Staff

Description	Cost
Additional hours for part-time Instructional Aide	

Student Assistant

Description	Cost
Continued hours for Student Assistants	

