

## 2014-2015 Instructional Program Review

Program Name: **Digital Media**

Program Contact: **Brown, Michelle**

Academic Year: **2014-2015**

Status: **Submitted for review**

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### 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, 2013/14-2015/16, 5 in 5 College Strategies, Spring 2011**, and other **Institutional Program Planning** as appropriate.

The Digital Media program currently consists of three core concentrations: Graphic Design, Web/Multimedia, and Broadcast & Electronic Media. In the past this program has offered approximately 45 sections a year with 7 AA degree paths and 15 certificate paths.

Over the past year, several changes have been made, including preparation to offer the TMC in Film, Television, and Electronic Media (FTVE) AS-T. Changes will trim the degree offerings to 5 AAs and the certificates to 11, in addition to the TMC in FTVE.

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

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

Many assessments in Digital Media are based on student-produced projects. 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.

SLOs with assessment data in DGME currently show the lowest success rate at 70%. That means all assessments thus far have indicated at least a 70% success rate, with most between 85-95%. Since success criterion is usually set around 75-80%, this indicates that the program is indeed achieving SLOs.

The Graphic Design faculty have done an excellent job of keeping TracDat updated with assessment data. The other programs need to update their data. This could require a couple of meetings during the year in which faculty directly address SLO assessments.

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and

program SLOs appropriate and informative? See **course-to-program SLO alignment mapping**.

Digital Media's Student Success rate over the past 3 years has remained relatively stable: 72.9% (11-12), 68.7% (12-13), 71.5% (13-14). Students in the program represent a diverse group (white, black, Hispanic, Asian) with a male majority. Most students are between 20-24 years old.

We would like to increase the number of female students in all DGME disciplines, but have not yet identified the best approach. Perhaps being a tech-centric program, combined with social and cultural factors, prevent more women from considering Digital Media studies and careers.

3. Evaluate the program SLOs in relation to survey data from the degree and certificate award earners survey. What does the survey data reveal about the effectiveness of the program SLOs? Identify trends and discuss areas in need of improvement.

Digital Media has certificate-earner surveys for two certificates (one survey for each). This is not enough data to draw any conclusions, so this is just a summary.

One earner of the Television and Radio Broadcasting CS answered all of the questions except two with Strongly Agree or Agree. The two areas that the student did not feel satisfied with were "I can comprehend, interpret, and analyze information I read" and "I can comprehend a variety of numerical or quantitative calculations, including graphs and charts." Both answers were Disagree.

The survey-taker for the Graphic Production CS only answered one question. They chose to Agree with "This program successfully helped to prepare me for my next academic goal."

Again, more data is needed to make any assessment. Yet, the need for more data is itself an indicator that DGME needs more degree and certificate earners.

4. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

In reflecting upon this question, it strikes me that alumni success is one way to assess program effectiveness. I know it's not a formal SLO assessment, but I was so heartened as I reviewed alumni employment that I want to include it here. The program level SLO that applies here is "Students will be able to produce television segments that serve target viewers."

Alumni Brad Martens won two Emmy's for his work with the SF Giants last year!

Alumni Mario Ayala was hired as a Producer for NBC Universal's Telemundo!

I logged into LinkedIn and just looked for alumni from my classes. I was pleased to see so many of them have gone on to impressive employment. Here's a partial list of where they're currently working (I did not look at past employment):

NBC Universal-Telemundo, Go Pro Video, SF Giants Media, **Sony Operations MLB Advanced Media (MLB-AM), Red Herring Audio and Video in LA, Live356, Viscira Media SF, Lukewarm Media game design, Open Eye Pictures, Motion Source Video of Chicago, Crystal Dynamics game production, PAC-12 Networks, and a host of small companies. Isn't that cool?**

(A current student, Paul DePond, is on his way to becoming a pro sports announcer. The Giants like him a lot, but they told him to work on technical skills. He's been announcing local games for the past year and is on his way, I have no doubt.)

5. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs reveal about student attainment of the GE SLOs? See **GE SLO Alignment Summary Report** or **All Courses GE SLO Alignment Data**.

DGME courses that satisfy GE requirements

The GE SLOs that are supported or reinforced by course SLOs are as follows:

**DGME 100 Media in Society (E5b):**

### Effective Communication and Critical Thinking

- Outline the history, development, and technological revolutions in mass communication.
- Evaluate criticism and controversy surrounding media.
- Examine media content in light of media's influence on society

### Critical Thinking (includes Information Competency SLOs):

- Track, measure, and analyze their own personal media use and identify received gratifications.
- Provide examples of influential relationships between media, government, and business.

#### Info Comp SLOs:

- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally
- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Use information effectively to accomplish a specific purpose
- Incorporate selected information into one's knowledge base

### Social Awareness and Diversity

- Examine media content in light of media's influence on society

### **DGME 101 Writing Across the Media (E5d):**

#### Effective Communication

- Demonstrate clear and concise writing.
- Use acceptable grammar, correct spelling, proper punctuation and appropriate style.
- Produce copy/scripts in the proper formats and styles common to 21st century media.
- Conduct research and apply results to written composition.
- Contribute to collaborative writing projects.

#### Critical Thinking

- Conduct research and apply results to written composition.
- Analyze the role that writing for media (news, entertainment, PR, advertising) plays in a democratic society.

#### Social Awareness and Diversity

- Analyze the role that writing for media (news, entertainment, PR, advertising) plays in a democratic society.

### **DGME 102 Media Law and Ethics (E2c):**

#### Effective Communication; Critical Thinking

- Organize and use appropriate and credible information/data to support the purposes of a project or assignment
- Analyze and interpret technical and non-technical information/data from reliable sources using critical thinking strategies.
- Explain the legal foundation for Freedom of Speech

#### Ethical Responsibility/Effective Citizenship

- Identify the ethical dilemma in a case study and apply ethical theories to consider outcomes
- Distinguish an ethical decision from a legal issue.
- Defend and support a position on media regulation and/or ethical issue.

### **DGME 103 Thinking Visually: Fundamentals of Two-Dimensional Design (E5d):**

#### Effective Communication

- Create a series of design projects that reveal successful comprehension and application of the various principles of 2D design.
- Use acquired theoretical and practical knowledge of the concepts and terms of 2D design when self-critiquing and critiquing the work of others.
- Apply visual solution strategies to design problems.
- Apply practical knowledge of the concepts of 2D design.

- Use their nascent visual discrimination skills to solve design problems.

#### **DGME 104 Digital Media Career Pathways (E5d):**

##### Effective Communication

- Demonstrate knowledge of the uses of Digital Media
- Discover and examine the education, skills and experience required in Digital Media
- Discover and compare the different career avenues available in Digital Media
- Identify and discuss the history of Digital Media

##### Critical Thinking

- Analyze what is involved in the industry of Digital Media

#### **DGME 128 On Air Talent (E2b):**

##### Effective Communication

- Interpret broadcast graphics (ie: weather, charts, and satellite images) for the audience
- Express their own view on topics while respecting the diversity of media audiences
- Demonstrate ability to clearly communicate facts and information with appropriate emphasis, pacing, and tone
- Examine ethical issues that on-air talent face
- Research, write, and present news/information to the audience

##### Critical Thinking

- Evaluate professional radio and TV talent, including their regard for divergent opinions

##### Social Awareness and Diversity; Ethical Responsibility/Effective Citizenship

- Examine ethical issues that on-air talent face

#### **DGME 211 Media Design I: Illustrator (E5d):**

##### Effective Communication

- Accurately produce vector-based drawings of a high level of difficulty.
- Use Adobe Illustrator with a proficient level of accuracy.
- Create Illustrator drawings, either from scanned pencil sketches or written directions, with great attention to detail and directions.
- Synthesize and create an original illustration using their acquired digital drawing skill set.

#### **DGME 212 Media Design II: Photoshop (E5d):**

##### Effective Communication

- Explain the differences between the various resolutions pertaining to digital images for web and print, as well as answer questions regarding all of the Photoshop features listed in SLOs 1-6
- Render type treatments and layer styles in Photoshop for web and print purposes.
- Accomplish simple photo corrections and basic retouching and repairing of images using Healing tools and manual color correction features.
- Use the various painting tools within Photoshop to paint and/or fill areas in images with painterly or fine art type effects.
- Work with Quick Mask mode, save selections (masks) in channels, update the channel masks and create channel masks from scratch.
- Create and manipulate multi-layered Photoshop images.
- Acquire complex selections in a Photoshop image using the various selection tools; copy and paste these selections to create a photo montage

#### **DGME 215 History of Graphic Design (E5c):**

##### Effective Communication

- Develop ability to communicate about Graphic Design issues
- Describe aesthetic commonality of Graphic Design with other design practices
- Interpret and evaluate social and aesthetic implications of Graphic Design

- Develop a contextual awareness and background in works of graphic design in preparation for creating effective solutions to graphic design problems.
- Describe methods used by graphic designers to conceive of and execute their work.
- Explain the meaning and purposes of Graphic Design.

**DGME 230 Publication Design/Production with InDesign(E5d):**

Effective Communication

- Express the hierarchy and structure of the written word using typography
- Analyze written messages and extract a hierarchy from them
- Apply concepts of page layout and grid theory
- Integrate typographic knowledge and principles with software capabilities
- Identify and apply elements of page layout
- Work accurately from detailed typographic specifications to skillfully produce complex page layouts using Adobe InDesign
- Synthesize design solutions to communication problems

**DGME 260 Newswriting and Reporting (E5d)** - former journalism course no longer offered, but still listed as GE course

**DGME 265 Newspaper and Online News Production (E5d)** - former journalism course no longer offered, but still listed as GE course

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 (71.5%) is slightly higher than the college average (70.2%).

The retention rate for the Digital Media program (86.7%) is more than two percentage points higher than the college average (84.1%).

The withdrawal rate for the Digital Media Program (13.3%) is more than two percentage points below the college average (15.9%).

The average success rate for the demographic variable of ethnicity for the Digital Media Program is more than a percentage point higher (71.5%) than the college average (70.2%).

The average success rate for the demographic variable of gender reveals a slightly higher rate for women when compared to the college average (75.4 : 71) and slightly lower for men ( 68.7 : 69.6).

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 71.5%; for the college as a whole it is 70.2%.

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 4 Digital Media courses being offered online: DgMe 100 Media in Society; DgMe 102 Media Law and Ethics; DgMe 167 Web Design 1: Fireworks and DGME 168 Web Design II. All online courses are 3-units.

Data for **DgMe 100 Media in Society** compares 265 traditional students with 89 distance education students. Success rates for distance education (75.3) are 3.4 percentage points higher than traditional mode (72.1), however, this is comparing multiple campus-based sections to only one online section each semester. Both modes of DGME 100 have higher success rates than the college average of 71.5%. Retention rates are nearly equal for distance vs traditional mode (89.9 : 90.9). There is a slightly higher rate of female-male success

rates: 78.4 : 74.3 online. In distance mode the retention rate for females was slightly greater than for males (90.2 : 88.6); the retention rate in traditional mode is .6 percentage points higher for males than females.

Data for **DgMe 102 Media Law and Ethics** compares 30 traditional students to 88 distance ed students. Student success in distance mode was 46.6%; below the college average of 70.2%. Retention in distance mode (70.5) is 9.5-percentage points lower than traditional mode (80). Female/male enrollment was nearly equal in distance mode (40 : 45), but nearly twice the number of male students (19) enrolled in traditional mode compared to females (10).

In **DgMe 167 Web Design 1: Fireworks** compares 48 traditional to 27 distance students. The student success rate is higher in traditional mode (70.8) than online mode (25.9). The retention rate is also higher in traditional mode than in online mode. More males than females enrolled in this class in distance mode, while in traditional mode there were slightly more females. Four percent more males than females succeeded in this class in traditional mode. Males were also more successful (31.3) in the course in distance mode compare to females (18.2).

There is no traditional mode data for comparison for **DGME 168 Web Design II**. Data is for 27 distance education students in one section. The success rate is 44.4%, which is lower than the college average, 70.2%. Retention is 51.9. More females than males enrolled in the course, and females (66.7%) were more successful in the course than males (18.2%).

#### 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.)

Average LOAD for DGME in 2013-14 was **365**, a decrease from 401 in 12-13.

Full-time FTEF was **8.5**, an increase from 7.6 in 2012-13, and slightly better than 8.4 in 11-12.

Adjunct FTEF was **2**, down from 2.3 in 2012-13 and 2011-12.

**80.7%** of instruction was by full-time faculty, an increase over 12-13 and 11-12.

### 3. Career Technical Education

#### D. 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.

**Summary: Data from the State Chancellor's Office and the California EDD indicate strong student demand and strong employment growth in the Digital Media industry. Details follow:**

The Chancellor's Office ARCC 2012 Report shows total certificates/degrees awarded statewide by vocational program. Of the 128 vocational programs listed Digital Media ranked number 21.

**California EDD data for San Francisco-San Mateo-Redwood City Metropolitan Division:**

#### **2010-2020 Industry Employment Projections**

Projected job growth in the Information industries (publishing, motion picture and sound, broadcasting, and telecommunications): 13,900

additional jobs by 2020; 35.8 % gain over 2010.

### **2010-2020 Occupational Employment Projections**

Employment change for from 2010-2020:

Art Directors: 770 jobs added; 34% change

Multimedia Artists and Animators: 1,080 jobs added; 37% change

Graphic Designers: 1,280 jobs added; 32% change

Media and Communication Workers: 3,100 jobs added; 29% change

Broadcast Technicians: 60 jobs added; 14% change

Sound Engineering Technicians: 90 jobs added; 18% change

Camera Operators, Television, Video, and Motion Picture: 40 jobs added; 16% change

Film and Video Editors; 170 jobs added, 35%

### **2010-2020 Occupations With the Most Openings**

Graphic Designers ranked number 40 on the list

### **2010-2020 Fastest Growing Occupations**

#24: Multimedia Artists and Animators

#25: Web Developers

#32: Film and Video Editors

#33: Art Directors

#42: Graphic Designers

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

The most recent meeting date of the **DGME Advisory Committee** was on Thurs Oct 23, 2014

Current Committee Members:

- Jonathon Luskin and Mark Leialoha of Flying Moose Pictures
- Jacques Haitkin of City View Media, Inc.
- Adam Chin of Pork Belly Films
- Katherine Russell of KR Productions

Minutes are posted online:

<http://collegeofsanmateo.edu/advisorycommittees/digitalmedia.asp>

SUMMARY: Our Industry Advisory Committee meeting in Fall 2014 emphasized the importance of the student portfolio pieces, work/internship experience, and soft skills in hiring decisions. Advisors emphasized teaching conceptual thinking along with, not in place of, production (software) skills, and avoiding the tendency to let technology drive creativity. Members were also passionate about the need for students to receive internship or co-op credit.

## **4. 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.

In 2013-14, Dean Henson and Professor Brown identified several Broadcasting courses that were continuously low-enrolled and were not needed for the new TMC, discussed below. A few courses in the Broadcast concentration were banked. With Marsha Ramazane's help, we've been able to identify substitutions for the banked courses, which only affected a few students.

The new Transfer Model Curriculum, or Associate Degree for Transfer, for Film, TV and Electronic Media, (FTVE) should have a major impact on the Broadcast concentration in DGME. CSM currently offers FILM and DGME courses that align with this new AS-T, or Associate of Science for Transfer.

The fabulously sleek new AS-T in FTVE requires 18-units in the major. That's a dramatic change from the daunting 30-unit AA degrees in DGME Broadcast! The AS-T in FTVE also guarantees students admission to a CSU program, with junior status, with a Film or Broadcast major.

Dean Henson and Professors Michelle Brown and David Laderman have been working with Articulation Coordinator Marsha Ramezane and the VPI's office (much gratitude to Ada Delaplaine) to complete requirements for the program. Paperwork has been submitted to the state, so we are awaiting approval. We're ready to offer it as soon as we are able!

This new partnership between Film and Broadcast & Electronic Media is exciting! Professors Brown and Laderman have already discussed possible future course development and collaboration. Students will use existing facilities and equipment in the DGME Broadcast program. We look forward to implementing and developing the Film, TV, and Electronic Media AS-T.

There are also major changes in full-time faculty. Sam Sanchez (Multimedia) has been reassigned to Skyline College, while both Graphic Design faculty, Patti Appel and Ed Seubert, are retiring this year. So, three full-time faculty are leaving DGME, while two full time faculty, Michelle Brown (Broadcast) and Diana Bennett (Multimedia) remain. There is currently a faculty search for one Graphic Design Tenure Track position that was approved last year. With the Journalism program discontinued, Digital Media is currently a department housing 3 disciplines that share computer labs.

The aforementioned changes could suggest some reorganization of the DGME program and its associated disciplines. For example, in light of the new Film and TV AS-T degree, we might consider ways to better-align Film and Broadcast as partners, though currently housed in separate Divisions.

DGME Advisory Committee members were disappointed that CSM does not offer credit for co-op or internship experiences. DGME students often go out and find their own internship at local media companies, but they are required to receive credit. We either use 690s to do this or send students to Skyline to enroll in their co-op course (few can do this), otherwise, students lose the opportunity. I don't think this issue is exclusive to DGME. Several other disciplines would likely benefit from CSM offering an internship or co-op credit.

## 5. 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 outlined the need to shore up the DGME faculty. With the recent reassignment mentioned above, this remains an important goal. A new Graphic Design faculty is being hired, but it's also likely that another full time faculty will be needed in the future.

Last year's program review listed hiring multiple adjunct faculty members as part of the goal to shore up the DGME faculty. New qualified adjuncts should be considered for each discipline.

We have seen increased use of the Learning Center by our students and many have expressed gratitude regarding its availability outside of our traditional hours. To develop more effective use, by our students, of the Learning Center, we purchased and installed our most



commonly used font family. We have also documented the font families common to DgMe labs. Since the DGME lab's hours have been somewhat limited without regular staff, this makes 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, 2013/14-2015/16**, 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.]

Digital Media's vision is to become the preeminent community college media program on the peninsula that attracts students to Film, TV, and electronic media studies and training through its reputation of building solid production skills in professional facilities, and guiding students toward a theoretical understanding of media's influence on culture and society.

Over the next three years, DGME Broadcast faculty will work with FILM faculty, the Language Arts Dean and the Creative Arts Dean to create a reliable course rotation schedule. For example, both programs offer a writing class. It would be prudent to make sure we don't offer both in the same semester, thus competing for students who only need one writing class for the FTVE AS-T degree.

We need to increase our outreach to local high schools in our community. This semester (spring 15), I will be giving a tour to a group of 20 students from San Mateo Union High School who are interested in the Digital Media courses. This is a new high school contact for our program.

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. Our Dean has given us access to Lynda.com for on-going training in software, which has been very helpful for participating faculty.

It might also be beneficial to have a TracDat work session to update SLO assessments, which are lacking.

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.

We look forward to more collaboration between Broadcasting and Film as we implement the new TMC in Film, TV, and Electronic Media (AS-T). Professors Brown and Laderman have discussed adding some basic production assignments to a couple of film courses, where appropriate. Such assignments will prompt development of new assessments in film courses that have traditionally used written assignments.

I would love to repeat the success of the XLO online course production project done in Fall 2014, in which the DGME 112 TV Studio class shot test segments with the Sciences faculty in our beautiful TV Studio in Building 9. The broadcasting students in the studio class were all exposed to concepts in science explained by excellent instructors (Tania Belize, Chris Smith and Yin Mei Lawrence). Yin Mei Lawrence did a lab experiment in the studio and the students were very excited afterwards, and asked her a bunch of questions about it - how cool! Charlene Fronteria, Peter Bruni, and Lin Bowie were just as excited as I was.

In the summer of 2014, a group of students and I recorded 22 high-quality segments for the XLO distance education project over ten days. It went very well and was an excellent opportunity for the students to get regular hands-on experience as production crew while learning about science and health. I also feel that it demonstrated the ability of our facilities and skilled students to support our own campus

initiatives. Besides the Learning Communities, the XLO project was the most successful cross-disciplinary collaboration I've participated in at CSM. If the XLO distance ed program continues to develop, I would like to have the studio class shoot more segments. We could do this for any instructors that would like to have a lesson or introduction recorded in the studio for use in their distance ed courses.

As a condition of employment aides in the DGME Lab (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. We lost our most recent aide to a full-time position at Skyline.

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

One new full-time Graphic Design faculty member is being hired for Fall 2015, as approved during Program Review last year. Patti Appel and Ed Seubert, Graphic Design, will be retiring at the end of Spring 2015. We will miss the energy and keen wit they contributed to our team. Unless the new faculty member has four feet, no one can ever fill their shoes.

One of the new faculty's first duties will be implementing the state TMC for Graphic Design (though I no longer see it listed on the C-id website, so I'm not sure when it would launch). In the past, Professor Seubert was responsible for tracking inventory of paper and ink, and other printing supplies for Graphic Design students. The new faculty will need to take over this responsibility and coordinate orders with the new Instructional Aide (who was just hired).

#### Equipment and Technology

No requests are being made at this time

#### Instructional Materials

The existing instructional materials are adequate.

#### Classified Staff

We requested an Instructional Aide position last year, it was approved, and Jeanette Courtin has been hired! She begins March 30, 2015.

Broadcast Engineering support from KCSM and IT are absolutely critical to the on-going operation of the media production programs. This support has dwindled in the last 2-3 years. The TV studio class has a small portion of the only remaining Engineer's schedule. This is an issue when equipment is not working properly and no one is available to address it.

#### Facilities

The existing facilities are pretty incredible. Sufficient engineering staff must be maintained to keep them operational. When the Broadcast program was revived in 2006, there were six Broadcast Engineers that could be called upon to address equipment issues. Now, there is one Broadcast Engineer left whose time for student-support is limited.

We realize that the TV station (KCSM-TV) is being sold, but the state-of-the-art student TV studio (in B9) will isn't going anywhere. It will remain a significant part of the Broadcast (and Film) program after the sale. It's also a great resource to support our own campus media projects, such as XLOne Courses.

We cannot lose all of the Broadcast Engineers, otherwise, the academic program will not have critical technical support. Qualified Engineers must be retained to support the facilities and equipment used by Film, Broadcast, Electronic Music, Graphic Design, and Multimedia/Web. We have an amazing facility with high-end professional equipment, but the academic programs will fall apart without proper maintenance of facilities and equipment.

### 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, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

#### DGME PLANS

##### Plan 1

##### **Promote Awareness of DGME Degree Options and new AS-T in FTVE**

Description:

Students who enrolled under previous catalog rights will see DGME degrees that require 30+units, when current degrees require less units. Former degree and certificate tracks list courses that will no longer be offered.

DGME Broadcast students should be made aware of courses in the FILM program that fulfill AS-T requirements for the TMC in FTVE, and vice-versa for film students. Students will have more options for their electives.

Actions: Once the new AS-T in FTVE is available, promote it through in-class announcements, email, web, electronic bulletin board announcements, and fliers. Create handouts that clearly list current degree and certificate tracks.

Completion: Spring-Fall 2016

Measurable Outcomes: Increased number of degree-earners by 2018

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##### Plan 2

##### **Online Student Portfolio Update**

Description: Update student project samples on DGME webpages. If we're using portfolio pieces heavily to assess SLOs, then we should be showing off student work that proves we're achieving those outcomes. Graphic Design faculty have been the most proactive in using student samples. This would be a good time to also update web info to reflect changes in degree options, course offerings, and faculty.

Actions: Faculty will submit updated student work samples and information for each program in DGME. We will work with Bev Madden and Val Tyler to make these updates.

Completion Date: Spring 2016

Measurable Outcomes: Outdated info replaced, new student work samples uploaded.

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##### Plan 3

##### **Make Updates to Degree and Certificate Offerings**

Description: The Catalog needs updating to accurately reflect current offerings in the DGME program.

The AA in Digital Video Production either needs to be changed or deactivated as it requires courses that will no longer be offered (advanced and speciality courses).

There are also 4 Certificates of Specialization that need to be deactivated (CS in Lighting, Video Journalism, Digital Audio, Digital Video) because required classes will no longer be offered, making them impossible to earn, and the basic skills are included in other CS tracks.

Action: Faculty will work with Dean Henson and COI to change, bank, or remove degrees, certificates, and courses no longer needed.

Completion Date: Spring 2016

Measurable Outcomes: Outdated certificate and degree tracks deleted. Catalog will reflect accurate and achievable offerings with active courses.

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**Plan 4**

**SLO Assessment Update**

Description: Faculty need to input more data into TracDat. For example, Media in Society is offered every semester, but TracDat does not contain enough information to make changes based on assessments. Some of this information is in other formats and just needs to be scanned or transcribed. Supporting documents also need to be uploaded.

Action: This task needs to become part of regular on-going duties, rather than trying to "catch up" when asked to do so. Create a schedule for faculty to meet and work on SLO assessments each year.

Completion Date: Fall 2016

Measurable Outcomes: TracDat will show progress in using assessments to make improvements in DGME.

**6. 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** and notify your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions

Equipment and Technology

Description	Cost
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Instructional Material

Description	Cost

Classified Staff

Description	Cost

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Facilities

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

Description	Cost

**7. 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.**

Most DGME courses were updated in 2014-2015, as reflected in CurricUNET. Some courses have already been submitted for deactivation.

Courses to be updated	Faculty contact	Submission month
DgMe 100	Michelle Brown	12/2016
DgMe 101	Michelle Brown	12/2016
DgMe 102	Diana Bennett	1/2017
DgMe 103	Graphic Design Faculty	1/2017
DgMe 104	Diana Bennett	12/2016
DgMe 112	Michelle Brown	1/2017
DgMe 113	Michelle Brown	1/2017
DgMe 118	Michelle Brown	1/2017
DgMe 120	Michelle Brown	1/2017

DgMe 128	Michelle Brown	1/2017
DgMe 130	being deactivated	1/2017
DgMe 143	to be deactivated? never offered.	1/2017
DgMe 150	being deactivated	1/2017
DgMe 152	to be deactivated	1/2017
DgMe 155	Michelle Brown	1/2017
DgMe 165	Diana Bennett	12/2016
DgMe 166	Diana Bennett	12/2016
DgMe 167	Diana Bennett	2/2017
DgMe 168	Diana Bennett	12/2016
DgMe 169	Diana Bennett	12/2016
DgMe 211	Graphic Design Faculty	12/2017
DgMe 212	Graphic Design Faculty	1/2017
DgMe 213	Graphic Design Faculty	1/2017
DgMe 215	Claudia Steenberg	1/2017
DgMe 220	Graphic Design Faculty	1/2017
DgMe 230	Graphic Design Faculty	1/2017
DgMe 235	Claudia Steenberg	1/2017
DgMe 240	being deactivated	
DgMe 250	to be deactivated	
DgMe 251	Graphic Design Faculty	pending approval in CurricUNET
DgMe 256	Graphic Design Faculty	pending approval in CurricUNET

B. Website Review

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

Faculty contact(s)	Date of next review/update
Michelle M Brown	Fall 2015

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C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Michelle M Brown	Spring 2016