

CTE Program Review

Program Name: **Digital Media**

Program Contact: **Brown, Michelle**

Academic Year: **2016-2017**

Status: **Submitted for review**

Updated on: **10/28/2016 08:12 AM**

1. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [CSM Strategic Goals 2013/14 to 2015/16](#), and other [Institutional Program Planning](#) as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

The Digital Media program focuses on career and technical education (CTE) and consists of three concentrations:

1. Graphic Design
2. Web/Multimedia
3. Broadcast & Electronic Media

Digital Media's **VISION** is to become the preeminent community college media program on the peninsula that attracts students to transfer and training in film, TV, web/multimedia, and graphic design 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.

There are three full time faculty in Digital Media; one from each core concentration, plus 2 adjunct faculty active Fall 2016.

Digital Media (DGME) offers approximately 33 sections a year with 3 AA degree paths, 1 AS-T transfer degree, and 5 certificates.

The Digital Media program currently supports the college's mission through its student-centered instruction in CTE **career/technical education and transfer preparation**. Digital Media courses also meet the college **Mission Statement** to prepare students to be **informed and engaged citizens in an increasingly global community**; one dominated by media messages - those they consume and those they now construct. What we used to call the "audience" have now become media producers themselves. We train and empower them to use media effectively.

The Digital Media program maintains an open-access policy of inclusiveness that recognizes, values, and reflects the diversity of the community we serve. Some assignments offer opportunities to explore issues related to diversity through media production. DGME faculty participate in equity workshops and professional development opportunities to learn about the educational needs of various student populations at CSM.

As future plans below describe (Sec. 4B), the program's vision over the next 3 years includes the creation of an Audio-Visual Technician training certificate, which supports the CSM **Strategic Goal of Developing Responsive, High-quality Programs and Services** by building capacity for emerging, high-demand programs. Plans currently in action to create a college radio station will support the CSM **Strategic Goal of Enhancing Institutional Dialog** by improving campus-wide communication. Also, new skill-builder courses discussed below will **Improve Student Success** by ensuring that students can use tools essential for professional employment.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Specify how SLO assessment informs curriculum development and changes to curriculum.

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; we continue to do that.

Overall, DGME has met our goal of increasing SLO data input into TracDat to 16 courses assessed since the last cycle. Full time faculty have not yet worked with adjunct faculty to develop an assessment schedule, so we still have some work to do to increase our reporting.

The majority of SLOs are achieved in DGME with at least a 70% success rate, with most between 85-90%. With success, there may be a tweak to the assignment or minor change. However, when students do not achieve the SLO, modifications are in order.

A specific recent assessment that led to change:

DGME 101 Writing Across the Media

SLO 3 Use acceptable grammar, correct spelling, proper punctuation and appropriate style.

RESULTS: Five students did not do the assignment at all, and another 5 did not get a C or better. Students also used social media style writing in academic work.

SLO Achieved? NO

Next Steps: I don't think the assignment is difficult, but several students seem confused about punctuation and grammar. Some of their social media habits have crept in to school work, such as not capitalizing or using shorthand versions of longer words. Another issue is that the assignment was from the required textbook, but some students did not buy the textbook. Before I reassess this SLO, I need to increase completion. My solution is to create my own assignment sheet based on the textbook assignment, post it online, and expect that more students will complete it successfully.

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? Describe any additional methods used to assess program SLOs and reflect on the results of those assessments. See [course-to-program SLO alignment mapping](#).

DGME consists of three different programs, each with their own program-level SLOs.

1. A Broadcast Program-Level SLO is: **Identify possible effects of media productions on the audience**

Assessment of a course-level SLO in DGME 100 Media in Society (**Examine media content in light of media's influence on society**) that supports this program level SLO shows 80% of students across 4 sections of DGME 100 are able to explain how advertising works AND apply cultivation theory to advertising's effectiveness. Some students in each section did not see the direct application of cultivation theory when describing media's influence on society.

Results may mean that 80% of students completing the course and program have begun to think critically about media's influence on the audience.

2. A Web/Multimedia Program-Level SLO is DGME 102 Ethics: **Apply critical thinking and creative problem-solving skills to a variety of multimedia and production cases.**

Assessment of a course-level SLO (**Defend and support a position on media regulation and/or ethical issue**) that supports this program level SLO shows that 80% of students successfully investigated a topic; collected, generated, and evaluated evidence; and established a position on the topic in a concise manner.

This translates into the vast majority of students completing this program being able to take a position on a regulatory or ethical issue and defend it with appropriate research.

3. A Graphic Design Program-Level SLO is: **Design and produce original solutions to graphic problems using technology and software central to the graphics industry effectively.**

Assessment of a course level SLO - DGME 103 2D Design (**Apply practical knowledge of the concepts of 2D design**) that supports this program level SLO requires that all of the assignments in the course be completed on a computer using Adobe Illustrator and Photoshop. The assignments not only allow students to learn the fundamentals of two dimensional design, but also to develop their problem-solving and conceptual thinking abilities, while completing 6 digital projects and 3 exercises. 99% of students completed the course successfully.

These results mean that students completing the program are indeed able to produce original solutions to graphic problems by using technology.

3. 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 (and for the GE SLOs, if available) 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 a GE requirement

GE SLO: Critical Thinking (includes Information Competency SLOs)

- DGME 100 Media in Society (GE Area D)
- **Course SLO: Use information effectively to accomplish a specific purpose**
 - Result: 91% of the students (across four sections of DGME 100) included appropriate and specific library sources for their advertising research/deconstruction assignment.
 - What results mean: that nearly all students are able to locate and apply critical thinking to research in order to support their deconstruction of a media message.

GE SLO: Effective Communication

- DGME 102 Media Law and Ethics (GE Area D)
- **Course SLO: Defend and support a position on media regulation and/or ethical issue**
 - Result: 80% of students successfully investigated a topic; collected, generated, and evaluated evidence; and established a position on the topic in a concise manner
 - What results mean: Most students are able to effectively communicate their position on media regulation and/or an ethical issue

GE SLO: Effective Communication

- DGME 215 History of Graphic Design (GE Area C)
- **Course SLO: Interpret and evaluate social and aesthetic implications of Graphic Design**
 - Result: 88% of students achieved this SLO. They were able to to research and present a historic poster announcing an event. Students collect historic poster examples and juxtapose them with social events during this time period
 - What results mean: Vast majority of students are able to successfully understand and evaluate graphic communications when provided the context for the message.

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 in 2015-16 (**82.5%**) is higher than the college average (72%). The success rate has increased over the past 2 years from 71%. During this time, the program has actually shrunk as 3 full time faculty left (2 retirements and 1 reassignment), and one new faculty hired. DGME went from 5 full time faculty to the current 3. This change has

likely made DGME more efficient and may have contributed to increasing success rates.

The retention rate for the Digital Media program (89.3%) has also increased. It is four percentage points higher than the college average (85.3%). This may be due to having 3 faculty instead of 5, which translates into fewer offerings, but may improve our service to students.

The withdrawal rate for the Digital Media Program (10.7%) dropped from 13.3% last cycle. It is four full percentage points below the college average (14.7%). We are very pleased that fewer students are withdrawing from DGME classes, and we attribute this decrease in correlation to the updates in curriculum and faculty professional development.

The average success rate for the demographic variable of ethnicity for the Digital Media Program is 82.5%, which is an increase from 71.7% in the last cycle, and better than the college average (72%). Faculty have noticed more ethnic diversity in their classrooms since the last cycle. In addition, many new students identify as multi-racial, so we wonder if these numbers might continue to increase as a result.

The average success rate for the demographic variable of gender reveals a slightly higher rate for women (84%) than for men (81.6%), even though there are slightly more men enrolled in DGME courses. This success rate is higher than the college average for women at 73.9% and for men at 70.3% - again, with more men enrolled college-wide.

The success rate across all age brackets for the Digital Media Program is higher than the corresponding college rate. The mean success rate for all ages in the Digital Media program is 82.5%; for the college as a whole it is 72%.

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 6 Digital Media courses being offered online. All are 3-units.

Data for **DGME 100 Media in Society** compares 282 traditional campus students with 94 distance education students over 3 fall semesters. The success rate for distance education (80.9%) is 5 percentage points lower than the traditional classroom success rate of 85.8%. This is a higher success rate than the college average of 63.2% online. Retention rates are slightly lower for distance vs traditional mode (91.5 : 93.6). There is a slightly higher rate of female-male success rates: 87.2 : 84.3 online. In distance mode the retention rate for females was quite a bit less than for males (88.5 : 97.5).

Data for **DGME 102 Media Law and Ethics** compares 30 traditional classroom students to 92 distance ed students over the course of 3 fall semesters. Student success in distance mode was 55.4%; below the college average of 63.2%. This is most likely due to lack of online course readiness on the part of students in fall semester. Retention in distance mode (77.2%) is 3-percentage points lower than traditional mode (80). Female/male enrollment was nearly equal in distance mode (46 : 43), but more than twice the number of male students (19) enrolled in traditional classroom mode compared to females (10).

There is no traditional mode data for comparison for **DGME 168 Web Design II**. Data is for 72 distance education students over 3 fall semesters. The success rate is 52.8%, which is lower than the college average, 63.2% online. This appears to be due to lack of online course readiness on the part of students, cost of software for home usage and students not having time for the class, due to work schedule. Retention is 63.9, an increase over 51.9 last reporting cycle. More females than males enrolled in the course, and females (63.4%) were more successful in the course than males (40%).

No PRIE data was provided for these 3 online courses:

DGME 104 Digital Media Career Pathways

DGME 167 Web Design I

DGME 169 Web Design III

- 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.)

As DGME went from 5 full time faculty to 3, we became more efficient.

- Average LOAD for DGME in 2015-16 increased substantially to **448.7** from 365; bringing us much closer to the CSM average LOAD of 498.
- Full-time FTEF was **5.5**, a decrease from 8.9 in 2014-15
- Adjunct FTEF was **1.4**, an increase from 0.4 in 14-15.
- Nearly **80%** of instruction was by full-time faculty in 15-16, a decrease from 95.4% in 14-15.

3. Career Technical Education

A. Career Technical Education Data (This information is required by California Ed. Code 78016.)

1. Review the program's available labor market data, as applicable. Here are two relevant links:

- [State Of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information)
- [Employment data](#) (by Program Top Code) from the State Chancellor's Office

Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area.

Arts, Design, Entertainment, Sports, and Media Occupations (SOC 27-0000)

Looking at labor market data, Occupational Employment Projections (CA EDD) for the bay area show a modest 11.6% growth in all areas of Digital Media employment between 2012 and 2022 with approximately 392 new jobs added annually. This includes Multimedia Artists, Graphic Designers, Web Developers, Producers & Directors, Media and Communications Workers, A/V Technicians, Sound Engineers, and Camera Operators.

The California Community Colleges Chancellor's Office Summary by Vocational TOP code (06) for Media and Communications at College of San Mateo in 2015-2016 shows that Digital Media easily meets the goal (83.7%) of Skill Attainment at 92.31%. Our completion numbers, according to this chart, are 58%, which is below the goal of 82%. Our Persistence Rate of 80% just falls a little short of the 86.75% goal.

The Digital Media program meets labor demand in the bay area by training **Web Developers** - an occupation on the list of fastest growing jobs in our market. Projections show significant growth in web developer jobs (**34%**) from 2012 to 2022. Web Developer also appears on the list of jobs with the most openings in the bay area between 2012-2022.

The Digital Media program is also training the next generation of **TV producers**; an occupation with more demand in California than any other state. The San Francisco-San Mateo market is in the top ten list of highest paying metro areas for this career at #5. Only Southern California and New York markets pay more. (National Center of Educational Statistics, 2014). We also train audio/sound engineers, a job with projected growth of 9% from 2012-2022.

According to the Occupational Projections of Employment data provided by the State of California Employment Development Department, the number of **graphic design jobs** in San Francisco/Bay Area will increase by 13.5% between 2012-2022. Our Digital Media design courses train students to become graphic designers, production artists, digital illustrators, as well as advertising professionals. Just in the San Mateo County alone, the number of graphic design positions constitute 10.7% of all jobs in the area. This number is projected to increase annually by 1.3%.

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

Film and Video Editors; 170 jobs added, 35%

Practicum, Internships, Innovation

For a number of years, two of our capstone courses: DGME 250 (Portfolio) and DGME 255 (Practicum) have not been offered due to low enrollment. Prof. Fainshtein has worked closely with the Fine Arts department to revise the Portfolio course, and is pleased to report that it will be offered in Spring 2017 in a new, interdisciplinary format. The revised internship course will be offered the same semester. The internship course will help students to apply and secure internships as graphic designers, visual artists and production artists.

One of Prof. Fainshtein's main objectives is to improve and develop new relationships with a wide-range of Bay Area organizations, in order to expand job opportunities for students. One of the courses being currently developed, is a new Advanced Design course, which will allow students to work collaboratively in order to help local non-profit organizations with their design needs.

Being in the center of the Silicon Valley known for its pioneering spirit, our department would like to ensure that students are learning the most up-to-date software and technologies. We are eagerly awaiting the arrival of Glowforge, a new innovative laser-cutting and engraving machine, which will be used in DGME 103, DGME 211 and DGME 213 design courses. We will also expand the current design curriculum by offering courses in a hybrid and online format.

2. Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishment and areas of concern.
collegeofsanmateo.edu/institutionalresearch/degcert.asp

SUMMARY

While the majority of DGME students either plan to transfer or just need to add/update skill sets, numbers provided by PRIE indicate that since 2013-14, 78 students have earned a Digital Media AA or certificate.

ACCOMPLISHMENT

These metrics do not include the success of students who take a class or classes to upgrade their skills for their job, but do not seek degrees/certificates. At one time, Graphic Design faculty surveyed students and found nearly 80% already have a degree of some kind, and just need to update skills.

The numbers also do not reflect the great number of students who transfer to university without obtaining an AA or certificate.

This is an accomplishment. We are a CTE program - we are meeting students' needs, industry demand, and community members' desire to add or update skills without embarking on a full degree.

Now that the new AS-T in Film, TV, and Electronic Media is being offered, we expect to see some increase in degree-earners in Broadcasting.

Currently, 85% of our Graphic Design students complete their design courses with a "B" grade or higher. Our advanced design courses (DGME 212, DGME 213 and DGME 230) allow students to work on practical, real-world problems with actual clients, participate in design contests and add functional pieces to their portfolio, which they can use to apply for entry-level design positions in the industry and transfer to 4-year design programs. In 2016, DGME design students had their work shown at three different venues: Third Space Gallery in San Jose, CA, an exhibition space in Berlin, Germany, and at CSM Library as part of an international graphic design show inspired by the Russian Avant-Garde movement. Ten students who had their work displayed in Berlin, were the winners of an annual international design contest "Show Us Your Type"

CONCERN

With only 3 FT faculty, DGME does not have the bandwidth to conduct outreach to High Schools, create marketing materials, or obtain industry-specific professional development.

Our department is often asked by members of the campus and local community to produce videos, make posters, record lectures and events, build a website for a business, edit a slide show, etc. At times, it can be a bit overwhelming. We actually produce several of these projects when they come along, but cannot help everyone. Some people who have been told "no" get upset and insist that since they are a taxpayer, we should make their video/website/poster etc. We realize these requests need to be handled sensitively. On-going requests for access to DGME equipment and facilities come from non-DGME students, as well as students from sister campuses (ie: student from Skyline wanting to use our equipment and facilities to complete assignments for Skyline coursework, or just use a studio to make a recording unrelated to schoolwork). Dean Laura Demsetz has helped us create new policies that outline acceptable uses for our students, equipment, facilities. These requests now go through the CASS Division office. We need to make sure they do not disrupt service to our current students.

3. 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 May 25, 2015

Current Committee Members:

Dante Betteo	KCSM-FM Radio Station Manager
Hyla Lacefield	Canada College faculty
Marilyn Lawrence	KCSM - retired
Michele Muller	KCSM-TV Station Manager
Ian Pollock	CSU East Bay faculty
Stephen Schmidt	Duuplex - Principal/Creative Director
Hanns Ullrich	SMCCCD ITS Broadcast Engineer
Diana Bennett	CSM - Digital Media faculty
Michelle Brown	CSM - Digital Media faculty
Vera Fainshtein	CSM - Digital Media faculty
Nico van Dongen	CSM - Digital Media faculty, adjunct
Jeanette Courtin	CSM Digital Media staff
Laura Demsetz	CSM Dean of Creative Arts and Social Science

Summary

Sale of KCSM's spectrum was discussed. This is a government-run auction by the FCC, and the schedule for each phase has changed a few times. Currently, the FCC anticipates ending the auction in early 2017. The committee discussed moving the student TV studio from B9 to B10 in order to free up space for IT or another program to move in below the library. We also talked about the

creation of a new student-run college radio station. KCSM FM is offering their HD channel to the Broadcasting program. This great hands-on opportunity to produce radio will replace the hands-on experience that KCSM TV used to offer. The student radio station will also be at the center of a newly proposed course, DGME 119 Radio Production Lab.

The committee was impressed with the wonderful accomplishments of our new Graphic Design faculty, Vera Fainshtein, whose students have won a few major contests, including the Berlin Typography Contest. Professor Fainshtein explained how the new ART 200 Portfolio course will serve students in Digital Media, Art, and Architecture. A new TMC for Graphic Design is being created at the state-level, and may require new courses to be created.

The committee was supportive of Professor Bennett's plans to create short skill-builder courses for students and for industry professionals who need to update skills. She has also created a new program in Digital Advertising that's currently being offered in pilot mode.

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.

CHANGES

Considering changes in future student populations, we should probably anticipate more students to identify as multi-ethnic as well as reflecting our evolving understanding of gender identity. Digital Media faculty desire to offer an academic environment that invites students to use media to express themselves.

Over the past two years, DGME has revised offerings, including banking low enrolled courses, as well as trimming degree and certificate tracks to make them more achievable. For example, most new DGME degree tracks require 18 units in the major, whereas former degrees required a rather daunting 30!

UPCOMING SALE OF KCSM-TV AND ON-GOING NEED FOR BROADCAST TECHS

When the Broadcast program was revived in fall 2006, KCSM TV and FM were both very active in supporting it. Broadcast Engineers were always available when there were equipment issues. Members of the stations' staff would speak in class and demonstrate their own professional work. They offered numerous opportunities for DGME students to assist them on professional productions in the field and in the studio. All of that has ended. Now that KCSM TV's spectrum is being auctioned, they have ceased production work and have a skeleton staff. Their HD studio sits empty. There are no more hands on production opportunities. However, the most noticeable negative impact is the total loss of engineering support. In an extremely tech-heavy program such as Broadcasting, it is nearly impossible for one full time faculty and an adjunct to maintain and repair equipment while also teaching very full classes. The DGME program, especially Broadcasting, sorely needs technical staff. In addition, once the spectrum sale is over, the current thinking is that the student TV studio will need to move from B9 to B10, which will definitely require broadcast engineers. The hope is that a new studio in B10 will be significantly slimmed down with regards to equipment and ease of engineering. It would be best to create a TV Studio that is less sophisticated, so that faculty can manage it, but still serve the needs of Broadcast classes.

STATE INITIATIVE

The new Transfer Model Curriculum (TMC) AS-T in Film, TV, and Electronic Media (FTVE) has garnered much interest from students. Several students who have recently enrolled are now following this hot new AS-T track! Most of them will transfer to SFSU and SJSU. The AS-T in FTVE also guarantees students admission to a CSU program, with junior status, with a Film or Broadcast major. Two proposed courses (DGME 128 and FILM 215) were not approved for the AS-T because they have not been articulated to a CSU as lower division preparation. Professor Brown's experience trying to secure articulation under the guidelines was futile as she discovered what Marsha Ramezane had already found - that there are no CSU's that offer equivalent courses as lower division major preparation; all such CSU courses are upper division. This may indicate that the groups vetting the TMC's are not aware of this impossibility.

A new TMC for Graphic Design is also in the state pipeline.

PERSONNEL

After major changes in full-time faculty (Sam Sanchez reassigned to Skyline College, while both Graphic Design faculty, Patti Appel and Ed Seubert, retired), there are now three full time faculty in DGME: Michelle Brown (Broadcast); Diana Bennett (Multimedia); and newly hired Vera Fainshtein (Graphic Design). Digital Media is a department that currently houses 3 disciplines that share resources.

LACK OF CROSS-CAMPUS COMMUNICATIONS

After CSM built new facilities in B10 and invested heavily in high-end professional audio and video equipment, Skyline College silently created a Digital Media program too. It's called Digital Media & Design. It offers audio and video production courses in the Art Department, such as "Digital Filmmaking" in addition to teaching Photoshop. It appears that these classes do not yet lead to a degree at Skyline. This lack of communication is in stark contrast to an on-going collegial relationship with Cañada's wonderful Multimedia, Animation, and Digital Arts faculty.

PROGRAM SECTIONS DATA

Because DGME is classified as a 100% CTE program, our "transferable" and "degree applicable" numbers show as 0%. However, DGME students do indeed transfer - we have more transfer students than degree-earners. We have articulation agreements with CSU and UC campuses. The new AS-T in Film, TV, and Electronic Media is a transfer degree. CSM itself has an excellent transfer rate. The majority of students we speak with in Digital Media are planning to transfer, yet this is not reflected in the data.

MARKETING AND OUTREACH

It is extremely difficult for faculty to find time and resources to create marketing materials and conduct outreach to local high schools. It was simply impossible for any DGME faculty to participate in CSM's own "Fall in love with a Major Fair" this fall semester.

ADVISORY COMMITTEE

Our DGME Advisory Committee members emphasized the need for proficiency in industry tools, such as software. They were supportive of the creation of a student-run college radio station and a new radio lab course. There have been several meetings with KCSM staff since then to continue planning for a radio station.

The Advisory Committee continues to be disappointed that CSM does not offer credit for co-op or internship experiences. In response, DGME faculty developed practicum courses.

New workforce development and employment opportunities that meet local needs are described below in 4B, Plan 3.

DIGITAL MEDIA COMPUTER LAB

The DGME computer lab (10-161) supports students in all 3 concentrations (14 different courses), and is now open to any CSM student. This is an open lab that students can come into at anytime to work with the same software and programs used in DGME courses. The lab allows students to complete assignments without having to purchase a computer or the software needed for assignments. Several other programs on campus also use this lab.

The DGME Lab has 30 iMacs with the full Adobe Creative Cloud Suite of software, and 1 new color printer and 1 black and white printer.

We are grateful to have a part time staff member oversee the DGME lab (Jeanette Courtin), and two student assistants. The hours of the lab depend upon availability of staff and student assistants. This fall semester the lab is open from 9:30am to 8pm on Monday and Wednesday and stays open until 9:30pm on Tuesday nights. It is open 9:30am-4pm on Thursdays, and closed on Fridays. The lab's hours can change each semester depending upon staff and student schedules, but we're happy we were able to extend the lab hours this fall. Students assist with equipment check-out, answer questions in the lab, and serve as a great resource for other students.

The data for student users of the DGME lab is not accurate. Students feel that it's optional to sign in at the separate "Sign In" computer or they simply don't know they need to sign in. Attempts to remedy this consist of hanging paper signs that say "Please sign in". Students can easily just walk in, sit down, and use a computer. A better system that would provide more accurate data for the amount of use the DGME Lab gets should require students to login AT the computer they're using or lock them out. Also, several students stay and use the classroom computers after class rather than walk over to the DGME lab. Professors Bennett and Fainshtein said they often allow students to stay and work in the classroom computer labs, so none of these students would be counted either.

The lab is an essential resource for DGME students to complete assignments. In addition, any CSM student may use the lab during open hours to create personal projects with the Adobe Creative Suite software. Members of a new student club, Sound Lab, plan on

using the DGME lab as well.

DGME COURSES SUPPORTED BY LAB

The DGME Lab serves students in **14 different courses**.

Graphic Design: DGME 103, 211, 212, 213, 230 and 220

Multimedia/Web: DGME 165, 166, 167, 168, and 169

Broadcast & Electronic Media: DGME 113 Video and 118 Audio

ART 200 new portfolio course (couldn't cross list)

OTHER PROGRAMS USING THE DGME LAB

The DGME lab is also used regularly by **other programs**: Kinesiology, Nursing, and the Community, Corporate, Continuing Education program among others

SURVEY OF LAB

A survey of 60 DGME Lab users in Fall 2016 asked students the following:

Q: Was the equipment you needed to complete your Center's activities and/or classroom assignments readily available and working properly?

A: 85.7% of respondents said "Always"; 14.3% said "Most of the time"

Assessment: This is a positive result that shows our lab is well-maintained and available when students need it. However, we did have an issue after ITS installed an update - if the survey was given after that happened, these numbers would not be as glowing because the update created unanticipated conflicts and slowed the computers down significantly.

Q: To what extent did your work in this Center help your academic performance in courses linked to the Center or supported by the Center?

A: 85.7% answered "Very Helpful"; 14.3% answered "Somewhat Helpful"

Assessment: Again, a positive result that demonstrates the students using the lab feel that time spent in the lab increases their academic performance in related courses.

5. Planning

A. Results of Program Plans and Actions

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

Because we have not reported for program review for two years, and have hired a wonderful new faculty, we have taken action on several faculty-initiated plans. (We know there's a lot here, but we're reporting on 3 different disciplines)

Related to our goal of outreach, Professor Bennett developed new partnerships with SMCCCD Corporate, Community, Continuing Education for Notre Dame Elementary, teaching Coding 101 and Digital Media courses to 5, 6, 7, 8th graders during the academic year and summer.

This initiative by Professor Bennett brings together the Interactive Advertising Bureau (IAB) Education Foundation and iDiverse

initiative to develop a first of its kind digital advertising credit course.

Students for the IAB program are recruited through non-profit organizations from the SF bay Area. It is Designed to Increase Diversity in the Digital Media & Marketing Workforce with tuition covered by a combination of public and private donations.

In fall 2016 the digital advertising course was piloted as a not for credit course with enrollment of 35 students. Beginning Spring 2017 the course will be offered for credit.

Once students complete and pass the course, they will be invited to take the newly created IAB Entry-Level Digital Advertising Certification Exam.

After gaining IAB Entry-Level Digital Advertising Certification, the graduates will meet with iDiverse recruiters for one-on-one interviews to be matched with potential employers among IAB member companies with available positions in advertising operations, data analysis, sales support, and marketing. Assistance will continue through the first few months on the job, with access to educational resources that will help new hires excel in the workplace.

One of our department's objectives is to help our students to develop their creative skills and problem-solving abilities by introducing them to new tools and techniques and, thus, becoming more marketable in their field of study. Professor Fainshtein has recently collaborated with the CSM Library and submitted a proposal for an Innovation Grant in order to receive funding for a new innovative laser cutting and engraving technology called "Glowforge". The purchase has been approved! We're anticipating the arrival of the printer in November 2016. Glowforge will be available to the entire CSM learning community via series of Makerspace workshops and projects assigned by faculty.

The printer will be housed at the CSM Library, which will allow easy access to all who are interested in learning about it. Various departments will be able to use the printer in order to enhance their curriculum by providing students with a new set of skills and courses. Glowforge will be used as part of the new curriculum to teach DGME 103 (2D Design) and DGME 211 (Illustrator) courses starting Spring of 2017.

The Broadcast program will finally offer DGME 143 Motion Graphics for the first time in Spring 2017!

Professor Fainshtein started the DGME Lecture Series in the Fall of 2015. The goal of the lecture series is to introduce the CSM learning community to the work of digital media artists and designers, who are true innovators in their field. All 3 disciplines in DGME are participating in the series.

The Digital Media department is in the process of creating a permanent gallery area, which will be used to showcase the work of our talented Graphic Design students. The gallery area will consist of 7 clear glass display cases, which will be installed near the DGME faculty offices (in front of the elevators). The artwork displays will brighten up the space and give visitors a better insight into our program, and serve as a promotional and recruitment tool. However, this does not give us the ability to showcase BCST and Web/Multimedia student work which requires the internet, video and audio.

In fall 2015 Professor Brown's TV Studio Production class produced two more videos with faculty from Sciences to be used in XLO distance education courses. Students also produced a TV talk show "CSM Insider" with two segments; one that discussed mental health issues on college campuses and one that explored Polynesian culture in the bay area. CSM's own Finausina "Fi" Tovo and a student member of MANA were guests on the show. The show aired on KCSM TV.

In 2016, this fall's TV Studio class has already worked with a non-profit, Baykids, to shoot a green screen video segment conceived of by a 9-year old boy named Drake who has a rare form of brain cancer. Drake's mom spoke about childhood cancer, and there were a few watery eyes in the studio and control room. Professor Brown was quite touched when several students thanked her for the experience. The crew was invited to LucasFilm to attend Baykids' premiere. Students will also produce a talk show later this semester, which will also be submitted to KCSM TV for broadcast.

Ten Digital Media students were chosen to have their work included in "Show Us Your Type: Berlin Revisited 2016", an international typography exhibit featured in Berlin and online. Students Kenny Dong, Sweetie Nagar, Milena Radunovic, Christine Taylor, Marianna Boucher, Dulce Palmisano, Milithza Moran, John Carungay, Jamie Lanier, and Shiva Kamali created their own fonts while promoting the city of Berlin, as part of a typography assignment in DGME 220. While clearly stating the word "Berlin", each piece displayed its own unique style, ranging from minimal and clean to bold and colorful. The students' work was featured with the work of hundreds of professional and entry-level graphic designers from around the globe.

Professor Fainshtein has submitted and received approval for an Innovation Grant, which made it possible to bring an international graphic design exhibition to our campus in April of 2016. The exhibition was on display at the CSM Library for a period of one month and included 64 large-format posters inspired by the Russian Avant-Garde movement. The show featured 40 posters by world renowned graphic designers and 24 posters by CSM design students. By bringing this exhibition to CSM, our goals were to:

- 1) Inspire and educate the members of the CSM and local community about the Russian Avant-Garde - one of the most groundbreaking design movements of the 20th century.
- 2) Give the CSM art, digital media and graphic design students an opportunity to further their careers by participating in a prestigious design show.

We are looking forward to collaborating again with the CSM Library to bring more world-class exhibits to our campus, including Eco Art: Design for Change (an international poster show designed to raise awareness about global ecological issues).

Ten graphic design students showcased their digital illustrations at Third Space gallery in Downtown San Jose from December 4, 2015 to January 4, 2016. The work presented in the show was from DGME 211 (Illustrator) class. Approximately 80 people attended the opening reception and three out of the ten artworks were purchased! The objective behind the exhibition was to provide exposure to our students and to promote the Digital Media program.

B. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the [CSM Strategic Goals 2013/14 to 2015/16](#). For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

Digital Media's vision is to become the preeminent community college media program on the peninsula that attracts students to transfer and training in film, TV, web/multimedia, and graphic design 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.

Plan 1. DGME Advisory Committee members are supportive of forward-looking plans, including the start-up of a **CSM college radio station**. The radio station will be part of the new DGME 119 Radio Lab course, and will help replace the loss of hands-on production opportunities due to the spectrum sale of KCSM TV.

- Plan 1 meets the **CSM Strategic Goals of Improving Student Success** by increasing student engagement and **Enhancing Institutional Dialog** by improving campus communications. Currently, CSM does not have a regular media outlet for campus voices. A student-driven college radio station will assist in meeting our goal of being a student-centered institution. The station will be managed by students, including disciplines outside DGME.
- The station will broadcast on Jazz 91-FM's HD channel, which is currently unused. Listeners must either use an HD Radio receiver or internet connection (requires streaming fees) to hear the station. Student-minded KCSM staff proposed the idea of a student-run station, and have been working with Professor Michelle Brown (Broadcasting) to plan the station, including providing technical information, FCC regulations, and new equipment requirements.
- The CSM college radio station will be **supported academically** by a new Radio Lab Production course in DGME. The station will play a role in a newly-created **student club, Sound Lab**, that will invite all students to be a part of the radio station. The current target date to offer the course and launch the station are next Spring 2018, if all of the parts and pieces (technical and personnel) are in place.

Plan 2. Professor Bennett identified a lack of sufficient software skills in the DGME program. Students who have difficulties with software are at risk of failing the course. She then developed two short 4-6 week **"skill-builder"** courses (Photoshop and Dreamweaver), in which students will be able to focus on becoming proficient with important tools used in the classroom and in professional settings.

- Plan 2 will complement the core courses offered in our Digital Media program. It is recommended by our industry advisory committee and **meets the diversity of workforce** training pathways.
- In addition, this course will provide skill-builder students (experienced workers) in the community opportunities to maintain and add to skill-sets required for ongoing employment and/or career advancement.
- Overall, these courses support the CSM Strategic Goal of **Improving Student Success**

Plan 3. In order to meet on-going bay area demand for **Audio-Visual Technicians**, Professor Michelle Brown (Broadcasting) is developing a CTE-focused certificate for an A/V Tech training program.

- Plan 3 supports the **CSM Strategic Goals of Developing Responsive, High-quality Programs and Services**

through building capacity for emerging high-demand programs that meet the needs of local employers. This plan also supports CSM's **5 in 5 Strategy** for **CTE to develop and support industry partnerships** and establish student internship opportunities. Professor Brown will work with local A/V company partners and InfoComm, the A/V industry's trade association, in building this new program, with the aim to launch it in Fall 2018.

Plan 4. Expand DGME Lecture Series. Professor Vera Fainshtein created the DGME Lecture Series in 2015. DGME faculty invite guest speakers from the media industry into classes. Currently, we invite about 9 guests each semester, and would like to invite more, and invite more students to attend.

- This plan supports the **CSM Strategic Goal of Promoting Academic Excellence**. These industry experts reinforce the skills needed to be successful and the work required to "make it" in a competitive marketplace. They help to inspire and motivate our students!
- The goal is to introduce the CSM community to the work of digital media artists and designers, who are true innovators in their field.
- It also supports the **CSM Strategic Goal to Support Professional Development**. This series connects our to industry experts who assist in keeping the program relevant and updated. They provide insight into what's happening in each of DGME's core industries (Broadcast, Web/Multimedia, and Graphic Design) right now.

These speakers have been in our classrooms recently:

- Joe Miller, SJSU Design Professor and the Principle of Joe Miller's Design Company
- Hardy Lahn, German branding guru
- John Bruneau, new media artist, Professor of Gaming Studies at Parson's School of Design NYC
- Steve Durie, digital media artist and SJSU Digital Media Professor
- Steven Schmidt, award-winning book designer and former CSM design graduate
- Danielle Siembieda, Eco artist and Director of the Leonardo Art & Technology Journal
- Olga Dotter, Stanford design fellow and Fulbright scholar
- Stacey deLarios, Customer Success & Business Operations Specialist, IAB Consultant
- Tim Oleneauck, Director Ad Ops, CBS Interactive
- Megan Hauck, Director, IAB Education Foundation Interactive Advertising Bureau
- John Miller, Founder of FCC-Free Radio, bay area's #1 internet radio station, top 10 worldwide
- Creators of onpublico.com, global citizen journalism website and mobile app
- Michael Theodore , Senior Vice President, IAB and General Manager, IAB Education Foundation Interactive Advertising Bureau

Plan 5. Expand public exhibits of CSM student work to promote the DGME program and get our talented students recognition by showcasing their work around the bay area.

Plan 6. Hire more faculty. We are at capacity in nearly all classes. In some cases, there are more students than computers, so they bring their own laptops. The TV Studio course has been over-enrolled for the last two fall semesters, but cannot accommodate demand. The course is only offered once a year due to limited faculty availability. Currently, Web/Multimedia does not have any adjuncts, and Graphic Design is sharing an adjunct (Van Dongen) with Art and Photography, so he only teaches one DGME class. DGME's two current adjuncts (Tan, Van Dongen) teach the maximum workload allowed as it is. We simply cannot expand and increase DGME offerings and enrollment without additional faculty.

1. Our current Web/Multimedia faculty consists of one full-time professor. This faculty is currently working on updating all of our web/multimedia courses and developing the new curriculum. In addition, the new digital advertising course for the program is opening the program to a new direction and shows great potential with continued collaboration from the industry to meet workforce and community needs of students. As the web/multimedia program grows, an additional full-time faculty position may be warranted.

2. Broadcast & Electronic Media has only had one full time faculty and one adjunct for the last 10 years. Classes for audio and video production are very full - with more demand expected in the future, but we are not able to increase offerings until additional faculty are hired. In all cases, students must share limited equipment (35 field production students are sharing 8 camera kits this semester). Some classes can only be offered once a year or every other year; forcing students to wait around in order to finish.

3. Two full-time Graphic Design professors and one part-time Graphic Design faculty retired in 2015. Our current Graphic Design faculty consists of one full-time professor and one shared adjunct. Our design faculty is currently working on updating all of our design courses and developing the new curriculum. There has been productive collaboration between the faculty in graphic design and the arts. As the graphic design program grows, an additional full-time faculty position shared between graphic design and art may be warranted.

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.**

As a CTE program, DGME submits updates every 2 years. DGME courses were updated in 2014-2015, as reflected in CurricUNET. In 2016, all courses with lab hours will be updated to align with new state guidelines.

Courses to be updated	Faculty contact	Next Submission due
DgMe 100	Michelle Brown	11/2018
DgMe 101	Michelle Brown	11/2018
DgMe 102	Diana Bennett	01/2019
DgMe 103	Vera Fainshtein	01/2019
DgMe 104	Diana Bennett	11/2020
DgMe 112	Michelle Brown	11/2018
DgMe 113	Michelle Brown	11/2018
DgMe 118	Michelle Brown	11/2018
DGME 119 NEW in CurricUnet	Michelle Brown	11/2018
DgMe 128	Michelle Brown	11/2018
DgMe 143	Michelle Brown	11/2018
DgMe 165	Diana Bennett	12/2018
DgMe 166	Diana Bennett	12/2018
DgMe 167	Diana Bennett	2/2019
DgMe 168	Diana Bennett	12/2018
DgMe 169	Diana Bennett	12/2018
DgMe 211	Vera Fainshtein	12/2019
DgMe 212	Vera Fainshtein	1/2019
DgMe 213	Vera Fainshtein	1/2019
DgMe 215	Vera Fainshtein	1/2019
DgMe 220	Vera Fainshtein	1/2019
DgMe 230	Vera Fainshtein	1/2019

DgMe 235	Vera Fainshtein	1/2019
DgMe 251	Vera Fainshtein	11/2018
DgMe 256	Vera Fainshtein	11/2018

B. Website Review

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

Faculty contact(s)	Date of next review/update
Vera Fainshtein	Fall 2017

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Diana Bennett	Fall 2017

7. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).

Courses are being updated to reflect a switch from teaching software to **teaching fundamentals and theory**. Technically, we don't teach "Photoshop"; we teach Graphic Design skills that use software like Photoshop as a tool.

Incorporating **innovative** technologies into the curriculum such as the new Glow Forge engraver and laser cutter that will be part of two classes DGME 103 2D Design and DGME 211 Illustrator, and housed in the Maker Space for everyone to use.

We are **meeting industry demand** by training Web Developers - one of the most in-demand skills locally and statewide. We are also building an A/V Tech program and offering the new Digital Advertising course.

We support **student success**, such as creating the skill-builder courses for specific software.

DGME students get to hear from **industry professionals** with knowledge of current practices.

We're not just studying media here, we're making it! We offer hands-on technical training in creative media with lots of **practical experience** woven into assignments. We provide many opportunities for students to use professional equipment and facilities.