

2021-22 Program Review

Program Name: Digital Media (Creative Arts and Sciences)

Program Contact: Prof. Diana Bennett, Prof. Michelle Brown, Prof. Vera Fainshtein

Academic Year: Fall 2023

Status:

Updated on:

INTRODUCTION: WHAT IS PROGRAM REVIEW FOR?

The goal of program review is to assess how well our programs are doing. Program review asks us

- to reflect on the state of student learning or support in our disciplines and programs, by discussing
 - efforts to achieve equity across student populations and modes of delivery;
 - results of assessment activities aimed at improving or researching student learning;
 - new challenges or changes to the program.
- to identify resources that we need to change and improve.

Though program review is tied to accreditation, ultimately, we want program review to be meaningful for us. This means we want to use program review to highlight and celebrate what is working, identify what isn't and to figure out what we can do about it. Program review also provides an opportunity to assess how those things work in practice, and work to improve our practices to be able to serve our students even better. It also serves to create cross-campus understanding and dialogue and make more informed decisions in our teaching and programs. Program review is also an opportunity to advocate for change and for resources by showing need and equity issues that we need additional support to be able to address.

1. Description of Program (200-400 words)

- Provide a brief description of the program and how it supports the following:
 - [CSM Mission and Values Statements](#)
 - CSM Statement of Solidarity
 - [CSM's Strategic Priorities](#)
 - [SMCCCD's Strategic Goals](#)
- Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served:

The Digital Media program offers a wide range of classes that both respond to the workforce needs and also align with the mission of CSM. Specifically, the program focuses on career and technical education (CTE) and consists of three concentrations:

1. Graphic Design
2. Digital Media and Web & Mobile Design
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, digital media and web & mobile design, 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.

We're fortunate to have a core of experienced full-time and adjuncts, many of whom have or still work in the industry. There are three full time faculty in Digital Media; one from each core concentration, plus 4 adjunct faculty. Digital Media (DGME) offers approximately 42 sections a year with 2 AA degree paths, 1 AS-T transfer degree, 2 certificates of achievement, and 5 certificates of specialization.

The Digital Media program currently supports the college's mission through its student-centered instruction in CTE

2021-22 Program Review

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, while approaching it from a critical thinking perspective.

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, international design exhibitions, and contests. DGME faculty participate in equity workshops and professional development opportunities to learn about the educational needs of various student populations at CSM.

As part of the Strong Workforce Program (SWP), the digital media program is committed to the CSM’s objective to increase success and completion, to design innovative curriculum, and to create guided pathways to the industry and transfer. We’ve recently updated the digital media AA and Web & Mobile design curriculum. These included new courses such as DGME 164 UI/UX Design to meet the growing demand of UX designers expected to grow 18% by 2025. Currently, there has been a 289% increase in UX interviews in 2020, according to Hired.com. The Mobile App and Web Design program included new technologies to meet the 8% expected growth by 2025.

One of our main objectives is to integrate an accurate portrayal of the roles and contributions of all groups throughout history across curricula, particularly groups that have been underrepresented historically. We do that by intentionally reconfiguring the parameters of the typical canon of digital media artists, musicians, and designers represented in our classrooms by moving away from the Eurocentric perspective.

During the last 2 years, Prof. Fainshtein completed 2 artist residencies in Latin America: one with Arquetopia in Puebla, Mexico and one with Proyecto ACE in Buenos Aires, Argentina. Both residencies helped her to learn new skills and expand her understanding of art and design. She is applying new things she learned by updating the curriculum and planning to develop a new course at CSM which will include printmaking as well as laser cutting and engraving and serve as a bridge between art and design programs.

The Digital Media program is working closely with nonprofits, which strive to promote equitable opportunities to all, celebrate the heritage and contributions of diverse population groups, and create positive impact in local communities. Our students have successfully completed internships at the Leonardo Journal, Zero 1, ProAm Beach Soccer, Millbrae Community TV, CreaTV, Acción Latina, and many others.

During the Summer 2022, 18 graphic design students displayed their scientific illustrations at Kohl Pumphouse Gallery in Downtown San Mateo as part of the “Flora and Fauna” CSM design exhibition. 60 people attended the opening reception and over 350 saw the show over a period of 2 months. The exhibition provided important networking opportunities for students as well as an opportunity to learn how to install the work and run a gallery. Students sold 8 prints of their work. The show was also used to promote the DGME program.

In Fall 2022, the Digital Media Department hosted an exhibit by Jhovany Rodriguez de Ala, a mixed media artist and founder of La Gubia Gráfica, born and raised in Oaxaca, Mexico. The exhibit was attended by 400 visitors over a period of 1.5 month. Jhovany’s thought-provoking exhibition gave the CSM community a deeper insight into the Mexican culture and the strong tradition of Mexican printmaking closely related to social activism. In addition, Jhovany taught a linocut workshop to 12 CSM art and design students.

During the past academic year, Prof Bennett has worked closely with CañadaCollege MART faculty to provide students an opportunity to earn Google UX Design. Professional Certificate, Course 1 of 7, the Foundations of User Experience (UX) Design has a 77.6% completion as of summer 2023

2021-22 Program Review

Our future goals are to establish and expand relationships with local school districts, grow the internship program by partnering with industry leaders, bring more international design exhibits and industry professionals to CSM via guest speaker series, add new courses, incorporate collaborative Maker Space projects, to improve student success and ensure that students possess the tools that are essential for professional employment.

2. Results of Previous Program Review (200-500 words)

- a) Describe the results of your previous Program Review's action plan and for identified equity gaps.
 - a. Previous Goals
 - b. Results Achieved
 - c. Changes Implemented
 - d. Plans still in progress
 - e. Any notable or surprising results and outcomes

In the previous DGME's 2021 Program Review Action Plan, we mentioned the Mexican printmaking and linocut workshops in Spring 2022. The exhibit by Jhovany Rodriguez de Ala at the CSM library, which was on display from early April to late May 2022, was attended by 400 visitors. In addition, Jhovany conducted a linocut workshop for 12 art and DGME students.

In the previous report, we also discussed the importance of students expanding their professional network and career opportunities. Each Spring, Prof. Fainshtein's DGME 220 Typography class participates in an international design contest: "Show Us Your Type". 10 design students were the winners of the contest in Spring 2021 and had their Mexico City posters featured in the Show Us Your Type online gallery.

In Spring 2022, Prof. Fainshtein's graphic design student, Eli Herrick, received 2nd place in the "Inspire Oakland" juried design competition organized by the BridgeGood Design Studio. BridgeGood received over 350 submissions from various colleges in California. Eli's design celebrating the rich diversity of Oakland, CA has been recently printed on a bench in Oakland.

In the previous report, we also highlighted the importance of establishing stronger connections with local high schools to boost enrollment. During Fall 2022 and Spring 2023, DGME gave several tours to the Sequoia high-school and the Aragon high-school students of their program and facilities. In addition, 30 Aragon high-school students attended the opening reception of the CSM Alumni Design Show and a design talk by a CSM Alumni, Gaby Huerta-Golbad.

One of our objectives was to connect alumni with the current students. In Spring 2023, Prof. Fainshtein put together a CSM Alumni Design Exhibition and Alumni Guest Speaker Series, which presented the work of 29 alumni. 3 alumni students (Gaby Huerta-Golbad, Dylan Bockholt, and Majken Bullard) conducted presentations related to transfer and career opportunities to inspire current and incoming students by showing them a variety of pathways available after graduation. During the opening reception and the talks, which were attended by 100 people, CSM design students had an opportunity to meet and interact with other professionals in their field.

Moving forward, we would like to:

- Continued collaboration with Canada's MART Department to offer robust curriculum between both colleges. Develop UI/UX Certificate.
- Collaborate closely with local businesses and non-profits resulting in career opportunities for students
- Collaborate with local high schools to increase concurrent enrollment and guided pathways

2021-22 Program Review

- Expand the DGME Lecture Series to introduce students to diverse viewpoints and up-to-date developments in the industry
- Offer more international art and design exhibits at CSM to boost enrollment and introduce the college community to new diverse viewpoints
- Develop 8-week and 10-week courses to help students graduate in a more efficient manner.
- Hire a full-time program coordinator to assist the digital media, music and art departments with marketing, promotion, purchasing supplies, etc
- Hire experienced adjuncts in the fields of UI/UX and social media curricula to expand the Digital AA program to meet industry demands.
- Develop a way to assist high school instructors in bridging skills gaps, so they meet requirements to teach Dual Enrollment courses on their campuses.

b) Explain any curriculum or programmatic changes since last program review

- a. To specific courses, or to any discipline as a whole
- b. Includes degree, certificate, or course sequences, program delivery or structure, etc.

All DGME courses were updated on CurricUNET to make sure that they are up-to-date and can be offered in different formats to best meet the needs of our students as of Spring 2023.

While teaching online, DGME faculty observed that although online learning allows flexibility, and makes it easier for some students to succeed, it does not work for ALL students. Students with learning disabilities, and low-income students who could not afford to have high speed internet and their own software at home had a more difficult time learning online than in a physical classroom. Based on the Spring 21 – Spring 23 data, according to which the student success rate is much higher for in-person courses than online and hybrid classes, DGME brought many of their studio courses back in a face-to-face format. While DGME faculty believes that studio courses are best to be taught in-person or in a hybrid mode, we find that the content of a lecture course is more suitable for an online environment. For example, our lecture courses such as Media Law and Ethics and History of Design are offered online.

The following teaching practices that worked well online were incorporated into face-to-face classes:

1. Breaking down assignments into smaller steps
2. Simplifying instructions
4. Making recordings of virtual lectures and demos available on Canvas
5. Providing the same material in different formats: video, step-by-step handouts, etc.
6. Providing encouragement often
7. Utilizing online discussion forums to make it easier for shy students to participate

1. Current Program Review (200-400 words)

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
--------------------------	-----------	-----------	-----	--------	-------

2021-22 Program Review

Headcount (unduplicated)	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	13,180 students
Enrollments (duplicated)	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	37,014 enrollments

(a) Student population equity: Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-gen, age, gender and total enrollment), or student population served.

- Findings: What has changed from the previous program review?
- Analysis: What factors do you feel contribute to these gaps?
- Resources: If you were granted a resource request, please note what that was and the impact it had.
- Plans to address opportunity gaps: What has your program done to address these gaps? Include information on:
 - interventions implemented
 - any successes in closing gaps
 - ongoing challenges

Note: If these interventions constituted your discipline-level assessment, please see “(c)” below.

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
<p>1. Enrollment in DGME classes Spring 2021 – Spring 2023</p> <ul style="list-style-type: none"> • Latinx 29% • White 29% • Asian 18% • Filipino 7% • Multi Races 9.7% • African American 2.4% • Pacific Islander 2% • Other 2.7% • Native American 0.04% 	<p>DGME’s enrollment for Latinx students is slightly lower than the college average but is increasing over time.</p> <p>Asian, African American and Pacific Islander enrollment is slightly less than the college average.</p> <p>DGME has 2.6% more multi racial students than college average enrollment.</p> <p>DGME enrollment for other groups matches college average enrollment.</p>		

2021-22 Program Review

2. Enrollment in DGME by Gender: Female 51% Male 49%	DGME enrollment by gender matches the college average and remains steady.		
3. Enrollment in DGME: First Generation 43.4%	3.6% less than the college average for first gen students.		

The student success rate for the Digital Media program (Spring 21 – Spring 23) is 83.3%. It's about 4% lower than then the success rate during the previous years. The decrease in the success rate can be attributed to Covid, which has greatly affected all our students. It's important to state that the success rate in face-to-face courses is significantly higher (90.4%) then the success rate in the online courses (78.5%) and hybrid courses (74.4%). The success rate in face-to-face classes is 7.4% higher than in online courses which have synchronous meetings.

It's also important to note that the retention rate for the Digital Media program from 21-22 to 22/23 dropped by 2%.

The withdrawal rate for the Digital Media Program in 2022-2023 increased from 2021-2022 from 3.6% to 5.8%. We are concerned about the withdrawal rates and attribute the decrease in numbers to Covid and the recession. However, we would like to note that DGME withdrawal rate is 4.2% lower than the withdrawal rate in the Creative Arts and Social Sciences Division.

(b) Modes of Delivery equity: Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

- Changes since last Program Review: What has changed, in terms of gaps, since last program review?
- Analysis of gaps: What factors do you feel contribute to these gaps?
- Plans to address opportunity gaps: What has your program done to address these equity gaps?
 Include information on:
 - interventions implemented
 - any successes in closing gaps
 - ongoing challenges

Note: If these interventions constituted your discipline-level assessment, please see "(c)" below.

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
1. Over the last two years we noticed a significant increase of first generation and low-income students.	One of the barriers that these students have is not having powerful computers to run Adobe at home. All students must have access to the design software to complete their projects successfully.	We currently have about 12 laptops with Adobe installed on them that DGME students can loan for a semester. However, we need to acquire more laptops to make sure that all students who need the design software have access to it at home.

2021-22 Program Review

2. Offerring multi-modal courses a. in-person b synchronous	An option to addressing various learning modes to ensure student success. Flexibility in course design and a focus on student-centered learning can help bridge some of these gaps by allowing students to choose and adapt their learning modes to their needs.	Purchase and utilize Neatboard for multi-modal course. Collect data and feedback on the effectiveness of different modes and make data-driven improvements for ongoing course refinement.
3. Digital Media Program offering 8-10 week format courses.	Students ability to complete degrees and certificates.	Collect data from PRIE on completion of degrees and certificates for the academic years 2023- 2024 and 2024-2025 to compare previous results.

Challenges:

Currently, none of our color printers work well. It's very important that graphic design students learn how to print their work and can print projects for their portfolios using DGME labs.

In addition, the desktop computers in all of our classrooms are past warranty. The instructors are hindered by technical issues causing a lack of a productive classroom teaching environment. This prohibits the digital media program from ensuring students have a conducive and effective learning environment while meeting student learning outcomes. The frustration of printers and desktop computers for instructors and students leads to disengagement and a negative classroom atmosphere.

The study of digital media and design requires students to have powerful personal computers that can easily run Adobe software as well as a reliable internet connection. One of the major challenges faced by a rapidly growing number of our low-income students since the start of the pandemic has been getting affordable access to technology. Additional resources will help facilitate closing the digital divide among our students.

Another challenge we have experienced as we switched to online learning is the high cap size for all DGME courses. The cap size for online courses was determined based on the number of computers in a physical computer lab, which resulted in studio courses consisting of 30 students and lecture courses consisting of 50 students. We believe that the number of students in online courses must be reduced in order to increase student success, help students build stronger portfolios, and secure more internship opportunities. For example, our capstone courses, such as ART 200 Portfolio or DGME 250 Internship, require a lot of individualized work and multiple one-on-one meetings with the instructor. With the changing media landscape of our students, reducing the required enrollment of online courses can be a strategy to enhance student success.

(c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:

- SLO/SAO
 - What did the assessment focus on?
 - Was it was a discipline-specific or interdisciplinary (for instruction only)?
 - Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment results
 - What was the activity or intervention?
 - What were the outcomes?
- Program improvements implemented

2021-22 Program Review

- What did you learned from it?
- What changed?

NOTE: DGME is comprised of three different disciplines

SLOs/SAOs	Assessment Results	Program Improvements Implemented
<p>1. GRAPHIC DESIGN PROGRAM LEARNING OUTCOME (Fainshtein) Synthesize visual solutions to graphic problems by integrating information and ideas.</p> <p>Students in DGME 103 were assigned to research Art Nouveau, Art Deco, and the Russian Avant-Garde movements to see how other artists and designers use organic and geometric shapes in their work. The objective was to give students inspiration for their Shape project and help them to make their concepts stronger.</p>	<p>37% of students, including ESL students who do not have a foundation in art or design, struggled with this assignment.</p>	<p>I made the following changes to help students with the research:</p> <ol style="list-style-type: none"> 1. Introduced the design movements and their key characteristics in class prior to assigning the research project. 2. Reduced the number of questions from 7 to 4 and made each question more direct and more concise. 3. Asked students to submit their answers using an outline format vs. an essay format to make the assignment less intimidating.
<p>2. DGME 102 INFORMATION COMPETENCY SLO (Bennett) Identify ethical vs. legal issues and their differences:</p> <p>DGME 102 fulfills the Information Competency requirement.</p> <p>Students were assigned to research an ethical topic and legal topics and report the findings in written form. Students assimilated the facts, but 35% of the students struggled with analyzing current events and news stories involving ethical and legal issues.</p>	<p>I found providing a list of reliable online resources, articles, and case studies that learners can access for further exploration of ethical and legal issues increased their ability to pass the assignment with 70% or above.</p>	<p>I learned as an instructor providing resources and feedback helped students refine their ability to differentiate between ethical and legal considerations.</p>

(d) Challenges and Opportunities: Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, etc.).

Our full-time and part-time faculty members currently perform many duties that are not part of their job description: high school outreach and recruitment, creating graphics for various CSM events, promoting the DGME program on social media, and many others. During the last three years, the faculty load has significantly increased due to the switch to online teaching, which requires more training, preparation and grading time than teaching in person. Our solution to expanding the DGME program and ensuring that we serve the needs of our diverse student population the best we can is hiring a full-time Program Coordinator Specialist.

2021-22 Program Review

This position will be shared between Music, Art, and Digital Media and require the person to perform some of the following duties:

- Marketing
- High school outreach and recruitment
- Promoting the program on social media
- Serving as a liaison between students, counselors, and departments
- Ordering supplies
- Helping organize and promote exhibitions, etc.

Also, there is a need to hire adjunct faculty experienced in UI/UX, social media, internet marketing, and web/mobile design.

The Digital Media AA, Digital Media: Mobile App and Web Design AA, and Digital Media: Multimedia certificate are now all taught by a single full-time faculty member. We are unable to provide enough courses to satisfy the industry's expanding demand. According to the U.S. Bureau of Labor Statistics, the employment rate for web developers and digital designers—which includes UX designers—is expected to grow 23% from 2021-2031, much faster than average.

4. Planning

a) Program goals

Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans.

Please note that closing equity gaps is a college-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals.

For each goal, you should include

- A brief description of the issue being addressed (equity gap, etc.)
- What actions you plan to take
- What measurable outcomes you hope to achieve
- A timeline
- Who is responsible?
- What support do you anticipate needing in order to achieve your goals and plans, including:
 - Professional development activities
 - Institutional support
 - Collaborations
 - Training
 - Resources

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1.					
2.					

2021-22 Program Review

3.					
----	--	--	--	--	--

1. Expand the internship program by establishing strong relationships with local businesses and non-profits to hire students as interns and contract/ freelance designers.
2. Continue the DGME Lecture Series and Portfolio Review sessions by bringing professionals from the industry that are approaching digital media and design from an innovative, cutting-edge perspective. (*Institutional SLO #4 Critical Thinking*).
3. Work with local high-schools on dual enrollment. Develop a clear list or rubric of minimum qualifications and required demonstrable skills for high school instructors to teach DGME courses on their campuses. Also, develop a way to assist high school instructors in bridging skills gaps, so they meet requirements to teach Dual Enrollment courses
4. Work with the CSM marketing department to develop two student surveys and gather, and analyze the following data:
 - a) where our students are going after they graduate (how many of them transfer to 4-year programs, how many get jobs in the field, etc.)
 - b) "exit" skills survey (i.e. to track the most successful part of the program and the least successful)
 - c) Work with the CSM marketing department to create promo videos
5. Bring more international design and digital media exhibits to CSM to improve student's ability to identify and analyze a diversity of artistic and cultural traditions. (*Institutional SLO #5 Social Awareness and Diversity*).
6. Develop and introduce new short skill builder courses to help students succeed in the DGME courses as well as the current job field. (*Institutional SLO #1 Independent Learning and Development*).
7. Continue to work with Cañada 's MART Faculty to complete UI/UX certificate curriculum. In addition, partner with Grow with Google to offer professional certificates in tandem with courses.

5. CE Only

- a) Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand. Here are two relevant links:
 - a. [State of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information);
 - b. [Employment data](#) (by Program Top Code) from the State Chancellor's Office

Digital Media department offers the following degrees:

- AA Degree in Graphic Design
- AA Degree in Digital Media
- AA Degree in Mobile App and Web Design
- AS-T Degree in Film, Television and Electronic Media

We offer the following Certificates of Achievement:

2021-22 Program Review

- Certificate in Graphic Production
- Certificate in Mobile App and Web Design
- Certificate in Digital Media

The following are the Certificates of Specialization:

- Applied Audio and Video Production
- Broadcast and Electronic Media
- Mobile App and Web Design
- Digital Media
- Multimedia

According to the Creative Circle staffing agency, the five essentials that are needed in order to land a creative job are professional networking, a well-structured resume, a strong digital portfolio, good interview skills, and an iconic personal brand. All of our upper-division courses are designed to help students with all the abovementioned components.

Our two capstone courses, ART 200 Portfolio and DGME 250 Internship prepare students for transfer and entry-level jobs in the industry. Our students have successfully completed internships and freelance assignments at the following organizations: Pro-Beach Soccer, Leonardo Journal, Fundación BioSur, Millbrae Community Television, Acción Latina, CreaTV, Intellect, CSM Football, and many others. Out of 17 students who took DGME 250 in Spring 2023, all received positive evaluations from clients: 7 got 100%, 3 received 97%, and the remaining students 77% out of 100%.

Based on the information provided by Emsi occupation employment data the demand for skilled creative talent is very high and is steadily growing every year. EMSI predicts that the number of job opportunities for web developers will increase by 24% in the next 7 years, graphic designers by 3.5%, digital illustrators by 15.5%, and film and video editors by 12%.

According to the Creative Group staffing agency, as technology continues to transform just about every business on the planet, with creative and marketing roles evolving at a particularly rapid speed, some of the hottest roles in today's digitally driven creative industry include: content strategist, email marketing manager/specialist, front-end web developer, user experience (UX) designer, and user interface (UI) designer.

San Francisco, has a robust digital media industry. The demand for professionals in digital media, including roles in content creation, digital marketing, video production, and web design, has been consistently strong.

- b) Summarize [student outcomes](#) in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.

We believe that the Digital Media program is successful given the increasing number of students graduating each year. For example, in 2022-2021 DGME awarded 13 AA degrees in Graphic Design vs 6 awarded in 2019-2020. 10 AS-T degrees in Film, Television, and Electronic Music were awarded in 2022-2021 in comparison with 6 AS-T degrees in 2019-2020.

On a number of occasions, we have partnered with the Strong Workforce Development Grant in order to update our hardware and equipment, as well as to better promote and explain our varied curriculum. Our

2021-22 Program Review

students successfully transition to four-year design and digital media programs at universities such as SJSU, Cal State East Bay, San Jose State, San Francisco State, SVA, California College of the Arts, Chapman, the Art Institute, and many others. We would like to create an “exit survey”, to determine which part of the program students found to be most useful and where they are going once, they’ve completed their studies at CSM.

- c) Review and update the program’s Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc).

Our latest advisory committee meeting was on May 15th, 2023 at 6pm. The following members of the committee were present: Joe Miller, Angus McGilpin, Fabio Fernandes, Diana Bennett, Michelle Brown, Vera Fainshtein, Viji Raman, Hanns Ullrich, and Nicolas Fernandez.

- d) What strategies have you discussed in your recent Advisory Committee’s meetings to meet the needs and challenges of getting people retrained and back to work?

The following topics were addressed during the meeting:

- **Curriculum overview** - Web/Mult, Graphic Design, Broadcasting
 - Review our class offerings, degrees and certificates
- <http://catalog.collegeofsanmateo.edu/current/programs/digital-media-broadcast-and-electronic-media-aa.php>
 - Dual Enrollment
 - Are we missing any critical skills?
 - Is the schedule logical? Do fall classes feed into spring?
- **Facilities & Equipment:**
 - Audio studios
 - Equipment Room - audio and video gear
 - DGME open lab - Adobe CS
 - Classrooms
 - KDOG Radio - streaming student radio
- **Employment environment**
 - Entry level digital media jobs in bay area
- **Expanding opportunities:**
 - A/V Tech training CTE program
- **Advisory input on industry and program direction**
 - New directions - new industry trends, changes?
- **Advisory input on internships and employment**
- **Ongoing relationships:** Jazz91 FM

- e) Only for 2021-22 Program Review, please review the TOP codes, SOC codes, SAM codes, and CIP codes for your courses to ensure that they are aligned, and provide any updates below.

Top Codes 6th Edition

0604.00 Radio and Television
0604.10 Broadcast Journalism

0614.00 Digital Media
0614.10 Multimedia
0614.30 Website Design and Development

2021-22 Program Review

0614.50 Desktop Publishing

0614.60 Computer Graphics and Digital Imagery