INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW / PLANNING AND EVALUATION PROCESS

QUESTIONNAIRE FOR INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer.
When completed, please save your file and e-mail it as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS

1. Program Name: ***Digital Media / Internet Services***

2. Person(s) completing the questionnaire: *Robert Anthony, Department Chair*

3. Date of completion: *11/2/07*

4. What are the primary purposes of the program? Check all that apply.

- ☒ WVC Degrees and Certificates
- ☒ Transfer Courses
- ☐ WVC General Education
- ☒ Lifelong Learning/Life Enrichment
- ☒ Occupational / Vocational Courses
- ☐ Student Support Services
- ☐ Academic Support Services
- ☐ Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

The Digital Media/Internet Services (DMIS) Department offers classes leading to AA degree or certificates, and transferable lower-division courses preparing students for UC or CSU programs. Our primary mandate is to prepare students for entry-level positions in industry and provide ongoing training and skill development for life-long learning opportunities.

6. *In one paragraph, what significant events have affected or impacted the program since the last program review?*

The depth and breadth of skills required for entry-level positions have continued to become increasingly more specialized. Competition amongst entry-level candidates and an increasingly sophisticated skill set requires a long-term plan in education and ongoing skill development. Our two primary student groups are younger individuals who are just beginning their higher education, and adult students looking to update skills and/or retool their skill set to re-enter or advance in the workplace. Most of the students in the latter category have previous higher education backgrounds and previous professional experience in the high tech sector, entertainment industry, business communications, marketing, and various creative and technical sectors including but not limited to graphic designers, web production, and retail sales. Students continue to leave our program at the first opportunity they have to secure work. Workforce students make up an increasing number in our distance learning classes, and are demanding more online class offerings. The challenge for DMIS and West Valley is how to manage the demand for distance learning and in class instruction while planning for a future whereby millions of Californians will require access to further education even after they have finished their formal studies.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a) The data in Table I indicate a growth in overall student population which DMIS is likewise experiencing.
b) Our two primary student groups are younger individuals who are just beginning their higher education, and adult students looking to update skills and/or retool their skill set to re-enter or advance in the workplace. Students continue to leave our program at the first opportunity they have to secure work.
c) The need for re-education with both in-class experience and distance learning classes provide an opportunity for work related life long learning. As our classes expand the need for additional part time faculty and computer resources will increase.

2. Using the demographic data from Table II from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data? See attachment for college-wide statistics.
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a) DMIS demographic is older than the college average. Approximately 28% of our students are under the age of 21. Approximately 20% are between the age of 21-26, while approximately 50% of our students are between 27-50 years of age.
b) DMIS provides for students looking to update skills and/or retool their skill set to re-enter or advance in the workplace.
c) Our students are older, looking to enter or reenter the workforce with specific and specialized skills. Additionally, DMIS students are lifetime learners who are engaged in advancing their skill set.

3. Using the success data from table III from previous program, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a) DMIS success rate is on par with the College.

b) Individuals who are just beginning their higher education tend to migrate to academic and /or transferable courses.

c) Revision of our curriculum to broaden its scope and interest younger students.

4. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

We currently have four faculty members in the Digital Media/Internet Services department, which we are able to sustain. As the nature of our program is one that requires constant revision and change to curriculum, and program objectives, we are confident that our faculty is broad and diverse enough to implement changes and keep current with industry trends. As we expand our offerings it is imperative that DMIS find and recruit Associate Faculty that can provide additional knowledge and expertise in a variety of areas.

C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

DMIS has revised and implemented new and revised curriculum as per its 02/07-program review and will continue to reevaluate its programs based on industry and workforce needs and expectations.

2. The attached excel document shows classes that have not been offered since Spring 04. Please list the courses you intend to submit to the Curriculum Committee by February 8th for de-activation prior to publication of the 08/09 catalog.

DMIS plans to deactivate or revise DMIS 009,094,021C 022 & 032

3. Considering the new course and program level Student Learning Outcomes that have been developed since the last program review:

   a) What relevant findings have been derived through the SLO assessment process since the last program review?
   b) What changes have been implemented, or are planned, based on the findings since the last program review?
   c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator with any questions concerning SLOs.

D

DMIS is in the process of updating and revising existing curriculum to conform to the new SLO requirements. During the next year all curriculum will be revised to incorporate SLO content.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effects of external influences on the program's purposes and goals:

   a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?

   b) How might these influences form the basis for an action, objective, or request for resources?

DMIS relies on and values its Advisory Board Committee. While we have regular annual meetings, just as much discussing, strategizing and planning occurs between faculty and professionals on a one to one basis, and occurs at events such as MacWorld, and other professional forums faculty attend on their own time and dollar to keep current and abreast of industry trends, outlooks and changes.
We are an innovative career program that utilizes grant money to implement cutting edge programs in training students at the community college level, and more recently we are working on establishing relationships with high school students and middle school students to create awareness of future careers and educational paths relating to the digital media/entertainment industry.
We are involved in an ongoing dialogue regarding a transferable certificate with the Communications Department at California State East Bay, and the Tele-theatre Art Department at California Sate University Monterey. Also, we are broadening and refining our distance learning courses, and regularly updating DMIS certificates and degrees to reflect emerging trends in industry. We are constantly in need of new computers and hardware (scanners, printers, cameras, other production equipment), software, technology support…and struggle to keep the computer labs in the Business Division/ DMIS labs functional so that we can deliver curriculum, meet the established requirements of our program and retain students whose educational pursuits are directly related to career advancement.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?

GRANTS AWARDED TO DMIS:
2005-2007 – Community College State Chancellor's Office-Career Technical Education/Economic and Workforce Development Pathways (SB70 Quick-Start). Learningbytes in the Multimedia/Entertainment Industry, $439,951.
2005-2007 – Community College State Chancellor's Office-Career Technical Education/ Economic and Workforce Development Pathways. Career Exploration and Development for 7th and 8th Graders. Cool2Explore, $149,994.
1999-2000 – Industry Driven Regional Collaborative for Internet Internships (funded West Valley Design Group students and studio), $500,000.
1998 Industry Driven Regional Collaborative for Java Programming, $84,000.
1998 VATEA funding for Multimedia Development, $118,000.

F. SUMMARY AND CONCLUSION SECTION:

1. General conclusions and summary statement.

The DMIS department is dedicated to providing cutting edge education either by in-class or distant learning environment, which will enable the students to meet the demands and challenges of emerging technology. DMIS strives to provide the most relevant course content in workforce education, life long learning and distant education. The faculty is dedicated to maintaining and expanding the options that its students have in entering the workforce.

2. Program Strengths:

Faculty commitment, ongoing faculty skill acquisition, keeping up with changes in technology and continually having to update our own skill level in order to deliver and meet curriculum demands.

3. Program Challenges:

Delivering the above within the fiscal constraints of the college allocation model; having the necessary computing infrastructure to keep up with demands of our technology needs in order to meet program objectives/requirements. Instructors need time and resources to develop contemporary knowledge of applications, methodologies and conceptual development.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

DMIS is dedicated to maintaining current and relevant instruction to those student that wish to enter, reenter and/or improve their workforce skills. To accomplish these goals DMIS needs to increase its knowledge base by acquiring the newest of program and conceptual methodologies. Online or distant learning is critical to life long learning students and should be expanded where applicable.

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

Do to the ongoing updating of software and contemporary concepts in web and print, instructor should engage in on going learning activities i.e. sabbaticals, trade shows, conferences and individual learning.

In-class and online classes should be expanded to incorporate the newest versions of software and new concept of development.

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

In-class and online classes should be expanded to incorporate the newest versions of software and new concept of development and design.

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE: *Grant allocation*	☒ Yes ☐ No ☒ Partially
Associate faculty FTE: *Grant allocation*	☒ Yes ☐ No ☒ Partially
Classified Staff FTE: *Click once here and type your response*	☐ Yes ☒ No ☐ Partially
Classified Hourly (in dollars): *Click once here and type your response*	☐ Yes ☒ No ☐ Partially
Administrative Staff FTE: *Click once here and type your response*	☐ Yes ☒ No ☐ Partially
Facilities (brief narrative description): *Click once here and type your response*	☐ Yes ☒ No ☐ Partially
Equipment (brief narrative description with estimated total cost): *Click once here and type your response*	☐ Yes ☒ No ☐ Partially
Supplies (brief narrative description with estimated total cost): *Click once here and type your response*	☐ Yes ☒ No ☐ Partially
Staff Development (brief narrative description): *Grant allocation*	☒ Yes ☐ No ☐ Partially
Other (please specify): *Click once here and type your response*	☐ Yes ☒ No ☐ Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes….)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

Click once here and type your response

I. RESOURCES REQUESTS 2007-2008

1. What **new or additional** resources are required to accomplish the stated actions and objectives?

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE *Click once here and type your response*

Associate faculty FTE *Two for expanded curriculum*

Classified Staff FTE: *Click once here and type your response*

Classified Hourly (in dollars): *Click once here and type your response*

Administrative Staff FTE: *Click once here and type your response*

Facilities (brief narrative description): *Click once here and type your response*

Equipment (brief narrative description with estimated total cost): *New PC equipment is requested for in class instruction to include DVD player required by instruction material, Cost N/A*

Supplies (brief narrative description with estimated total cost): *Software update for Adobe Suite. Cost N/A*

Staff Development (brief narrative description): *Allocation for sabbatical, trade show and conferences.*

Other: *Click once here and type your response*

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu