Program Description and Scope:
1. Program Review Title: MultiMedia
2. Academic year: 2013/2014
3. Review Type: Instructional Disciplines
4. Program/Departments: Multimedia (06160)
5. Authority Code: 45-Dean, Arts and Social Sciences
6. External Regulations: Yes  No X
7. Provide a brief narrative that describes the instructional program/discipline.

Our curriculum prepares students for working in the field of multimedia as well as continuing their education at the postsecondary level. Students learn how to employ industry-standard software applications in projects such as web sites, animations, digital videos and interactive CDs and DVDs. Students also learn the fundamentals of conceptualizing and prototyping ideas, visual communication, digital literacy and design, and how to apply these fundamentals to their multimedia projects.

The Multimedia Department offers:

1) AA degree in Multimedia (60 units)
2) Certificate of Achievement in Multimedia (32 units)
3) Fast Track Certificate in Multimedia (14-16 units)
4) Fast Track Certificate in 3D Modeling and Animation (13 units)
5) Fast Track Certificate in Web Site Design (15 units)
6) Fast Track Certificate in Video Game Development (17 units)

8. Describe how the program specifically serves students, faculty and staff.

1. The Multimedia Department offers cost effective education: we offer courses comparable in content and quality to those offered by the industry and private universities for a considerably lower fee. For example, San Francisco State University offers a class in 3D modeling at a cost of $625, and it meets for a total of 18 hours. Ohlone College offers a similar class for $138 (3 units at $46
per unit) and meets for a total of 54 hours.

2. Our students need not purchase a computer or software to complete our courses. An open computer lab at Hyman Hall is available for student use Monday through Saturday.

3. We offer courses and certificates in 3D modeling and animation that are not offered in neighboring community colleges like San Mateo, Chabot, or Las Positas.

4. We prepare our students for the workforce: our curriculum teaches standards and practices in the field of multimedia. The assignments reflect situations that students will encounter when working in the industry.

5. In the Spring semester 2006, faculty from the Multimedia Department developed a forum for Ohlone College, high schools, and the community to share and exchange information about digital art, multimedia, broadcasting, radio, and commercial music. This network increased the collaboration and communication with high school faculty.

6. Our students and faculty continue to create projects for the school and the community.

9. *Describe how the program addresses current needs and applies current technologies.*

We revise and write new curriculum regularly. For example, in 2005, we designed a new Fast Track Certificate in Video Game Development and wrote two new courses: Introduction to Video Game Design and Video Game Development. Two experts helped us in the process:

Neil Strudwick (multimedia adjunct with 15 years of experience in the video game industry) and Michael Lubuguin (video game designer with 20 years of experience in the field). The goal of the new certificate has been to prepare students with artistic and technical skills for entry-level positions in the video game industry, with emphasis on the following roles: Game and Interactive
Software Tester, Game Artist, Game Designer.

In Fall 2012 we updated the Introduction to Multimedia course to include the development of augmented reality applications. Augmented reality is a technique for creating an artificial environment through a combination of real-world and computer generated data. To add this topic to the curriculum instructor Isabel Reichert attended a workshop held by John Craig Freeman, an Associate Professor of New Media at Emerson College in Boston.

We, the faculty, constantly update our skills and learn about new trends and tools in the industry by attending conferences and workshops. We incorporate that knowledge into our curriculum. Some events we attend are: MacWorld Expo, Flashforward conference, CCC CONFER Webinar on Online Art Critiques, STREAMING Media West workshops.

In addition to attending conferences the faculty also present papers at national conferences. Faculty member Isabel Reichert is invited to present a paper at the biannual national FATE conference (Foundation in Art, Theory and Education) in 2013.

We seek advice from industry professionals and from our advisory committee.

We also have a variety of guest speakers, and we invite current Ohlone students and multimedia alumni to attend.

10. Discuss the impact of the program on the college and/or other programs.

Students from many other disciplines enroll in our classes to obtain additional skills that enhance their preparation for their own field.

Instructors from the Multimedia department collaborate with other departments on exercises and assignments. In Fall 2012, students in professor Paul Mueller's photography class collaborated with instructor Isabel Reichert's multimedia students on an exercise that illustrated the process of vision and perception.

The Multimedia Program brings recognition and exposure to Ohlone College: for four years in a row, multimedia students have received awards in a state-wide competition organized by the Multimedia Entertainment Initiative.
Our annual Multimedia Festival showcases the best work designed by our students and alumni. The event is open to the public and advertised in local newspapers. We invite a guest speaker and encourage professionals in the industry to attend and to offer feedback on the students’ work.

Around 200 people attend the event every year.

The impact Ohione College has on the Multimedia Program:

The resources allocated to our program decide:

1. the number of classes we can offer each semester
2. the amount of money for purchasing instructional supplies
3. the number of student assistants we can hire
4. software and hardware upgrades

Our program also depends on the following departments:

1. the Information Technology Department (IT) to maintain the computer classrooms and labs.
2. ASOC to fund the annual Multimedia Festival and guest speakers
3. Ohlone’s Career Prep to fund the annual Multimedia Festival
4. the Office of College Relations to advertise the annual Multimedia Festival
5. the Online Department for access to Blackboard and web servers

The impact other college programs have on the Multimedia Program:

Representatives of the College of Marin and the College of San Mateo help us in the development of our curriculum.

11. *Discuss the impact of the program on the community and the impact of the*
Our program is affiliated with the Multimedia & Entertainment Initiative, a statewide network of community college educators working with industry and community organizations. The Multimedia Department benefits from many resources offered by the initiative, such as the dissemination of curricula, workshops, and showcasing outstanding student work.

The Multimedia Department serves as a resource to the community and offers a comprehensive program at a competitive cost. However, we need more involvement with the community to find internships for our students, and we need more collaboration with high schools and four-year universities in the area.

- **College Mission**
  1. **Mission Statement**

     The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

  2. **Vision Statement**

     Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

  3. **Core Values, Goals & Objectives:**

     **College Core Values**
     - We provide life-long learning opportunities for students, college personnel and the community.
     - We open access to higher education and actively reach out to under-served populations.
     - We promote diversity and inclusiveness.
     - We maintain high standards in our constant pursuit of excellence.
     - We value trust, respect and integrity.
     - We promote team work and open communication.
     - We practice innovation and actively encourage risk-taking and entrepreneurship.
• We demonstrate stewardship for our human, financial, physical and environmental resources.

College Goals/Objectives

1. Through innovative programs and services, improve student learning and achievement.

1. By 2013, have in place an ongoing system for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.

2. By spring 2013, increase the college average course retention to a rate at or above the statewide average.

5. By spring 2013, increase to 600 the number of students transferring to UC and CSU.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.

2. Within the context of the CTE Strategic Plan, by 2012, identify needs of local employers and create responses through our existing programs, contract education, and new program development.

3. By 2013 create a curriculum which enhances the availability of programs that focus on emerging industries including green technologies and those identified by the Alameda County Workforce Investment Board and Department of Labor’s high growth, high demand job training initiative.

4. By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.

8. Engage all members of the college community in active, continual institutional improvement.

3. By 2011, pursue potential areas for partnership and collaboration with the
4. **Briefly describe how the program supports the college mission, vision selected college values.**

The Multimedia Program prepares students for working in the field of multimedia and for continuing their education at the post-secondary level. Students are encouraged to be creative and innovative in designing all class projects while meeting professional and industry expected standards. Mutual respect, team work and effective communication is promoted as students critique each other's work and share ideas.

5. **Briefly describe how the program supports selected college goals.**

Goal 1 and 2:

I. We employ different technologies to enhance student learning. Most of the multimedia courses are web-enhanced; instructors place resources for student use on a website, blackboard, or the inet06 server in Hyman Hall.

II. We employ Jing and Captivate, a screen capture software that records digital movies demonstrating step by step instructions. The movies produced allow students to learn at their own pace.

III. We have a small collection of DVDs, magazines and books for students to check out so that they can expand their knowledge.

IV. We teach our students how to create projects employing different hardware such as scanners, digital cameras, microphones, digital camcorders, DVD burners.

V. We teach students how to built flexible applications that can be viewed on computers, cellphone and tablets.

VI. We prepare our students to learn from other sources besides the instructor.
We teach them how to use the internet and search engines to find material. We demonstrate how to use the online help included in the software. At times, we assign students a particular topic to research on their own so that, subsequently, they can teach their findings to the rest of the class.

VII. Our students also learn from experts in the field. As mentioned earlier, we invite guest speakers so that they can share their expertise in their field and offer advice to the students. In the MM 160 Portfolio course, students are required to interview an expert in the field.

VIII. Our faculty research new technology trends and developments on a regular basis and integrate their research into the curriculum.

Goal 6 and 8:

I. We support and encourage students to create projects that can teach us about different cultures. For example, in the MM 105 Web Site Design class, students often create web sites about their native country and their culture. We also assign projects where the students have to research about the origins of a cultural event taking place in the Bay Area such as Saint Patrick’s Day or Cinco de Mayo. The design of the project needs to reflect that culture.

II. The Multimedia festival is open to the Ohlone college community and the community at large to celebrates student achievement. The festival acknowledges, showcases and rewards outstanding projects and gives students and visitors an opportunity to connect and communicate.

6. Briefly describe how the program supports selected college objectives.

The Multimedia Department invites and encourages students to submit their work produced in any of the Multimedia classes to the annual multimedia festival. Outstanding entries will be selected by a Juror from the industry and exhibited. The juror submits a survey and comments with for each entry. Assessment of program and course outcomes occurs through the Multimedia Festival and through the analysis of survey results.
In addition, the multimedia department uses the "Single Assignment Assessment" review process to access student work done during the semester. This process encourages dialogue and the sharing of instructional strategies among faculty and helps us to develop department wide guidelines for evaluation.

- **Program SLOs & Assessment**
  1. **Program SLO -**

     Use technical skills and professional workmanship by demonstrate proficiency using multimedia software.

     Indicate program assessment strategies used.

     Rubrics  
     Portfolio  
     Skills Assessment  
     Other

     Students acquire technical skills during class and apply specific skills to each project assigned. Upon completion of each project, students receive credit for the technical skills applied.

     To assess student work we use the following processes and criteria:

     1. Assignments (both written and hands-on assignments): evaluation of craftsmanship, progress, work ethic

     2. Hands-on in class exercises: tracks the students’ understanding of the subjects presented in class, tests their collaborative skills

     3. Critiques: evaluates students’ work-in-progress, participation, understanding of concepts and verbal communication skills

Describe the criteria and standards used to appraise student work.

1. Rubrics
To view the criteria and rubrics for midterm project please refer to the attached Excel spreadsheet (called midterm assessment).

2. Single Project Assessment Review
For the Single Project Assessment Review, each instructor collects all the work for a chosen assignment and categorizes the work by: exemplary, good, average and blow average. During the assessment meeting, the instructors share the assignment descriptions, grading parameters and student learning outcomes. The meeting also serves as way for instructors to align their SLO's with the program SLO's. Please see below for a more detailed description.

Enter assessment results and analyze student success in achieving this program SLO.

1. MULTIMEDIA FESTIVAL:

The Multimedia Festival is an excellent way to assess student learning outcomes. Students voluntarily submit projects completed in their multimedia classes during the academic year. Multimedia alumni are also invited to submit their current work. We organize the entries into nine different categories. A juror selected from the field then evaluates the projects. He/she fills out an electronic form with grading criteria and enters feedback for improvement. The results are then emailed to each student. Around 60 entries are selected and exhibited. During the festival, we place forms next to the computers displaying the student work for visitors to write comments. Experts from the field are invited and encouraged to provide feedback to the students.

2. SINGLE ASSIGNMENT PROJECT ASSESSMENT MEETING

The single assignment project assessment is a way for the multimedia
faculty to evaluate the success of students across the program. Each faculty member presents their colleagues with one student project selected from their class. Faculty members share assessment criteria, review assignments from different courses, and gain insight into other courses their students will or have already taken. This internal sharing of ideas helps coordinate the curriculum of the program and assists faculty with developing assignments and crafting syllabi.

Assessment data to be collected:

- Title and software used.
- Problem: What will the students do? Describe the assignment in one to three sentences.
- Learning Outcomes / Technical Goals: What will students gain from this assignment?
- Learning Outcomes: How do the learning outcomes relate to the Program SLOs?
- Materials: List the software, reading and exercises.
- Strategy: How will the work be accomplished? As appropriate, identify the thinking processes and organizational methods required.
- Critique Strategy: Determine the type of critique best suited to the problem.
- Timetable.

The faculty collects projects of student work from each category and put them in appropriate folder: A/B/C/D.

Course SLOs are aligned to PSLOs and assessment plans and results are documented in the course assessment in a box. Rubrics define criteria for meeting each PSLO.

Results for Fall 2012 will be posted in Spring 2013

Describe revisions in curriculum or teaching strategies implemented to promote student success.

The success of the program depends heavily on keeping the course curriculum, the software and the hardware up to date. The field of
multimedia is constantly evolving and funding is required to get training
and new resources, especially hardware and software.

All program and course SLOs have been updated to reflect industry
standards. Interviews were taken with 5 design agencies in the Bay Area
to learn about desirable and essential job skills. Research is ongoing.

Teaching strategies include:

1. Lectures on specific topics and software related to the course

2. Hands-on in-class demonstrations

3. Student presentations

4. Critiques

5. In class pitching of ideas

6. On-line discussion boards

7. Writing assignments (i.e. proposal and analyses)

January 22, 2013

The Single Assignment Project Assessment meeting took place on
12/19/2012. Alejandro Jauco, Caroline Testard and David Folker attended
the meeting. Including myself, this represents 100% of the faculty
currently teaching in the Multimedia department. The meeting focused on
Student Learning Outcomes and presenting and discussing student work.

During the meeting, each faculty member presented students projects
completed during the semester. Each project was categorized into an A,
B and C range and the faculty discussed the parameters used in grading.
There was a clear consensus among faculty regarding the assessed skills
and the grade given to each project.
Another discussion centered around including “soft skills” in the Student Learning Outcomes and how we should approach assessing those skills. The faculty agreed that soft skills must be part of the assessment process and the Course Student Learning Outcomes.

Another important topic we discussed was the technical difficulties we experienced at the beginning of the semester. The faculty expressed their dismay over the lack of IT support and the fact that students dropped classes amid ongoing technical problems.

Future Action (Improvements)

Program SLO -

Use conceptual skills by innovating, brainstorming, sketching, problem-solving, building prototypes and scenarios, constructing narratives.

Indicate program assessment strategies used.

i. Rubrics
ii. Portfolio
iii. Skills Assessment
iv. Other

Project descriptions clearly state specific design concepts that students must employ. Concepts may include: research, writing proposals, storyboards, prototyping, and creating mock-ups and testing. Upon completion of each project, students receive credit for applying conceptual skills.

Describe the criteria and standards used to appraise student work.

Criteria includes terms that clearly define what is meant by "conceptual skills". Instructor and students critique projects and offer feedback for improvement. Criteria include:

1. Creative thinking skills
2. Planing, organizing and problem solving skills
3. The ability to analyze and understand complicated and abstract ideas and implement those ideas into projects

4. The ability to draw relationships between topics

Enter assessment results and analyze student success in achieving this program SLO.

Results will be posted in Spring 2013 after the Single Assignment Project Assessment Meeting (taking place at the end of the Fall semester 2012).

Assessment results for Spring will be posted in the summer of 2013 after the Multimedia Festival.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

See above SLO#1

Future Action (Improvements)

Program SLO -

Visual communication by demonstrating the ability to design projects that communicate specific ideas and illustrate concepts of design.

Indicate program assessment strategies used.

i. Skills Assessment
ii. Other

Students are assigned projects that must communicate a specific idea by using color, type, and other design elements. Upon completion, students present their projects and receive feedback and suggestions for improvement from classmates and instructors.

Describe the criteria and standards used to appraise student work.

Rubric will provide a clearly defined standard.

Enter assessment results and analyze student success in achieving
this program SLO.

See above

Describe revisions in curriculum or teaching strategies implemented to promote student success.

See above

Future Action (Improvements)

Program SLO -

Exhibit professional behavior and work ethics.

Indicate program assessment strategies used.

i. Performance Assessment

ii. Other

Students are treated as if they were professionals in the field and are expected to behave as such.

Describe the criteria and standards used to appraise student work.

This outcome is demonstrated by the students' punctuality, participation during class time, turning in projects on or before the due date, complying with copyright rules and regulations, and using appropriate documentation, such as model release forms, when appropriate.

Enter assessment results and analyze student success in achieving this program SLO.

Multimedia Festival And Single Assignment Project Assessment Meeting.
(see above)

Describe revisions in curriculum or teaching strategies implemented to promote student success.

See above

Future Action (Improvements)
Program SLO -

Express recognition of the diverse cultural contributions to art and design.

_indicate program assessment strategies used._

i. Other

Assessment through discussions and critiques

Describe the criteria and standards used to appraise student work.

Enter assessment results and analyze student success in achieving this program SLO.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

Future Action (Improvements)

SLO Matrix

Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level

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SLO Matrix Comments

Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.

List expected student achievement outcomes:
Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

Enrollment trends: By all measures, MM enrollment continues to decline, including for Fall 2013. Enrollment per class for Fall 2013 is not that bad, considering there are two advanced classes and one new class. All but three of the MM classes are 20 or higher and five of those are approaching capacity of 30 to 34. The low-enrolled classes are in the mid-teens, which isn’t bad for a CTE program. In our department, male students outnumber female students, especially in the 3D animation and game design area of our curriculum. Our emphasis will be to broaden the diversity in these areas.

MM student tend to be “older” students compared to the Fall 2012 college data. Representation of students age 25 to 39 is considerably higher in our department compared to the college average. Students often return to school in multi-media to enhance their skills rather than perusing transfer to a four year institution or starting a new career. One of the department’s long term goals is to establish a transfer degree which would assist in the reversal of this trend. In addition, we are working closer with high schools to increase visibility for the department.

Enrollment in the Multimedia department declined in 2012-2013 primarily due to the following factors:

1. Prior to the recent program updates, courses were emphasizing outdated technology. These courses have since been replaced with classes that reflect current technology trends.
2. The amount of entry-level jobs in the field has declined.
3. Most multimedia jobs require a bachelor’s degree (57% BA vs 17% AA degree). Please see (http://jobs.monster.com/v-creative-design-q-graphic-visual-arts-multimedia-jobs.aspx) for details on multimedia position requirements and employment opportunities.
4. The recent updates to the multimedia curriculum eliminated overlap of courses.
5. The lack of full-time faculty prior to 2012 resulted in a lapse in public outreach efforts, outdated marketing brochures, and limited online web presence. With the full-time faculty, we are engaged in a more targeted
outreach to high schools, a broader internet presence (on social media and the web), and the development of printed brochures.

6. Declining arts education in public K-12 schools does not contribute to greater interest in higher multimedia arts education

Success rates for 2012-13 were 74.6%, more than a full percentage point higher than the previous year. This is partly due to changes in articulating and measuring Program Student Learning Outcomes. We now assess conceptual skills and prototyping skills in addition to technical skills, which give students broader opportunities for succeeding in their classes.

Retention rates are at 84%, significantly higher than retention rates from Fall 2011 (82%) and Spring 2012 (82%), Fall 2010 (69%) and Spring 2011 (77%). This is largely the result of introducing full time faculty. A full time faculty member was hired in Fall of 2012 to update the program, introduce new courses and new technologies, and revise Student Learning Outcomes.

Success rates by ethnicity: Asians are the only group whose success rates are increasing significantly.

Success rates by age: The 25-38 age group success rates are declining. Note: this is based on limited data, which only compares two years.
Success rates by gender: Although the majority of MM students are men, especially in the 3D animation and game design area, the success rates for women, not surprisingly, are higher.

Conclusion for data trends: The MM program is healthy. The enrollment decline may be a concern, although it correlates with college enrollment decline and thus may not be that significant. The lack of a full-time faculty member for this department during this time period may be a factor. Recent updates to the multimedia curriculum and the replacement of classes with courses that reflect current technology trends may help increase enrollment in the future.

Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

The budget has been static for many years. The main concerns have been equipment and software needs, which have been accommodated more adequately in recent years.
Analyze the program’s current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

Staff: Filling the vacant full-time faculty position has resulted in significant curriculum updates and major accomplishments in SLO assessment.

Equipment: In recent years, increased funding support for updating equipment and software has saved the MM department from negative trends that were leading it into obsolescence.

Current facilities are adequate. The main concern is maintaining and preferably upgrading the quality of the facilities in connection with the remodeling planned for Hyman Hall.

Describe any additional notable program achievements (optional).

Additional Program Table Data

Future Action

Current levels of student achievement indicators maintained.

Program Analysis

After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize you findings. Use these data and trends to prioritize, revise, or develop new PIOs

Describe program achievements and successes.

Annual Multimedia Festival displaying student work.

Faculty collaboration on single project assessment review.

According to the evidence, what are the areas needing improvement?

1. Improve retention and success rates.

2. Foster more relationships with businesses (non-profits, small businesses, government agencies) to increase opportunities for students
such as:

- internship programs
- job shadowing
- mentorship programs
- involve community members in review panels, advisory board, and Ohlone’s multi-media festival
- Grant opportunities for students

3. Improve curriculum by coordinating classes with teachers (less overlap between beginning and advanced classes, build foundation skills before students take advanced classes and other related classes) and align course SLOs with program SLOs.

4. Improve the student experience by:
   - creating professional development opportunities for faculty that focus on improving teaching methods
   - updating and expand degree program
   - starting a Multimedia club

5. Keep the department abreast of changing technology to attract more students by investigating, and integrating cutting edge technology that is cost-conscious into curriculum

6. Attract students and gain community exposure through improved web presence:
   - showcase student multi-media projects on Ohlone’s web-site
   - provide a means of contacting the department through a feedback form
   - introduce a possible job posting board so members of the community can use Ohlone as a hiring resource

7. Participate and present at conference to establish professional relationships with other colleges

Program Improvement Objectives:
Objective:

Improve student recruitment, retention and success. Increase the department's visibility and community outreach, market school sponsored events like the Multimedia festival and maintain top quality curriculum meeting industry standards.

Action Plan

Improve student recruitment, retention and success by:

- Coordinating the efforts of faculty members
- Developing and promoting the advisory board
- Evaluating the success of assignments, teaching strategies, syllabi and program goals
- Updating classes to reflect changes in technology
- Gathering and reviewing student feedback through online forms and teacher evaluations
Increase the department's visibility and community outreach by:

- Improving relationships with businesses (non-profits, small businesses, government agencies)
- Rebuilding the advisory board
- Identifying employment needs
- Improving Ohlone Multimedia's web presence
- Marketing school sponsored events like the Multimedia festival

Improve the student's learning and achievement by:

- Coordinating classes
- Involving multi-media faculty in developing coordinated syllabi

- Establishing assessment guidelines for the department

- Aligning courses with program SLOs

- Offering additional training and professional development

- Improving online teaching resources and learning tools

Rebuild the Multimedia advisory committee, recruit members, and solicit their input on the needs and trends of the industry.

Single Assignment Assessment at the end of the Fall semester will stimulate faculty input and dialogue, and help us assess students and the program.

The multimedia festival is a way for the department to reach out to the
community, generate relationships and feedback.

Faculty member Isabel Reichert will attend a conference on foundation teaching in the Spring of 2013. Upon returning from this conference, she will share her training with other faculty members.

 Facilities

Use current MM facilities

 Assessment Plan

How will you assess the effectiveness of your PIO?

Needs assessment from professionals in the industry. Student and alumni feedback (using surveys).

 Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.

 PIO Assessment

 Future Action

 Outside Review Results

List each team members name and title.

None.

Discuss key feedback provided by team and how it was incorporated into the report.
None.

Attached Files
ReichertCourseAssessmentInABox3.docx
MidtermAssessment1.xlsx