ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Department/Program Title: Multimedia Art & Technology (MART) **Date submitted:** March 2014

0. Key Findings: Need exists for additional full-time faculty, part-time instructional aide, and miscellaneous equipment.

1. Planning Group (include PT& FT faculty, staff, stakeholders)
    List of names and positions: Paul Naas, program coordinator; Hyla Lacefield, full-time faculty; Domenic Allen, adjunct faculty; Ken Cope, adjunct faculty; James Khazar, adjunct faculty

2. Writing Team and Contact Person: Paul Naas, program coordinator; Hyla Lacefield, full-time faculty: contact email lacefieldh@smccd.edu

3. Program Information

   A. Program Personnel
      Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

   FT Faculty Paul Naas, Hyla Lacefield   **PT Faculty** Domenic Allen, Ken Cope, James Khazar, Ed Christensen, Kevin Powers
      FTE FT Classified None

   PT Classified (hrs/wk) None   **Volunteers**   **Student Workers** Ron Fronberg, Alan Ackerman, Spencer Hollingsworth

   B. Program mission and vision

   Multimedia Arts & Technology trains students in the skills they need to pursue careers as graphic designers, web developers, and 3d artists/game designers. The program strives to teach and guide students to produce work of a quality that is equivalent to that produced by entry-level artists and designers in the specified fields. We serve certificate and degree earners, transfer-bound students, and returning students looking to improve their skills.

   C. Expected Program Student Learning Outcomes
    Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and password http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC

      List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment tools for each.

Cañada College

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> Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat.

1. Develop the ability to communicate design concepts clearly and concisely (i.e. visual, oral, and written). Assessment by exam, culminating project, and/or portfolio (demo reel, e-portfolio).

2. Understand the elements & principles of design and their discipline-specific implementation." Assessment by exam, culminating project, and/or portfolio (demo reel, e-portfolio).

3. Develop competitive industry-standard skills in the respective fields." Assessed via culminating project or portfolio preparation/presentation.

4. Response to Previous Annual Program Plan & Review
Tool: http://sharepoint.smccd.edu/SiteDirectory/canio/ipc
(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

> Guideline: Original documents can be linked or attached, as needed.

Annual Program Plan Report for 2013 used
* Full-time hire replacement for previous program coordinator (retired) completed Fa10. New FT faculty started Fa13.
* New computers for 22-113 purchased and installed. Software on all computers in 22-113 and 13-211 upgraded to latest releases.
* Articulation efforts continuing, specifically with San Francisco State University.
* Revamping course offerings by bringing in new faculty, reviewing and revising course content, and adding additional new courses to enhance selectives.

5. Curricular Offerings *(current state of curriculum and SLOAC)*

All curriculum and SLOAC updates must be completed when planning documents are due.
SLOAC = Student Learning Outcomes Assessment Cycle
Tools: **TracDAT folders in SLOAC** sharepoint http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC
   Curriculum Committee http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/

A. Attach the following TracDat and Curriculum data in the appendix:
- List courses, SLOs, assessment plans, and results and action plans (attach report from TracDAT folders in SLOAC sharepoint).

Could not locate requested documents. Links returned blank web page.

- List courses with COR's over 6 years old (attach documents from Curriculum Committee)

None

B. Identify Patterns of Curriculum Offerings

> Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

Courses in entire program under review and revision constantly by faculty. Some courses restructured and resent to curriculum committee. New courses being developed and offered to answer changing needs of industry and growth of department. Recent additions have been a new UI/UX class to support industry demand for these skills, as well as the transition of the Drawing for Animation class (mART 416) from the art department to the Multimedia department.

Curriculum as a whole needs to be reviewed for relevance to employer needs and current industry practice, with additions and changes made to course descriptions and content as recommended by advisory board. District-wide focus groups reinforce what our own advisory board recommends, primarily because a majority of the industry specialists brought in for the district-wide focus groups have been provided by Cañada faculty.

6. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.
Tool: http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

> Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:
> - Describe trends in the measured parameters.
> - Reflect and analyze causes of trends.

Student headcount , per section average, and total course enrollments show a steady upward trend, while course and section offerings remain fairly constant. Enrollment increases due to reputation and success of program, as well as economic forces that bring students to campus for skill building/retraining. Section offering remain constant due to budgetary restrictions.

Department Efficiency: Load has increased, along with contact hours, while FTE has decreased. Trend due to increased student enrollment, and fewer course offerings.

Student Performance: Success and Retention Rates are up, as is Average Units Earned. GPA down slightly. Students are staying in program due to quality of instruction and faculty, while GPA is a factor of faculty holding students to a higher (entry-level professional) standard of performance.

Student enrollment profile remains fairly consistent, with slight increases in continuing student and concurrent enrollment percentages, and slight decrease in first-time students.

B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)

Tool: **TracDAT folders in SLOAC** sharepoint http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC

Guidelines:
- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.
- Explain how changes in community needs, technology, and transfer requirements could affect the Program.

* Students in MART classes are expected to develop entry-level professional skills, as demonstrated by the work they produce in class. Quality of work produced is in direct relation to the students' mastery of the skills taught in class. Portfolio or demo reel review is the primary method of assessing student's skill set.
* Results of PSLOs is as one would expect in a typical college population - some students excel, others develop competencies in their skills, and others do not do as well. Multimedia is a field where effort and time spent is rewarded with skill development and quality results.
* Other indicators of program performance include students hired into industry. At present, we have former students who are working (or have worked) at Electronic Arts, Zynga, DreamWorks Animation, Hotwire, AAA, Blue Shield of California, NASA/Ames Research Center, and Presentek as well as a student whose film has been accepted to the Cannes International Film Festival.
* Tools and techniques are constantly evolving in multimedia. The program needs to stay current with industry practices and adjust coursework to suit changing conditions. That said, there are fundamental skills that underly everything a multimedia artist does, and those are relatively unchanging. Our core courses address those skills, while our advanced courses are tweaked and changed constantly to address new production methods.

C. Other Considerations

[Click here and type]

7. **Action Plan**

Include details of planning as a result of reflection, analysis and interpretation of data.

Guidelines:
- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.
  - > Determine the assessments; set the timeline for tabulating the data and analyzing results.
  - > Describe what you expect to learn from the assessment efforts.

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* A class on game production (level design and production) would be a valuable addition to our curriculum. Currently we don't offer anything that addresses this vital step in the game production workflow.

* A "programming for artists" course would also be a welcome addition to our course offerings. The class should be structured to present programming concepts to artists and designers, who frequently don't have the mathmatics background necessary for a full-blown programming course. Similarly, designers frequently only need to know how to put together a block of code to automate a process, and don't need to know the "under the hood" workings of the scripting language.

* The character animation class should be expanded to a two-semester offering. Currently the class tries to cover too much ground in too short a time. Ideally, the first semester should cover body mechanics and the basics of motion, while the second semester should delve into character performance, motivation, and movement.

* There is a high level of interest among our students for short 1- or 2-day topic-specific courses that address one aspect of design or production. Weekend seminars on subjects such as photo color correction, basic web page design, or acting for animation could bring additional students to campus and provide an additional source of funds for the department.

8. **Resource Identification**

   A. Faculty and Staff hiring requests

Guidelines:
- Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
- Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

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* We need an additional full-time instructor. As described in 6A, student headcount and contact hours continues to increase. An additional full-time instructor would allow some of the work currently handled by the program coordinator to be shared among the faculty members, allowing both more time for additional department development and industry outreach. Also, as the department grows and interest in the courses we offer increases, an additional full-time faculty will allow greater attention to be paid to the various diverse subjects we offer.

* A part-time permanent instructional aide would allow courses with high enrollments (such as intro to computer graphics or digital imaging 1) to be far more effective in developing students' skillsets. The entry-level courses are frequently overenrolled, which makes it difficult for the instructor to both deliver the lecture material and to help students who are stuck and answer questions. An instructional aide would be able to help students during class and lab time, giving them an additional resource to aide in their success. We tried this informally in Fall of 2011 with one of our lab assistants acting as an aide, and the results (in Digital Imaging I) were dramatic. The instructor covered more material and the students were better able to keep up.

*Potential need for additional adjunct faculty to teach the short, topic-specific courses. Some of these courses will have very specific content, making it necessary to recruit individuals with expertise in those areas.

B. Professional Development needs

Guidelines:
- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

Professional development: over the last year, full-time and adjunct faculty have attended:
SIGGRAPH (computer graphics convention/trade show)
CTN Expo (animation convention)
GDC (Game Developer's Conference)
Local SIGGRAPH chapter events
Local ASIFA chapter events (animation society)
Attendance at these events benefits students by keeping faculty current on industry trends and expectations for entry-level employees.

Plans for next year include all of the above, along with additional events that expose faculty to current industry practices and techniques.

Additionally, release time for full-time faculty to do industry outreach would be tremendously beneficial in establishing and nurturing industry contacts. All faculty do this now on a time-available basis; having hours set aside every semester for this purpose would allow Cañada to build stronger ties with the game, animation, and web development industries that are so prevalent in the Bay Area.

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C. Classroom & Instructional Equipment requests

Guidelines:
- List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.
- Explain how it will serve Department/Program/Division/College needs.
- List the requests (item description, suggested vendor, number of items, and total cost).
- List special facilities and equipment that you currently use and require.

*3D Printer for use with our 3D modeling classes. To remain on the cutting edge, we have to offer not just the skills and instruction but the equipment which is going to become integral to the future of individualized design and fabrication. Formlabs Form 1 $3,299, Pegasus Touch $3,499 or similar. There are also filament type such as Ultimaker 2 $2,600, but they are less sophisticated and elegant than the laser-hardening resin variety.

*Unity 3D engine $1,500 (although educational pricing is available, the quote has not yet been returned). This is THE go-to game engine for game designers who are just starting out. Our focus groups keep repeating that a vitally important 'soft skill' they seek in job applicants is experience working together on projects. Access to the Unity 3D engine would allow students to work on group projects to complete playable games within their time at Cañada.

* KVM switch (1) for 22-113 to accommodate two computer inputs. **IOGEAR GCS634U or equivalent. $70.00**

* Cintiqs - upgrade of our 5+year old Intuos tablets. Cintiqs are essentially a video screen embedded in the tablet that you can draw on. Vendor: Amazon.com $950 each. Total $9,500.00 (5 Cintiqs per studio).

* LED light kits for still photography. Will assist with lighting for product photography and portraiture. Vendor: Calumet Photo. $1,150 (http://www.calumetphoto.com/eng/product/calumet_travelite_1500ws_2_head_radio_enabled_kit/ce1310)

* Tripods. Stabilize cameras for product and portrait photography. Vendor: Calumet Photo. 3 @ $115.00 each. Total: $345.00

D. Office of Planning, Research & Student Success requests

Guidelines:
- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Department/Program/Division/College needs.

* Post-degree and -certificate contact information for students, so we can follow up and have a means to contact students after graduation/transfer to hear about their successes or inform them about available job openings.

E. Facilities requests

Guidelines:
• List facilities requests.
• Explain how the requests will serve the Department/Program/Division/College needs.

* Photo studio (or a corner of a room that can be set up for model/product photography). Will allow for setups for portrait, fashion, and product photography, helping students build these skills.