2018-2019 Program Review Cycle

Instructional Programs

CAN Program Review (Instructional) - Digital Art & Animation (Odd Year)

Program Review Narratives

2018-2019

Instructional Program Review (IPR)

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Executive Summary

0. Executive Summary: The Digital Art & Animation program trains students in the disciplines of web design, graphic design, digital imaging, and 3D animation. The department faculty all come from industry and have a combined 80+ years of experience in their respective disciplines, bringing real-world experience into the classroom for the benefit of the students.

Current challenges include enrollment issues, class cancellations, and gaps in course offering content. Opportunities exist for expanding the range of material taught and additional specific promotion of department.

Action plan includes keeping existing curriculum current using advisory board recommendations, revising or expanding course offerings as tools and techniques in industry change, adding additional certificate and course offerings to respond to industry need, and faculty engaging in trade shows, conferences, and outside training to keep skills current with industry demands in order to teach those skills to our students.

Program Context

1. Mission: Career Technical

Transfer

Lifelong Learning

Mission Statement:

Digital Art & Animation trains students in the skills they need to pursue careers as graphic designers, web developers, digital photographers, 3D artists, and 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 professional skills.

2. Articulation: We are actively working with our feeder high schools to align curriculum between our campuses in order to create a pathway from the Sequoia Union High School District schools to Cañada. Collaborative discussions are dependent upon faculty availability. Expected changes are students will arrive at Cañada already having completed introductory level courses in our discipline and will be ready to move on to the advanced courses, leading to faster certificate/degree completion and/or transfer to four-year institutions.

As four-year institutions develop new curricular standards, we incorporate any necessary changes into our curriculum development. For example, certain UCs are creating standards for Digital Art classes which will be incorporated into our curriculum once they have determined those standards. Additionally, during last year's curriculum cycle we changed the titles of several of our classes to bring them more in line with what the CSU and the UC prefer (removing I and II designations and replacing with "Introduction" and "Advanced.")

3. Community & Labor Needs: I. Employment needs: Increased demand in user interface/user experience positions necessitated adding a UI/UX class to the curriculum (applies to all sub-disciplines in the department) and requires constant curricular adjustments to align with the fast-changing field. Additional changes in these disciplines will require additions to course offerings going forward, up to and including developing a separate certificate program for User Experience/Content Strategy.

Ongoing demand for animation/game artists continues to fuel enrollment for the video game design program. Demand for front-end web developers has weakened significantly, requiring us to gear up for curriculum changes in the next cycle (Fall 2019). Work undertaken to align our web design course offerings with those of CSM are in progress.

II. Technology Needs: It is vitally important that our labs and classrooms have appropriate and relatively new computers and software so as to keep our students up-to-date in these current technologies.

III. Licensing: Maya continues to be offered free to educational institutions, faculty, and students. Adobe Creative Cloud continues to be acquired via the district's license, but rumors in the industry are that Adobe will soon be changing the licensing model for educational institutions. As the Adobe suite is the industry standard, we will need to work with IT on campus and at the district to ensure those tools are installed in our studios.

Advisory board meetings happen in late November/early December for the Fall semester, and late April/early May for the Spring semester.

Looking Back

4. Curricular Changes: Courses in entire program under review and revision constantly by faculty. Some courses restructured and resent to curriculum committee. Other courses have been banked, not having been offered for several semesters. New courses being developed and offered to answer changing needs of industry and growth of department.

Recent changes to curriculum that are currently being taught:
Coding for Designers and Artists is currrently being offered for the second time. Fall of 17, the class was lightly enrolled, although the work produced by students was very impressive. This semester (Fall 18), the class is near capacity. As coding is a skill in increasing demand even for art positions, this is an encouraging trend.

A revised course, previously color management for printing, was revised into a half-semester Color Management and Theory class. After offering the class in Fall 17, it became obvious that a full-semester course was necessary. The course was revised and taken through curriculum on an off-year, and is now being offered as a full-semester three-unit course. The course includes content on both basic color theory and how it applies specifically to creating digital art.

Similarly, we developed and are offering for the first time in the Fall 18 semester a half-semester Advanced Compositing class. Class was developed after offering the existing half-semester course for several years and getting numerous requests from students for a full-semester class. We opted to have two half-semester classes rather than one full semester class so that students who had previously completed the existing class could take the second half without any registration issues.

Curriculum as a whole is constantly 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. A district-wide focus group convened several semesters ago reinforced what our own advisory board recommend.

5A. Progress Report - IPC Feedback: 1. Program Context - Articulation: Expand on 4-yr colleges

Where applicable, we have made every effort to articulate with 4-year colleges, both public and private. In particular, certain CSUs are working on Multimedia/Digital Art curriculum development which will allow other schools such as ourselves to use the same basis for our classes that they use for theirs. Then, those will be able to be articulated with a streamlined process. This information came as a result of participating in CSM's advisory board meeting where staff from 4-year colleges were discussing this articulation. We will follow CSM's lead when it comes to incorporating these curricular pathways and facilitating articulation with CSU and UC. To our knowledge, this has not yet been finalized by the other schools, but when it is, we are eager to get on board.

2. Current State of the Program - Observation: Not Applicable

3. Current State of the Program - Evaluation: Address suggested changes that in your opinion could improve student success.

Student feedback is crucial to understanding what factors contribute to student success. One success factor always mentioned by students is that they were able to make a connection to one or more teachers, staff or administration that helped them feel welcomed and valued. Knowing this, we as faculty strive to make every student feel valued by being accessible and reaching out to them personally. For example, Professor Lacefield provides her personal cell phone number to students so they can text at any time for questions or advice. Professor Naas provides similar access through social media tools. Adjunct faculty provide contact information in ways that they determine, in addition to district email. This allows them to communicate things like "I'm

going to be late to class" or "I'm sick and can't come in today". This may not seem like much, but a 'feel better' or 'if you can stay after class, I'll help you catch up on what you missed' can be the difference between a student who persists in the class and a student who falls behind and stops showing up entirely. While there are many factors we don't have control over in a student's life, we can at least make it clear that they can always come and talk to us and we are here to support them.

4. SLO Assessment A: Current TracDat report not provided

Admittedly, we are behind on SLO assessment. Will work to bring assessments up to date after completing Program Review.

5. SLO Assessment B: Provide evidence of impact on student learning

Student Learning Outcomes are highly dependent on students completing work and submitting it. We constantly strive to keep our SLOs in alignment with industry needs. Therefore, increasing student success means making sure that they are well equipped for the current job market. However, if students fail to turn in assignments, it lowers student success. If we were able to count only the students who turned in assignments used as the basis of SLO assessment, then we would have a better indication of whether students were actually grasping the material. It's a bit of a conundrum when trying to decide how best to make plans to improve student learning and outcomes.

6. Funding: Further explanation and alignment with the college plan are needed

With the advent of the Strong Workforce funds, the state in general and our community in particular have stated unequivocally that CTE is a vitally important aspect of education. While we have great teachers and technology, none of that does any good if potential students aren't aware we exist. Marketing is vital to us both in terms of making sure our classes fill and run, and to our potential students. For-profit colleges that teach the same skills as we do are full to the rafters, yet we frequently have trouble filling single sections of essentially identical courses (sometimes taught by adjunct faculty that also teach the same course at the for-profit school). Faculty does what they can in terms of outreach, but as the chancellor has stated repeatedly, it's not faculty's job to recruit students. A targeted marketing effort for programs such as ours - with a specific focus and of interest to a select group of individuals - is absolutely necessary in order to grow the program. This is absolutely in alignment with the goals of the college plan.

5B. Progress Report - Prior Action Plans: TBA

Recommendations:
 1. Curriculum Offerings: There are SLOs for most courses, but some are missing. There are assessment strategies for some courses but no action plans.
  Response: Several of our newer courses show no SLOs in TracDat. This makes no sense, since the course would not have been approved without SLOs in place. There's obviously a disconnect between Curricunet and TracDat regarding importing this data. Will work with Allison Hughes to make sure missing SLOs are imported to TracDat

 2. Program Level Data: Mart/Interior/Fashion are combined as one program. While Fashion and Interior are moving ahead with assessments and action, Mart still needs to identify assessment and action.
 Response: Digital Art & Animation (formerly Multimedia Art & Technology), Interior Design, and Fashion Design/Merchandising are not combined as one program. The faculty from these programs collaborated on creating PLOs due to the similar goals of our individual programs.

 Tracdat is being updated with assessments and actions as appropriate

 3. Action Plan: Action planning is evident in the request for equipment that would help students work in groups and learn soft skills.
 Response: N/A

 4. The demands on this technical/workforce programs are high. Currency in software and workplace needs creates a heavy workload for faculty. Requests are supported thoughtfully.
 Response: N/A

 4b. Reassign time to collaborate with industry requested and justified.
 Reponse: Program coordinator is the only faculty receiving reassign time. Reassign time has to be re-authorized every two years, even though the time demands on the coordinator steadily increase. Suggest making reassign time permanent for roles such as this in departments that can show continuous, ongoing need.

4c. N/A

4d. Equipment and supply requests are justified and would support student learning.
Response: Upgrades to studio monitors, computers, and peripherals in process. See resource request form.

4e. N/A

6A. Impact of Resource Applications: Approximately four years ago, the computers, peripherals, and miscellaneous equipment (for example, greenscreen, lighting equipment, DSLRs, GoPro cameras, portable tablets) had been fully updated and deployed into the studios.

More recently, we have added Wacom Cintiq tablets to our equipment inventory. Having these tablets, which have a built-in video screen so students can draw directly on their work, rather than draw on a tablet and look at the monitor, have enhanced the quality of the instruction and submitted assignments in classes like Digital Painting, Digital Illustration, and Compositing, as well as proving useful for creating texture maps for 3D classes.

Impact for program and students is that students can work more efficiently and effectively since equipment limitations don't bog down recent release software. Upgraded equipment also demonstrates to current and potential students that program is keeping current with industry, meaning they will be getting training in the latest equipment and software techniques, along with theory and general technique.

Suggest reviewing IT guidelines for equipment replacement. The computers in our lab support heavy, sustained use of sophisticated software. Five or seven year replacement schedules (depending on computer type) seem a bit long for the type of use the equipment receives, can cause issues with software upgrades, and are not in line with industry standards. As noted above, having cutting-edge equipment demonstrates to students that they are getting the latest and greatest information in the classes we offer. A five-year old iMac with a broken tilt mechanism sends exactly the opposite message.

6B. Impact of Staffing Changes: We had several adjunct instructors step away from their roles at the end of the last academic year. Significantly, they left to pursue fantastic professional opportunities that attest to the quality of the instructors in the department. One instructor is directing an animated feature, and another is now working at a special effects studio in Canada. A third instructor departed due to a job change that made his commute to campus untenable, yet he has agreed to become an advisory board member.

This semester, we welcomed four new faculty to the department. Three of them have worked in the film industry for years on projects like James and the Giant Peach, Shrek, Antz, the Harry Potter movies, Star Wars prequels, and so on. Our fourth new instructor is a longtime game industry veteran and technical artist, and is teaching our advanced 3D classes.

We expect to bring on yet another new instructor when our proposed Video Game Design program goes live. He is also a longtime industry veteran, both working at large studios and running his own game company.

Current State of the Program

7. Enrollment Trends: Unique Headcount

2013/14 - 321
2014/15 - 316
2015/16 - 382
2016/17 - 285
2017/18 - 289

Headcount is down from all-time high in 2015/16, which is comparable to overall campus headcount decrease. We did see a slight increase in 2017/18 from the previous year, but still down nearly 100 students from all-time high.

Annual Enrollment (duplicated count)
2013/14 - 618
2014/15 - 620
2015/16 - 650
2016/17 - 557
2017/18 - 557

Annual enrollment down from high in 2015/16, but holding steady for the last two years which is, again, commensurate with overall enrollment decline campus-wide

Enrollment by gender identity:
2013/14:
Male 182

Female 129
Unreported 10

2017/18:
Male 147
Female 133
Unreported 9
Student gender is slowly equalizing, which is an exciting trend for our department. Women are generally underrepresented in our fields, so we are glad to see that we are nearing parity between those identifying as male and those identifying as female:

Note: there appear to be some issues with the data, specifically headcount for Summer 2018. Our data packet shows 185 enrollments, when in fact we offered NO summer classes at all.

FTES
2013/14 - 79.16
2014/15 - 89.82
2015/16 - 86.06
2016/17 - 75.56
2017/18 - 74.20
FTES is down from our high in 2014/15, but again in alignment with overall drop in enrollment campus-wide

Load
2013/14 - 469
2014/15 - 590
2015/16 - 542
2016/17 - 499
2017/18 - 495
Load is down from a high of 590 in 2014/15, but still within five points of campus goal of 500.

FTEF is down slightly, from 4.77 in 2015/16 to 4.50 in 2017/18.

Our success rate varies from the high 60% to the low 70% percent range, and our retention rate is consistently in the mid- to high-80% range.

Productivity by Courses by Semester
Last Fall, our load was 458 with 13 sections, and Spring was 527 with the same number of sections.

How have enrollments changed?

Overall, enrollments are down in our department, as they are campus- and district-wide. However, with respect to fill percentages, most of our classes exceed the 57% fill rate that exists when administration requires 20 students in a 35-seat class in order to keep the class open. Our fill rate overall for 2017/18 was 73.2%. Additionally, a 35-seat class is a practical impossibility in the studio spaces we currently have. One studio seats 30, one seats 24, and the third seats 28.

Some serious consideration needs to be given to how the district assesses class size before making section cuts. Our load is within five points of the campus goal, our fill rates are routinely in the 70-80% range, and every semester we have to have conversation about section cancellations due to not meeting the 20-student threshold. It is literally impossible to get students through our programs when we are constantly fighting to keep needed classes, many only offered once per year, open so students can complete.

Another consideration is attrition. As in every program on campus, not every student that starts in our program will complete their course of study, for any number of reasons. We schedule with this in mind, offering introductory courses in Fall and Spring in order to build a larger "pool" of student who can then move on to the more advanced classes. However, as in every discipline, students don't always continue on. This means that as students progress in the program there will be fewer and fewer of them in the advanced classes. This is a real-world factor that has to be considered when class cancellations are discussed.

8-A. Access & Completion: One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can

the college help you address these gaps? What changes could be made? (Access & Completion)

Which gaps are most important for improving outcomes in your program?

The data indicates that Females are underrepresented relative to the college, with a 14.4% gap. Additionally, Hispanic females are underrepresented in our program with a gap of 11.8%. The high-level breakdown suggests that there is a significant gap for Filipino students, but a look at the disaggregated data shows that we have a total of six Filipino students, which makes the information provided to us statistically insignificant.

Aside from these, the remainder of our equity gaps are under 5%.

For equity success, there are a couple of categories where the sample size is too small to be statistically significant. For example, Black Non-Hispanic shows a gap of 20.4%, but the sample size is 8 students. In groups where the sample size provides more accurate data, the results are mixed.

Additionally, there are some data glitches in the packet. For example, in the section for Asian Unreported, there is a student count of 1 with no success count indicated, yet the score for that category in Ethnicity-Gender Course Success Gap is -70.4%. This points to the problem of placing too much emphasis on numbers derived from an exceedingly small sample size.

How can the college help you address these gaps?

Frankly, it's what we've been saying for years. We need more effective marketing efforts, not only for the campus in general, but for specific departments such as ours. Both Professors Naas and Lacefield contribute a significant amount of time to recruiting efforts, but a more focused, modern marketing effort to draw attention to programs such as ours needs to be undertaken. Stop using old-guard advertising like newspaper and magazine ads, and focus on the media that potential students use: social media, banner ads on the internet, short promotional videos, and so on. Market through Facebook, focused websites, general interest websites, and so forth. If the campus can get the students into the classroom, we'll do everything we can to help them succeed.

8-B. Completion - Success Online: Like all other aspects of enrollment, DE enrollments are down over the last two years:

2015-16 - 52
2016/17 - 52
2017/18 - 44

For many of our classes, DE is not a viable option due to the hands-on nature of the coursework. Additionally, a significant amount of time is spent by faculty in helping students sort out issues with their projects or get them over speed bumps they run into, a very difficult task in an online class.

The classes that we do offer online tend to have less to do with creating imagery or animation, and more to do with the history or business side of the industry, where students can engage in discussions via message boards, submit written work, and view materials online as their schedules permit. None of these classes are also offered on campus, so there is no means by which to compare an on-line and on-ground version of a given class.

That said, we are in the process of developing a Video Game Design certificate that will be offered largely online. In these courses, the material is less about art creation and more about the process of designing and developing a video game. This material lends itself more readily to online presentation.

9A. SLO Assessment - Compliance: SLOs are systematically assessed and updated as appropriate through the process of course update/revision. For CTE, this means they are reviewed every 2 years instead of every 4 years.

For our program specifically, all our SLOs have been reviewed and revised as appropriate during the curriculum review, which required all of our courses to be resubmitted to the curriculum committee during the 2017-2018 academic year.

9B. SLO Assessment - Impact: Full-time faculty and Department Coordinator frequently discuss SLO changes and updates as part of curriculum review and as advised by our Advisory Board.

Some of the improvements in courses have been in making SLOs more relevant to the jobs which exist in our area in our fields. Student learning has been improved by changes in teaching by focusing more on the principles than the specific tools. For example, since we are transitioning away from Adobe Flash as the basis of our digital 2d animation class in favor of Toon Boom Harmony, we have adjusted the SLOs to reflect a more general understanding of 2D animation. In a similar fashion, bringing new instructors onto the team brings fresh perspective to the individual SLOs, as each instructor is encouraged to teach the class as

they see fit, provided they meet the SLO requirements.

10. PLO Assessment: All graduating MART students are required to take MART 390. In the class, students prepare (among other materials) a portfolio or demo reel of their work containing representative samples of advanced work in their particular discipline (digital photography, graphic design, web design, 3D animation, etc). Then, in a mock interview setting, the student must present their work, describe their work process and experience, and answer questions about design-specific elements found in their portfolios. Demonstration of written mastery of the PLO is accomplished through resume and cover letter writing, as well as a written report describing a required informational interview with a professional in the student's field of study.

<u>Looking Ahead</u>

11. Program Planning: Video Game Design certificate submitted for approval. User experience design certificate under development. Web design certificate being considered for retirement.

Program Review Narrative Status: Complete

Objective: Develop UI/UX/Content Strategy certificate

Develop and offer a new certificate in User Interface/User Experience and Content Strategy for web development. Well-paying jobs are available to graduates with skills in these areas, and local companies are the prime employers of these individuals

Objective Status: 1 - New (PR)
Objective Year: 2019-2020
Estimated Start Date: 01/14/2019
Estimated Completion Date: 04/15/2019
Please select the college goals with which this objective aligns.: Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community.
Please select the districct goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2018-2019 - Confer with advisory board and subject matter experts to determine the number of classes and class content required for this certificate.

Write preliminary course outlines and seek input from advisory board and SMEs.

Incorporate feedback.

Create necessary new courses in Curricunet.

Create new certificate proposal incorporating courses into certificate offering.

Submit course and certificate proposals to the curriculum process. (Active)
Who's Responsible for Completing this Action Plan?: Paul Naas, Hyla Lacefield
Estimated Completion Date: Early Fall 2019

Resource Requests

None
Type of Resource: Other
Cost: 0

Objective: Upgrade presentation monitors in 22-113, 13-211, and 13-214

Replace existing projectors in three Digital Art & Animation studios with video monitors. Projector resolution is too low for detail work, and color presentation is not accurate for classes like Digital Painting, Digital Illustration, Color Theory, and Compositing. In 22-113 specifically, the low projector resolution prevents use of the entire computer monitor, cramming details into a smaller space on screen, making it hard for students to see small details, menu calls, icons, etc.

Objective Status: 1 - New (PR)

CAN Program Review (Instructional) - Digital Art & Animation (Odd Year)

Objective Year: 2019-2020
Estimated Start Date: 12/18/2018
Estimated Completion Date: 01/10/2019
Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.
Please select the districct goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

Action Plans

2018-2019 - Meet with IT and Facilities to discuss installation locations, installation options, and monitor sizes (Active)
Who's Responsible for Completing this Action Plan?: Paul Naas
Estimated Completion Date: 11/2018

Resource Requests

Three 85" TV monitors at ~ $1,700 each. - Example: https://www.hdvisionmax.com/Samsung-85-LED-Smart-TV-4K-UltraHD-p/un85ju7100fxza.htm
Type of Resource: Equipment (Items Over $5000)
Cost: 5100

Three monitor mounts at ~ $105 each - Example: https://www.displays2go.com/P-28302/Swing-Out-TV-Mount-for-42-90-Screens?utm_source=google.pla&utm_medium=cpc&utm_campaign=GooglePLA&gclid=EAIaIQobChMI75i0muiz3gIVz2B-Ch1KOwd-
Type of Resource: Supplies (Items less than $5000)
Cost: 315

Objective: Relocate Digital Art & Animation studios after new Science and Technology building opens

Relocating DA&A studios into vacated space in existing Science and Math classrooms so that studios occupy contiguous space and are not scattered all over camps as they are currently. Ideally, faculty offices will move as well, but priority is bringing all three studios together.
Objective Status: 1 - New (PR)
Objective Year: 2019-2020
Estimated Start Date: 07/15/2019
Estimated Completion Date: 08/12/2019
Please select the college goals with which this objective aligns.: Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.
Please select the districct goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2018-2019 - Identify studio spaces and schedule relocation of existing studios into contiguous spaces located somewhere within existing Science and Math buildings (Active)
Who's Responsible for Completing this Action Plan?: Paul Naas, Hyla Lacefield, Leonor Cabrera, Jamillah Moore, Facilities, IT
Estimated Completion Date: Summer 2019

CAN Program Review (Instructional) - Digital Art & Animation (Odd Year)

Resource Requests

Relocation of furniture and equipment from existing DA&A studios into vacated space in existing Science and Math buildings
Type of Resource: Facilities
Cost: 20000

Objective: New computer and scanner for 22-113

The computer and scanner combination in 22-113 is very old technology. The Mac that drives the scanner is at least 10 years old, and the scanner was donated by Professor Naas several years ago.

The department needs at least one large-format scanner for students who work on paper larger than 8.5x11

Objective Status: 1 - New (PR)
Objective Year: 2019-2020
Estimated Start Date: 05/20/2019
Estimated Completion Date: 08/05/2019
Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.
Please select the districct goals with which this objective aligns.: District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

Action Plans

2018-2019 - Source PC and large-format scanner from district-approved vendors. (Active)
Who's Responsible for Completing this Action Plan?: Paul Naas, Hyla Lacefield, IT department
Estimated Completion Date: Summer 2019

Resource Requests

Desktop PC - Example:
https://store.hp.com/us/en/pdp/hp-slimline-desktop-290-a0035z?&jumpid=cs_con_nc_ns&utm_medium=cs&utm_source=ga&utm_campaign=PSG_CONS_LGM_DESKTOPS_BR&utm_content=sp&adid=289683348674&addisttype=gpla&X6B99AA%23ABA&gclid=EAIaIQobChMI1P3rkeyz3gIVjvhkCh1RogM4EAQYAyABEgJzc_D_BwE&gclsrc=aw.ds
Type of Resource: Supplies (Items less than $5000)
Cost: 300

Large format scanner - Example:
https://www.bhphotovideo.com/c/product/1387810-REG/xerox_xdm47005m_wu_xerox_documate_4700_simplex.html?ap=y&gclid=EAIaIQobChMIlqKw_euz3gIVCo9-
Type of Resource: Supplies (Items less than $5000)
Cost: 600

PC monitor - Example:
https://express.google.com/u/0/product/10739257114293129918_1402125645040995609_125181302?utm_source=google_shopping&utm_medium=tu_prop&utm_content=eid-lsjeuxoeqt,eid-lcjybysgxm&gtim=CJy_ovrMwP_d6AEQ6ZPc-pSV7obrARjwiMxaIgNVU0QooPeY3wUw9rrYOw&utm_campaign=125181302&gclid=CjwKCAjwyOreBRAYEiwAR2mSkrbdQ9oKEoWVgDdG2c4XTvnnwO8Bf9ZNTuJYdBIvkW3pWlxKuzUf2BoCqKcQAvD_BwE
Type of Resource: Supplies (Items less than $5000)
Cost: 180

CAN Program Review (Instructional) - Digital Art & Animation (Odd Year)

Objective: Replace computers in traditional animation studio 13-214

The computers in the traditional animation studio that are used by the instructor for demonstration and the students for filming are old and in need of replacement. The operating system cannot be upgraded anymore due to obsolete CPUs, and they were repurposed when the machines in 22-113 were upgraded four years ago. I estimate they've been in use for nearly 10 years, and it's time they were retired.

Objective Status: 1 - New (PR)
Objective Year: 2019-2020
Estimated Start Date: 05/20/2019
Estimated Completion Date: 07/29/2019
Please select the college goals with which this objective aligns.: Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.
Please select the districct goals with which this objective aligns.: District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

Action Plans

2018-2019 - Meet with IT to determine technology needs, create system specifications (Active)
Who's Responsible for Completing this Action Plan?: Paul Naas, IT department
Estimated Completion Date: Fall 2018

Resource Requests

Three PC monitors - Example: https://www.bestbuy.com/site/acer-sa230-23-ips-led-fhd-monitor-black/6051020.p?skuId=6051020&ref=212&loc=1&extStoreId=140&ds_rl=1260666&ds_rl=1266837&ref=212&loc=1&ds_rl=1266837&gclid=EAIaIQobChMIhNHZ6_az3gIVEr3sCh3XqA7zEAkYAyABEgKZ9_D_BwE&gclsrc=aw.ds
Type of Resource: Supplies (Items less than $5000)
Cost: 160

Three PC towers - Example: https://www.dell.com/en-us/shop/cty/pdp/spd/inspiron-3470-desktop/fdcwgmsfc313s?mkwid=skVx7wX5p&pcrid=166251983483&pkw=&pmt=&pdv=c&slid=&product=FDCWGMSFC313S&pgrid=36243867583&pgrid=36243867583&ptaid=pla-350369672290&ptaid=pla-350369672290&VEN1=skVx7wX5p,166251983483,901pdb6671,c,,FDCWGMSFC313S,36243867583,pla-350369672290&VEN1=skVx7wX5p,166251983483,901pdb6671,c,,FDCWGMSFC313S,36243867583,pla-350369672290&VEN2=,&VEN2=,&dgc=st&dgc=st&dgseg=dhs&dgseg=dhs&acd=1230980731501410&acd=1230980731501410&cid=308989&st=&gclid=EAIaIQobChMIsPvdxvaz3gIVDIB-
Type of Resource: Supplies (Items less than $5000)
Cost: 400

Objective: 20 new Wacom Intuos Pro tablets to replace worn out tablets

We have Intuos tablets dating back several versions that have reached the end of their usable life. Need to replace at least 20

Objective Status: 1 - New (PR)
Objective Year: 2019-2020
Estimated Start Date: 12/10/2018
Estimated Completion Date: 01/10/2019

CAN Program Review (Instructional) - Digital Art & Animation (Odd Year)

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the districct goals with which this objective aligns.: District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

Action Plans

2018-2019 - IT to request quote and order 20 new Intuos Pro tablets (Active)

Who's Responsible for Completing this Action Plan?: Paul Naas, Hyla Lacefield, IT

Estimated Completion Date: Winter 2018

Resource Requests

10 Intuos Pro tablets, Large size - Replacing worn out Intuos 2 and 3 model tablets

Type of Resource: Equipment (Items Over $5000)

Cost: 5000

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10 Intuos Pro tablets, Medium size - Replacing worn out Intuos 2 and 3 model tablets

Type of Resource: Supplies (Items less than $5000)

Cost: 3500

Objective: Green screen stand for shooting compositing video

We have a green screen kit, but it didn't come with a stand to support the screen itself. Instructors have been pinning the green screen to the wall. A collapsible stand will make the kit easier to set up and take down.

Objective Status: 1 - New (PR)

Objective Year: 2019-2020

Estimated Start Date: 12/18/2018

Estimated Completion Date: 01/31/2019

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the districct goals with which this objective aligns.: District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

Action Plans

2018-2019 - Source and request purchase of a support stand for our existing green screen. (Active)

Who's Responsible for Completing this Action Plan?: Paul Naas

Estimated Completion Date: Winter 2018

Resource Requests

Support stand for green screen (used in Compositing class) - Example: https://www.walmart.com/ip/Limo-Studio-Photo-Video-Studio-Adjustable-Muslin-Background-Backdrop-Support-System-Stand-Cross-Bar-LIWA18/300973836?athcpid=300973836&athpgid=athenaItemPage&athcgid=null&athznid=PWVUB&athieid=v0&athstid=CS020&athguid=1493db92-aa0-166d12503f2edd&athena=true

Type of Resource: Supplies (Items less than $5000)

Cost: 45

CAN Program Review (Instructional) - Digital Art & Animation (Odd Year)

Objective: VR rig for developing VR elements of 3D animation

VR is becoming a big part of gaming and 3D. Requesting a full VR system - headset, controllers, and computer - to allow for development of VR projects in the department.

Objective Status: 1 - New (PR)
Objective Year: 2019-2020
Estimated Start Date: 01/14/2019
Estimated Completion Date: 08/12/2019
Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.
Please select the districct goals with which this objective aligns.: District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

Action Plans

2018-2019 - Identify, source, and request quotes on VR components. IT to purchase (Active)
Who's Responsible for Completing this Action Plan?: Paul Naas, IT department
Estimated Completion Date: End of Spring 2019

Resource Requests

HTC Vive headset and controllers - Example:
https://www.neweggbusiness.com/Product/Product.aspx?Item=9B-26-918-011&ignorebbr=1&nm_mc=KNC-GoogleBiz-PC&cm_mmc=KNC-GoogleBiz-PC-_-pla-_-VR+Headsets-_-9B-26-918-011&gclid=CjwKCAjwyOreBRAYEiwAR2mSkgLS5beXMb6mMhjPPDj4SYiZVmoW_Cnxc1rykS0Zl90PjcfksCushBoCbGYQAvD_BwE&gclsrc=aw.ds
Type of Resource: Supplies (Items less than $5000)
Cost: 500

PC monitor - Example:
https://express.google.com/u/0/product/10739257114293129918_1402125645040995609_125181302?utm_source=google_shopping&utm_medium=tu_prop&utm_content=eid-lsjeuxoeqt,eid-lcjybysgxm&gtim=CJy_ovrMwP_d6AEQ6ZPc-pSV7obrARjwiMxaIgNVU0QooPeY3wUw9rrYOw&utm_campaign=125181302&gclid=CjwKCAjwyOreBRAYEiwAR2mSkrbdQ9oKEoWVgDdG2c4XTvnnwO8Bf9ZNTuJYdBIvkW3pWlxKuzUf2BoCqKcQAvD_BwE

Type of Resource: Supplies (Items less than $5000)
Cost: 200

VR- capable PC tower - Example:
https://www.dell.com/en-us/shop/cty/pdp/spd/alienware-aurora-r7-desktop/dpcwxtc01h?mkwid=sE4YKQaAT&pcrid=256712733275&pkw=&pmt=&pdv=c&slid=&product=DPCWXTC01H&pgrid=53981611158&pgrid=53981611158&ptaid=aud-537409439212:pla-424455544503&ptaid=aud-537409439212:pla-424455544503&VEN1=sE4YKQaAT,256712733275,901pdb6671,c,,DPCWXTC01H,53981611158,aud-537409439212:pla-424455544503&VEN1=sE4YKQaAT,256712733275,901pdb6671,c,,DPCWXTC01H,53981611158,aud-537409439212:pla-424455544503&VEN2=,&VEN2=,&dgc=st&dgc=st&dgseg=dhs&dgseg=dhs&acd=1230923830920560&acd=1230923830920560&cid=312465008&st=&gclid=CjwKCAjwyOreBRAYEiwAR2mSkmpF5jfkVKXC3bg047xRqKBV7zJPD_kRh0xotLOj095blnYfY7Gy0BoCG0wQAvD_BwE&lid=59673390032&VEN3=113904623016107910
Type of Resource: Supplies (Items less than $5000)
Cost: 800

Objective: Add 3D resin printer to our equipment

CAN Program Review (Instructional) - Digital Art & Animation (Odd Year)

3D printing is an important part of working in animation and 3D development. We have two filament printers. Wish to add a DLP resin printer to the mix so students can learn to use both.

Objective Status: 1 - New (PR)
Objective Year: 2019-2020
Estimated Start Date: 05/20/2019
Estimated Completion Date: 08/05/2019
Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.
Please select the districct goals with which this objective aligns.: District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

Action Plans

2018-2019 - Work with IT to identify and spec an appropriate printer, obtain quote, and order printer (Active)
Who's Responsible for Completing this Action Plan?: Paul Naas, IT department
Estimated Completion Date: Spring 2019

Resource Requests

3D resin printer, DLP type - Example:
https://www.gearbest.com/3d-printers-3d-printer-kits/pp_1848041.html?wid=1433363#goodsDetail
Type of Resource: Supplies (Items less than $5000)
Cost: 560

Objective: Attend Game Developer's Conference

The annual Game Developer's Conference in San Francisco is a perfect opportunity for our full-time faculty to view the latest and greatest in game development and delivery, allowing us to adjust curriculum to meet the needs of the industry our students are training for.

Objective Status: 2 - Continuing (PR)
Objective Year: 2019-2020
Estimated Start Date: 01/14/2019
Estimated Completion Date: 03/15/2019
Please select the college goals with which this objective aligns.: Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community.
Please select the districct goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2018-2019 - Attend Game Developer's Conference and use acquired information to make changes to curriculum to meet student needs. (Active)
Who's Responsible for Completing this Action Plan?: Paul Naas, Hyla Lacefield
Estimated Completion Date: Spring 2019

Resource Requests

Registration fees for Game Developer's conference
Type of Resource: Professional Development
Cost: 3000

CAN Program Review (Instructional) - Digital Art & Animation (Odd Year)

Objective: Attend Infographics class at CCSF

Professor Hyla Lacefield has requested to attend an infographics class taught at City College of San Francisco. The class addresses conveying information through graphic elements, and is very much related what we teach our students.

Objective Status: 1 - New (PR)
Objective Year: 2019-2020
Estimated Start Date: 01/07/2019
Estimated Completion Date: 06/03/2019
Please select the college goals with which this objective aligns.: Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.
Please select the districct goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2018-2019 - Register for and attend Infographics class at CCSF (Active)
Who's Responsible for Completing this Action Plan?: Hyla Lacefield
Estimated Completion Date: Spring 2019

Resource Requests

Tuition reimbursement for Infographics class
Type of Resource: Professional Development
Cost: 850

Objective: Subscribe to SyncSketch software

SyncSketch is a cloud-based tool that allows drawing over a .mov or .avi file. We want to add it to our teaching tools in order to give detailed, saveable feedback to the animation and motion graphics students.

Objective Status: 1 - New (PR)
Objective Year: 2019-2020
Estimated Start Date: 05/20/2019
Estimated Completion Date: 08/12/2019
Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.
Please select the districct goals with which this objective aligns.: District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

Action Plans

2018-2019 - Obtain educational pricing for SyncSketch and subscribe to service (Active)
Who's Responsible for Completing this Action Plan?: Paul Naas
Estimated Completion Date: 8/2018

Resource Requests

SyncSketch software subscription
Type of Resource: Software
Cost: 540

CAN Program Review (Instructional) - Digital Art & Animation (Odd Year)

Objective: Attend Lightbox Expo

Lightbox Expo is a convention in Southern California oriented toward commercial visual arts: animation, games, film, illustration. Next year (2019) is the inaugural convention

As it is a new convention, costs are estimated (no ticket price has been published to date).

Objective Status: 1 - New (PR)
Objective Year: 2019-2020
Estimated Start Date: 09/06/2019
Estimated Completion Date: 09/08/2019
Please select the college goals with which this objective aligns.: Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community.
Please select the districct goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2019-2020 - Register for and attend Lightbox Expo convention (Active)
Who's Responsible for Completing this Action Plan?: Paul Naas
Estimated Completion Date: September 8, 2019

Resource Requests

Registration and travel fees to attend Lightbox Expo convention
Type of Resource: Professional Development
Cost: 1000