



Program Review - Instructional Program Plan

Program Title: Digital Art & Animation (MART)

Lead Contact Person Hyla Lacefield

Writing Team Paul Naas, program coordinator; Hyla Lacefield, full-time faculty

Executive Summary

Please summarize your program's strengths, opportunities/challenges, and action plans. This information will be presented to the Board of Trustees. (1000 word limit)

The Digital Art & Animation program (previously Multimedia Art & Technology) 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 70+ 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, 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: Please identify how your program aligns with the college's mission by selecting the appropriate check box(es):

Career Technical X Basic Skills Transfer Lifelong Learning X

If your program has a mission statement, include it here.

Digital Art & Animation 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.

2. Articulation: Describe how your program's articulation may be impacted by changes in curriculum and degree requirements at high schools and 4-year institutions. Describe your efforts to accommodate these changes.

We are actively working with our feeder high schools to align curriculum between our campuses in order to create a pathway from the SUHD schools to Cañada. Discussions are ongoing as time permits. 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.

3. Community and Labor Needs: Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs should identify the dates of their advisory group meetings.
 - 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). Ongoing demand for animation/game artists continues to fuel enrollment for the video game design program. Demand for web developers remains strong, attracting students to those courses in our offerings.
 - 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 is now free; Creative Cloud causes licensing problems because they don't seem to have a set institutional licensing program

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: List any significant changes that have occurred in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

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 (MART416) from the art department to the Multimedia department.

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 in Spring of 2014 reinforced what our own advisory board recommends, primarily because a majority of the industry specialists brought in for the focus group have been provided by Cañada faculty.

5. Progress Report: Provide your responses to all recommendations received on your last program review and report on progress made on previous action plans and toward your strategic goals.

Link: [2013-2014 Program Plan and Feedback forms](#)

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: We could not find any SLOs that were missing, and we checked all courses. Please provide course numbers and we will be happy to review. Assessment strategies and action plans were reviewed and updates are in the process of being implemented.

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: MART, Interior Design, and Fashion Design/Merchandising are not combined as one program. The faculty from these three separate, distinct programs collaborated on creating program SLOs 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.

Response: No reassign time received beyond program coordinator's 3 units of release, currently being reviewed.

4c. N/A

4d. Equipment and supply requests are justified and would support student learning.

Response: Still waiting for funds to arrive to purchase approved equipment.

4e. N/A

Other/General Comments: Well written report and justified requests.

Response: Thanks

6. Impact of resource allocations: Describe the impact to-date that each new resource (staff, non-instructional assignment, equipment, facilities, research, funding) has had on your program and measures of student success.

Over the last two years the computers, peripherals, and miscellaneous equipment (for example, greenscreen, lighting equipment) has been fully updated and deployed into the studios. 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 serious about staying on the cutting edge, meaning they will be getting training in the latest equipment and software techniques, along with theory and general technique.

Adding an additional full-time faculty a year ago has allowed the department to take on additional projects for on-campus and external clients. These projects allow students to work in a professional setting with faculty supervision, getting valuable client experience while still in school. In addition, having two full-time faculty with expertise in different areas of our course offerings allows us to effectively plan and revise program offerings in conjunction with our advisory board.



Current State of the Program

Data packets link <http://www.canadacollege.edu/programreview/datapackets1314.php>

7. Connection & Entry:

- A. Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and specific tables from the data packets.

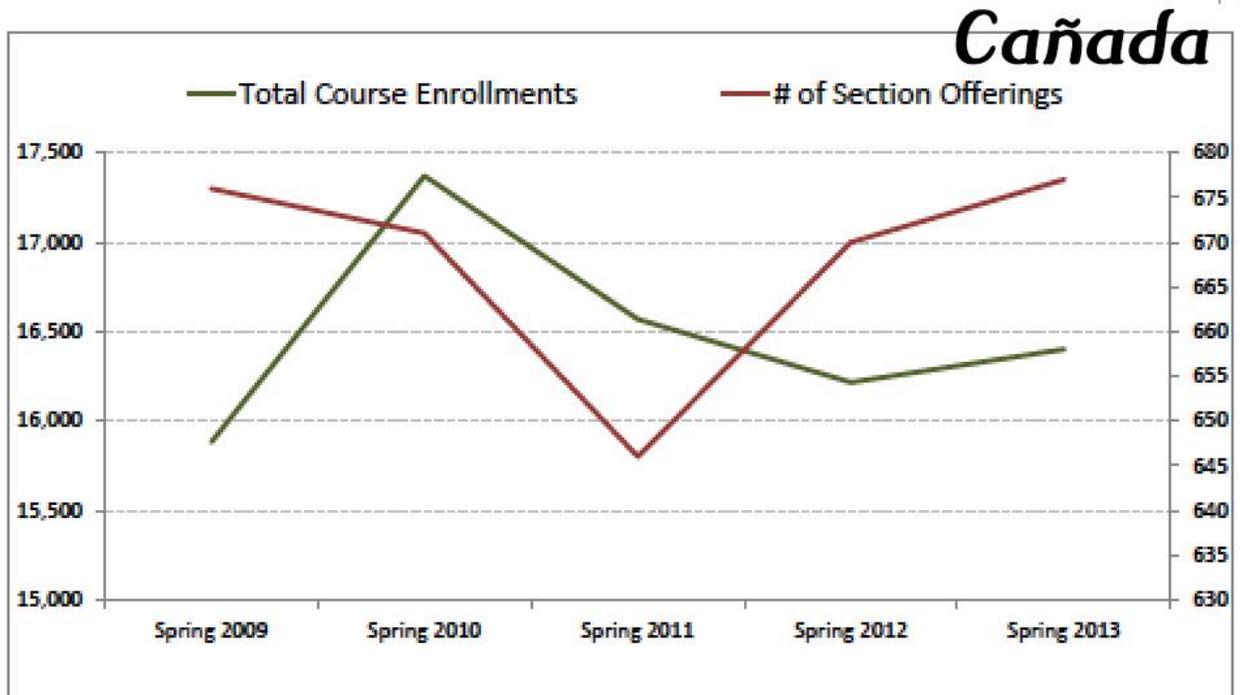
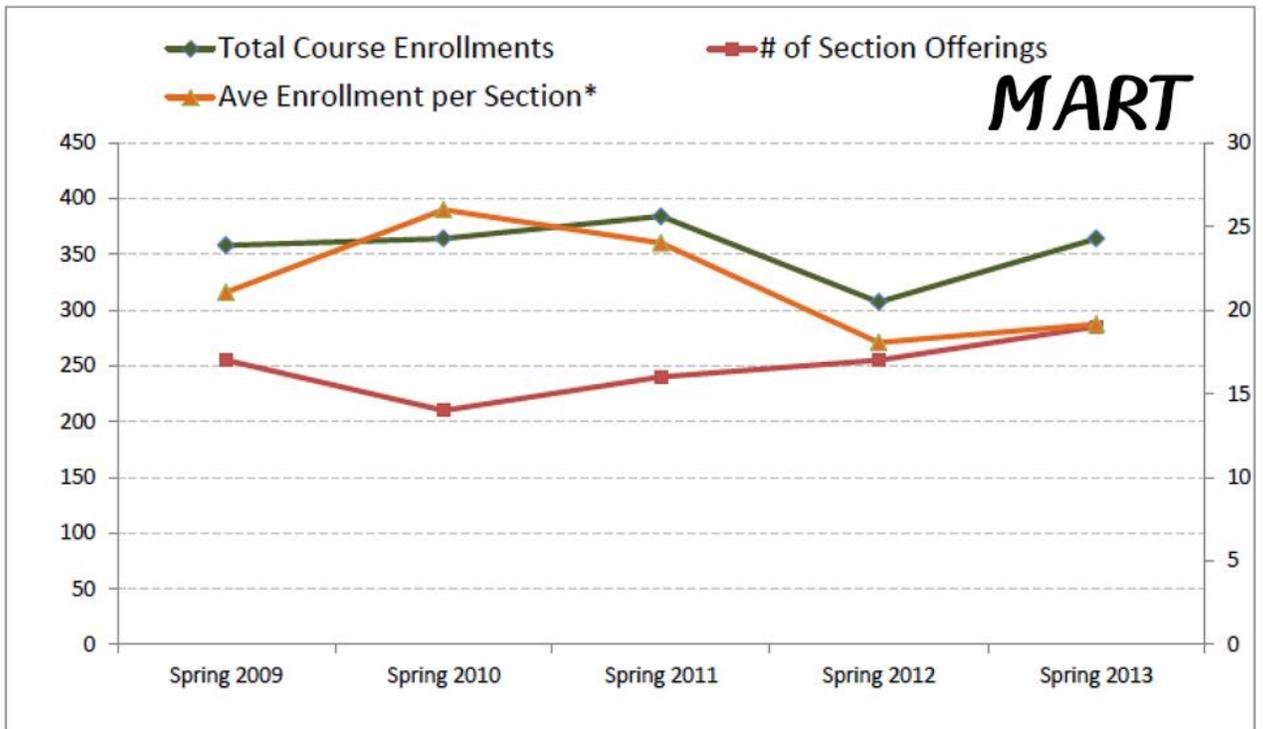
It is a little difficult to compare trends when only PDFs of fall-to-fall comparisons and spring-to-spring comparisons are available. While it is obviously useful (given that Fall and Spring semesters are more closely related in terms of class offerings and enrollment), it does not allow for a grasp of the ongoing issues, such as relationship between enrollments and external forces such as the recession.

I took the data from Productivity 2008/09 through 2013/14 Multimedia (MART) from Master Productivity 13_14 MART.pdf and compared to Master Productivity 13_14 A_Canada.pdf. During the peak of the recession 2009-2010, our fill rates were in excess of the college averages by anywhere from 8.9% (Fall 2009) to 20.2% (Spring 2010). In Fall of 2013, we were once again in excess of college average fill rates by 3.5%. Otherwise, with the exception of Spring of 2014, we have been no more than 2.2% below college averages, and generally between 0.6% below and 1.5% below. Because of the amount of time it took to meticulously copy the numbers by hand (which was faster than trying to cut-and-paste from a PDF into an XLS), fill rate was the only metric which I attempted to compare across years and to college totals rather than relying just upon the semester-to-semester data which was provided to us. However, in order to have any kind of reasonable evaluation of data, it must be viewed not only in the context of our department, but the college and local economy as a whole. Otherwise, we are looking for correlations between cause and effect in terms of enrollments and fill rates with a proverbial bucket over our head.

Regarding enrollment, please see the following chart, which is made from the MART data chart and the College data charts available from the Program Review Department Data Packet – “MART” Table 1 and “College Totals” Table 1. It is vitally important that we remember that although productivity is important and we should always keep an eye on our fill rates, we must offer sufficient classes (section offerings) to allow our students to be able to take the classes they need to be able to complete the certificates that they want. The MART department has, in general, kept pretty tight rein on the section offerings, keeping it pretty consistent with our enrollment. For example, we voluntarily ended the offering of MART 417 in the Fall semester when it became obvious that there was not sufficient demand to fill the class in both Fall and Spring.

Compare to the college enrollment/section offering chart. Section offerings were being *reduced* college-wide, even when enrollments were soaring. Then, there was a precipitous drop-off in enrollments, with an equally precipitous drop-off in section offerings. Now, pay close attention to when the enrollments started to rise again. It wasn't until AFTER the section offerings began to rise again. At the end of the data, both enrollments and section offerings are finally rising again. Although correlation is not causation, it is not a great leap to think that if students can't get the classes they need, they won't enroll. By offering more classes, we allow the possibility of rising

enrollments. If we continue to cut necessary classes, our enrollments will no doubt inevitably drop as students turn to other, more reliable sources to get their certificates and training.



It would be exceptionally useful if there were links to college averages included in the data packets, or at least shared in some way that allows comparison. For example, from the Productivity



2008/09 through 2013/14 Multimedia (MART) chart (Productivity by Semester) from the Master Productivity 13_14 MART.pdf, a look at FTES indicates a downward trend that suddenly turns around and then drops again. Which is, of course, a result of the fact that all Fall semesters are shown and then all Spring semesters, which does not give a good view of what is happening year-to-year. Of particular interest, in my opinion, is the fact that FTES sometimes drops, even though census headcount rises. In general, there is no readily observable correlation between census headcount and FTES, which would seem to indicate (to me, anyway) that FTES is not necessarily the optimal metric for a CTE program, where a large number of our students take a few classes at a time, often while working. The more students we can reach and help to reach their educational goals the better.

If there were an ability to sort this data in a linear timeline, I suspect we would be better able to come up with appropriate correlating factors which would provide us better opportunity to deduce causation and implement action. My natural suspicion would be that if we could increase enrollment, then that would likewise positively affect the FTES and LOAD numbers. Still, if you want to look at productivity, fill rates (as a percentage, not a flat number) seem to be a better metric of if we are serving students than other available metrics.

- B. Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends?

Proposed changes: Market school and program specifically. We constantly hear “I didn’t know you taught (subject) here. That’s not good. More effective marketing of campus in general and program specifically is necessary.

We already removed certain evening classes that were not filling and replaced with day classes which were (example: Digital Photography I). We have discussed and plan to add online courses and migrate some existing courses to online or hybrid courses. Additionally, we have discussed and plan to add short classes and special event classes, but my understanding is that these are not reflected in FTES or LOAD. Therefore, it is imperative that we come up with a metric that is more appropriate to the needs of our students and community if we are going to be able to serve them appropriately going into the future.

Articulation agreements with feeder high schools have the potential to increase enrollment. We are already seeing the results of articulation agreements in place with Menlo Atherton High School, as we have had several students from their 3D classes register for and attend our courses

8. Progress & Completion:

- A. Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and specific tables from the data packets.

All data below is from tables from Master effectiveness 13_14 MART.pdf and Master effectiveness 13_14 A_Canada.pdf. There were no numbered tables to cite. Gender observations are based on “Retention and Success by Gender”. Day/Evening Class observations are based on “Retention and Success by Day or Evening.” Therefore, as it is redundant to say that observations on



gender success rates came from the specific table called “Retention and Success by Gender”, the reader is kindly requested to note that in each instance, the data came from the data table named “Retention and Success by ...” Overall, it should be noted that it is somewhat difficult to correlate data from PDF as opposed to XLS files, since you can’t easily move the rows around to compare and you can’t use the functions feature to make the comparisons.

Ethnicity does not tend to be a useful metric for us because our numbers are so low that a single student dropping out has disproportional effect upon success and retention rates. Generally $N < 20$ is statistically insignificant.

With the exception of Spring of 2014, success rates and retention rates seem to be on par with or slightly exceeding college averages. In Spring of 2014, both success and retention dipped slightly, but is still within a couple of points of the college averages.

Examination of trends in student success and retention disaggregated by ethnicity:

The fact that ‘unknown’ is consistently higher than African American, Filipino, and Native American (and occasionally about the same as African American, Filipino and Native American combined), means that this data is of limited statistical significance. The absence of ‘mixed race’ as a choice further diminishes the value of the conclusions which may be drawn from this data.

The last years for which we have data (2013/14) showed a success rate among African American students of 84%, which greatly exceeded the overall college success rate among African American students (56%) and a drastic increase from the abysmal success rates in the 2010-2011 year of 16%. While I would like to think it was the care and attention we have given to improving success rates among our African American students, the fact is that with numbers that rarely exceed 30 students, it is virtually impossible to use statistics in any kind of meaningful way here. Anecdotally, the 2010-2011 year, I happen to know we had two students (sisters) who took several mART classes and dropped out of all of them. Since it shows we had a grand total of 25 African American students that school year, those two students had disproportionate impact.

By contrast, our Hispanic students (who do have a statistically significant population, second behind only white students) tend to have slightly better retention rates overall and slightly worse success rates overall than the college as a whole.

Retention and Success by Gender:

Women tend to succeed at slightly higher than average rates, men tend to succeed at slightly lower rates, unreported tend to succeed at markedly lower rates, but are such a small number of individuals (11 was the highest year, most were single digits) as to be statistically insignificant.

Women’s retention is slightly lower than men’s, but both tend to be within 5 percentage points of one another.



Retention and Success by age:

Under 18 tends to have the highest retention rate (perhaps because a Middle College student dropping or being dropped likely means that they must return to traditional high school). Their success rate is likewise slightly higher than average. Age 50-59 and 60+ has the widest variance in success rate, possibly because their relatively low numbers mean that individual variability results in higher impact.

Retention and Success by enrollment status:

Continuing Students and Currently K-12 have consistently the highest success rates, with first time students having consistently the lowest success rates (however, the relatively small number of first-time students means that the statistical significance is limited).

Retention and Success by day/evening:

Evening classes tend to have slightly higher retention rates and slightly lower success rates compared to day classes.

- B. Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses.
We do not have a significant number of online classes and do not have any online classes which are also offered as face-to-face courses with which to compare.
- C. Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends?

The course cancellations that have been occurring for the last three semesters (Spring 14, Fall 14, Spring 15) have had a significant negative impact on our student's ability to complete their course of study. As a CTE program, we frequently only offer one section of a course, and in some cases only once per year. When courses are canceled, students cannot complete in a timely manner and either do not persist or transfer to another institution without completing. Further, due to these class cancellations, students are forced to take any class that might be relevant, even if it is not part of their area of focus. The likelihood that a student will have the drive to succeed in a class that is part of their major area of study is far higher than for a class that they are forced to take in order to have sufficient classes to maintain student status for financial aid and loans.

In general, our success and retention rates are within normal parameters of the college as a whole, with retention rates slightly higher and success rates slightly lower than college averages. When statistically significant populations are compared (setting aside the wild variations of very small populations), we tend to be within a few percentage points of the average for the college.



Unfortunately, with declining enrollments and the resulting class closures thrusting students into classes they are not prepared for and do not need, our relatively small population of students faces even more challenges than the rest of the college with larger pools of students.

9. SLO Assessment:

<https://smccd.sharepoint.com/sites/can/CANSLOAC/default.aspx>

- A. Are all course SLOs being systematically assessed at least once/4 years? Describe the coordination of SLO assessment across sections and over time.

SLOs are systematically assessed and updated as appropriate through the process of course update/revision. For CTE, this means they get 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 department renaming process, which required all of our courses to be resubmitted to the curriculum committee during the past academic year.

- B. Summarize the dialogue that has resulted from these assessments. What are some improvements in your courses that have been implemented through SLO assessment? How has student learning been improved by changes in teaching? Cite specific examples.

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, although we still use Adobe Flash as the basis of our 2d animation class, we have adjusted the SLOs to reflect a more general understanding of 2D art. Previously one of the learning outcomes (SLO 2) was the production of a webpage using entirely Flash. That is outdated and quite ridiculous now, and it was changed to: Create non-linear artistic presentations through the integration of basic programming (Actionscript) into their Flash movies. This is far more applicable to the current job market.

10. PLO Assessment:

PLO Assessment link https://smccd.sharepoint.com/sites/can/prie/_layouts/15/start.aspx#/

Note: The multimedia report at the link above is an incredible mess. Courses are not in numerical order, learning objectives for each class are not grouped by class but scattered throughout report. A tremendous waste of time trying to make heads or tails out of the information contained therein.

- A. Describe your program's Program Learning Outcomes assessment plans and results of direct and indirect assessments.

Two of our three PLOs relate to work within the classroom, and are assessed via project assignments (TBA projects) on which the student receives a grade. Our third PLO relates to professional presentation and communication, and is assessed through our capstone course, MART 390 (Portfolio Creation). Assessment on this PLO is accomplished through student presentation of



their work, professional documents (resume and cover letter), and personal promotional material. In all three cases, success criterion is 70% of students passing the program with a grade of C or better.

Assessment of PLOs demonstrates that success criterion is being met and frequently exceeded.

B. Summarize the major findings of your program’s PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

As e-Portfolios are of growing interest to the college as a whole, it should be pointed out that we have been using portfolios as one of our primary means of assessment for some time.

Looking Ahead

11. Strategic goal & action plans:

How will you address the opportunities for improvement that you identified above in Articulation, Community & Labor Needs, Connection & Entry, Progress & Completion and PLO Assessment? Identify timelines for implementation, responsible party, and resource requirements.

Action Plan	Timeline	Responsible party	Resources required
Continue articulation discussions with feeder high schools and 4-year programs for transfer	Through Fall 15	Paul Naas	High school/4 year course descriptions, available meeting times.
Continue seeking out and capturing internship and entry-level positions for students	Ongoing	Paul Naas, Hyla Lacefield	Release time to meet with industry, coordinate opportunities.
Continue to meet or exceed college progress and completion metrics.	Ongoing	Paul Naas, Hyla Lacefield	
Advisory board recommendations implemented for curriculum improvement/relevance	Ongoing	Paul Naas, Hyla Lacefield	Advisory board members, meeting space



Complete the Resource Request form to request instructional equipment, IT equipment, facilities, professional development, research, or funding (if needed) and submit with this form to your Division Dean.

Link to resource request form <http://www.canadacollege.edu/programreview/instruction-forms.php>