

PROGRAM REVIEW

Multimedia Art & Technology Program

<http://www.canadacollege.edu/multimedia>

March 27, 2007

Review Committee Chair

Review Committee Members

Multimedia ART and Technology Program



Short Summary of Findings

According to John Howkins, author of **The Creative Economy: How People Make Money from Ideas** the number of graphic designers has increased tenfold in the recent decade and they outnumber chemical engineers four to one. There are more people working in the arts, entertainment and design than work as lawyers, accountants and auditors.*

Daniel Pink; author, **A Whole New Mind**, states "The last few decades have belonged to a certain kind of person with a certain kind of mind— computer programmers who could crank code, lawyers who could craft contracts, MBAs who could crunch numbers. But the keys to the kingdom are changing hands. The future belongs to a very different kind of person with a very different kind of mind— creators and empathizers, pattern recognizers and meaning makers. These people— artists, inventors, designers, storytellers, caregivers, consolers, big picture thinkers— will now reap society's richest rewards and share its greatest joys." This is good news for the United States. We have long worried about the off shoring of our jobs. Mr. Pink advises; let them go, but reevaluate our emphasis on the left side of the brain. Indeed, the second largest export of the United States is entertainment: film, television, video games, music and the written word.**

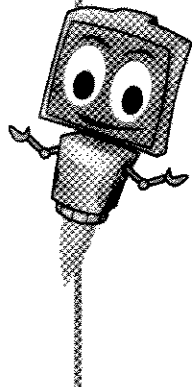
Frank Nuove, industrial designer (Nokia cell phone) states, "Design in its simplest form is the activity of creating solutions. Design is something that everyone does every day." Look around the room you are in; if there are other people in it, who designed their clothes? Who designed the chair you are sitting on, the glasses you wear, the car you drive, the plate you eat from, the package that contained the yoghurt you had for lunch?

The Multimedia Art and Technology Program which includes the 3D Animation and Video Game Art Program is in the center of this rethinking. Students in our classes are steeped in design principles, problem solving and how to apply what they know to new challenges.

According to the U.S. Bureau of Labor Statistics (BLS) graphic artists with animation and web design skills will have increased employment opportunities through this decade and beyond with openings in advertising, journalism and entertainment.*** The Multimedia programs are designed to meet both the academic and career goals of our students. Working closely with our advisory committee our programs provide continuing educational opportunities for current employees as well as providing the skills necessary for entry-level employment. Our students are encouraged to continue their education beyond our degrees and certificates to obtain a bachelors degree and beyond. Institutions such as San Jose State, California College of the Arts, Academy of Art and Ex'pressions provide bachelors degrees in Design, Media and Animation. California State University, East Bay and the University of California, Santa Cruz offer graduate programs in Digital Media and Multimedia.

Our partnership with Sequoia High Schools Electronic Arts Academy offers courses online and on site as well as Cañada campus courses to provide a smooth academic transition for high school students already interested in a career in the art of video games. This begins in earnest Fall 2007.

This course work ensures that students will become design, animation and multimedia professionals with



* 2002 National Cross-Industry Estimates of Employment and Mean Annual Wage for SOC (Standard Occupational Classification) Major Occupational Groups

** "Sale of American films and TV programs abroad are the second largest export after defense and a major contributor to the U.S. trade balance." <http://www.com.washington.edu/Program/courses/w07/com425Giffard/TVWF.ppt> Full text: http://europa.eu.int/eur-lex/en/consleg/pdf/1989/en_1989L0552_2a_001.pdf

*** U.S. Bureau of Labor Statistics: <http://www.bls.gov/oes/2004/may/oes271014.htm>

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experience and portfolio development in principles of design, digital software integration, digital image preparation, production process, and design teamwork.

The data included in this report document a strong development in the program since its initial state approval in (2002?). WSCH (weekly student contact hours); FTES (fulltime equivalent students); LOAD (explain), FTES (explain). Retention (Percentage of Total Enrollments) and Success (Percentage of Satisfactory Grades) have all increased to a successful level.

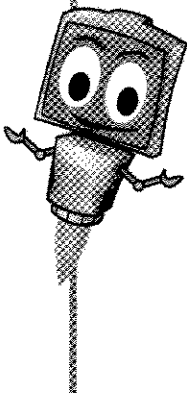
In Spring 2006, the Multimedia Program increased its degree, certificate and course offerings to include a new program, degree and certificate: 3D Animation and Video Game Art. Spring 2007 saw the successful completion of a new state of the art computer studio equipped with industry standard hardware and software. The first 3D course (mART 420) was so successfully received that a new section had to be included in the Spring 2007 course offerings.

This new studio provides a professional and creative working environment for students. The well-equipped classroom facilities allow excellent training to prepare students for the animation and video game art job market and/or for transferring to a four year university.

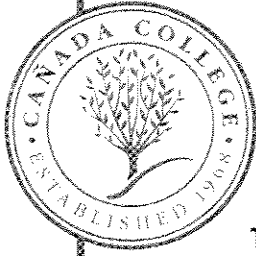
Immediate Goals:

1. Increase the Graphic Design and WEB Design Certificates of Completion to Certificates of Proficiency and AA Degrees adding courses as researched and needed

2. Build on current courses and create an AA Degree and Certificate of Proficiency for Digital Photography adding courses as researched Fall 2007



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Three Strengths of the Program

1. Innovation and responsiveness to the dynamic nature of the Multimedia/Animation/Video Game career and academic path: new course creation, new program creation and new online courses.

2. Student Portfolio success

Pixel Vision (off campus art exhibit through the Coastal Arts League), Redwood City art exhibit

Contests: New Media Awards, Olive Festival Poster Contest, Multimedia Mascot contest

3. Articulation and partnership with local high schools:

Current MOU with Sequoia's Electronic Art Academy articulation and career path

Current MOU with Menlo Atherton articulating Web Design career path

Development of a hybrid-online course: Animation Workshop with local high schools

2. Increase awareness of the program within the local community

Plan: Utilize our partnership with iWITTS for outreach to the local communities.

Develop a student created PSA for local cable companies

Utilize local resources such as KCSM 91.1 to help promote our program to the community

3. Provide students with information and opportunities to start their career in local companies:

Create a job placement database to list relevant job postings from local companies and provide a dedicated section on our program website for this purpose.

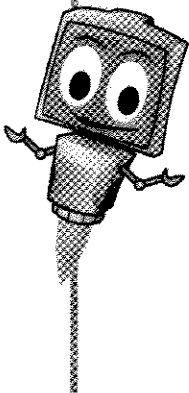
Secure internship agreements with local industry-related companies to help our students continue their career paths once they graduate from our program.

Three Suggestions for Improvement

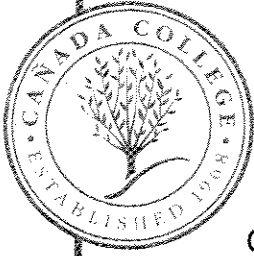
1. Increase awareness of program within the four year transfer institutions

Plan: Utilize our partnership with iWITTS (Institute for Women in Trades, Technology & Science) to develop a marketing structure for outreach to these institutions

Through our QuickStart State grant meet with articulation advisors from CSU and UC to develop closer curriculum and awareness of our program



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Cañada College

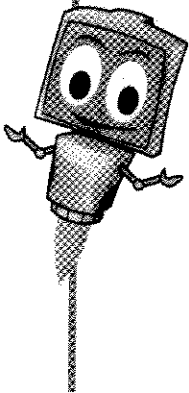
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Program Name: **Multimedia Art and Technology | 3D Animation and Video Game Art**

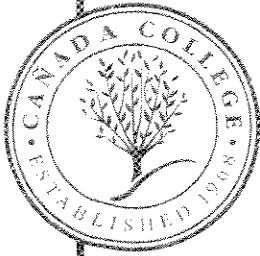
DATA COLLECTION DOCUMENT

I. Program goals and objectives

- Expand the certificates of proficiency in Graphic Design and WEB Design to AA Degrees and Certificates of Completion
- Build on and increase course offerings in Digital Photography to create an AA Degree and Certificate of Completion
- Hire one additional full-time Instructor and one Instructional Aide II, permanent part-time to become full-time as enrollment increases.
- Continue to maintain and increase enrollment and the number of students completing certificates and degrees. Promotion of the Certificates and Degrees offered through the Multimedia program will continue online, however they will be moved to a more prominent place on the website (<http://www.canadacollege.edu/multimedia>).
- A file of students declaring Multimedia or Animation as a major will be created. Student progress will be tracked. Graduates will be invited back to discuss the value of program completion. Information about graduates will be included in a rotating section of the web site called "Where are they now?" to showcase opportunities and possibilities to current and potential students visiting the site.
- The two-year course offerings including proposed sequence flowcharts will be posted online and updated each semester for students to plan their schedules in advance.
- Develop an internship vehicle in conjunction with counseling and a liaison.
- Build on existing community outreach to strengthen awareness of the program through marketing and participation in community events.
- Work closely with other Design programs (Interior and Fashion) to increase enrollments in courses such as Digital Imaging 1 (Photoshop), Digital Illustration (Illustrator) and Digital Painting (Painter).
- Develop closer ties to CSU East Bay and San Jose State for purposes of direct articulation. Add links to these schools on the Multimedia website.
- Develop closer ties to Art Institute, California College of the Arts and Cogswell Institute as additional options for student transfers.
- Work with the Library/Learning Center to make more software packages used in our studios available in the campus Learning Center and Library to ensure that students have multiple time slots and venues to complete their projects.



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II. Departmental Student Learning Outcomes

Upon successful completion of a **Multimedia, Design or Animation Certificate**, the student will be able to

- Apply the Principles and Elements of Design to their work
- Identify potential personal career and academic goals
- Describe the differences between raster and vector based software and images
- Develop and create a successful workflow from original concept to finished design project utilizing appropriate software and techniques

Upon successful completion of a **Multimedia or 3D Animation and Video Game Art AA Degree or Certificate of Completion**, the student will be able to:

- Apply the Principles and Elements of Design to their work
- Identify potential personal career and academic goals
- Describe the differences between raster and vector based software and images
- Develop and create a successful workflow from original concept to finished design project utilizing appropriate software and techniques
- Within the Multimedia Degree or Certificate of Completion the student will create three portfolio entries showing examples of a successful page design, package design, corporate identity, website or Flash animation.

- Within the 3D Animation and Video Game Art Degree of Certificate the student will create three portfolio entries showing examples of a character concept design, 3D character model, animatic or storyboard.

III. Curricular Offerings

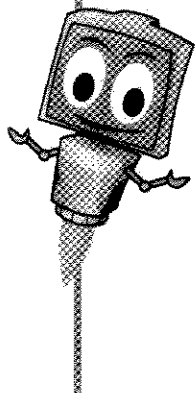
A. New, deleted, "banked" and "unbanked" in the past two years (check all that apply)

New Courses

MART 362	Digital Photography I	3.0
MART 369	Web Design II	3.0
MART 373	Digital Audio I	1.0
MART 377	Digital Imaging II	3.0
MART 378	Digital Page Layout	3.0
MART 379	Digital Animation I: Flash	3.0
MART 389	Multimedia Careers	1.5
MART 390	Portfolio Creation	1.5

New Courses Within the Last Two Years

MART 363	Digital Photography II	3.0
MART 365	Photographic Retouching and Restoration	3.0
MART 366	Color Management and Digital Printing	1.5
MART 380	Digital Animation II: Flash	3.0
MART 400	Motion Graphics	1.5



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MART 405	Storyboard Development for Animation and Interactive Media	3.0
MART 420	3D Modeling and Animation 1	3.0
MART 421	3D Modeling and Animation 2	3.0
MART 430	3D Character Creation and Animation	3.0
MART 431	Special Effects and Compositing in 3D	1.5
MART 432	3D Environments and Hard Surface Modeling	3.0
MART 440	Video Game 3D Production Techniques	3.0

Banked Courses

MART 361 Digital Video

Deleted Courses

None

B. All current offerings except those previously identified in section A

(check all that apply; attach a separate table as necessary)

All Other Classes

MART 314	Intro to Computer Graphics	3.0
MART 325	Digital Painting	3.0
MART 368	Web Design I	3.0
MART 372	Digital Illustration	3.0
MART 376	Digital Imaging I	3.0

C. Recommended areas of curricular need based on current offerings (check all that apply; attach a separate table as necessary)

- New Digital Photography Degree/Certificate
- New Graphic Design Degree/Certificate of Completion
- New WEB Design Degree/Certificate of Completion

Proposed New Courses:

Graphic Design Degree/Certificate:

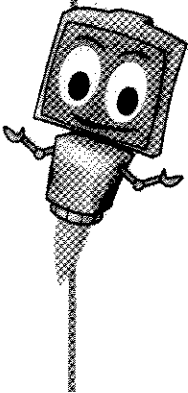
- Multimedia Design (1.5)
- Typography (1.5)
- Graphic Design Production (3)
- Graphic Design Internship (1.5)

WEB Design Degree/Certificate:

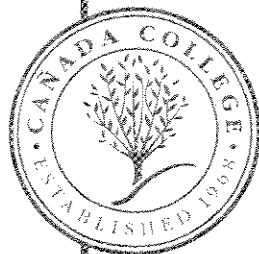
- Web Design 3 – Web Applications (3)
- CSS WEB Formatting and Layout (1.5)
- Graphic User Interface Design (1.5)
- The Art of Blogging (.5)
- E-Commerce Workshop (1)
- Flash Actionscripting (1.5)

3D Animation and Video Game Art:

- History of Animation (1.5)
- Texture Creation for 3D Art (1.5)
- New Digital Photography courses for a new Degree/Certificate to be researched Fall 2007



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IV. Enrollment data

A. Weekly Student Contact Hours – WSCH /FTES

B. Full time equivalent faculty count FTE and WSCH/FTE – LOAD

Report the 2 previous Fall semesters with the most recent on the right.

	2005	2006
WSCH	1232	1347
FTE	2.59	2.59
LOAD	476	520
FTES	41.07	44.90
Retention	77.9%	83.1%

The most recent data collected is for Fall 2005 and 2006 regarding FTE and WSCH/FTE-LOAD. FTE remained the same for these two Fall semesters, but increased significantly from previous semesters. Faculty load which is a measure of efficiency has increased dramatically from previous semester. The increase from Fall 2005 and 2006 shows equally dramatic increase. We anticipate this trend to continue.

C. Retention and Success (If applicable) Report data on program retention and success rate for the past seven years (fall semesters)

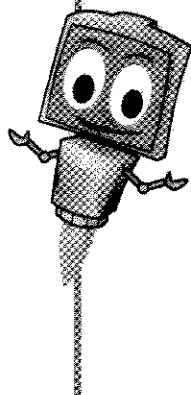
(Please see E below)

Year	Certificates Less than 18 units Issued	Certificates 18-30 units Issued	Certificates 30-60 units Issued	AA Degrees Issued
2004	7		1	
2005	11		2	1

D. Certificate, degree, and transfer status (If applicable) Report data on certificate, degree, and transfer status for the past 2 years with the most recent on the right.

The district does not provide transfer data and we only have anecdotal information regarding student transfer. Students have transferred to Ex'pressions, Academy of Art, CSU Sacramento and Savannah College of the Arts.

E. Please comment on any trends that you see in the programs WSCH, FTES, LOAD, success and retention rates. Include factors that affect the rates and how college services are used to provide multiple avenues for student success. Include an indication of the other goals that your students have in taking your courses and how they may be meeting multiple educational goals i.e., job out, promotion, retraining etc.



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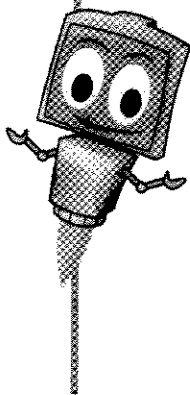


Our retention and success has increased over the past semesters. We believe our additional studio and with it our new 3D Animation and Video Game Art program has contributed to the trend. These numbers reflect the original Multimedia program numbers as our new studio and 3D courses began Spring 07. Growing the program, offering new courses and meeting the needs of our students have been our current work. We believe this has resulted in the positive numbers.

It is strongly recommended that transfer data be made available to departments and programs on campus. If this cannot happen at the campus level it should be taken to the district or state level. This information is vital for student success and our own programmatic and campus success.

Students utilize the counseling services on campus and many students have entered the program on a recommendation from counselors. The MM faculty are active in their outreach to counselors, attending counseling meetings and one on one meetings with individual counselors.

Transfer and degree/certificate completion is important to our students. In addition our courses provide for the updating of skills, acquisition of new skills and personal enrichment. These courses are constantly reviewed by our advisory committee members for the purpose of updating and aligning with current industry needs. While this is an extremely worthwhile part of our program these "one off" courses lead to students increasing their educational goals, finishing a certificate or transferring to a four year institution for further education.



In addition to counseling and academic planning, the Learning Center provides opportunities for our students to succeed. There are many workshops available in the Learning Center that are helpful for student achievement. The Learning Center has some computers loaded with some of our Multimedia software. It is hoped that in the future there will be closer ties with the Learning Center in terms of more machines available with the appropriate software. We are working together to find ways to accomplish this. The Learning Center's expanded hours extend our student's ability to complete their assignments and work towards successful completion of their courses.

V. Faculty and staff hiring recommendations

A. List full-time faculty requests and attach formal justification Position Areas of expertise needed. Evaluate the status of the entire department's full-time faculty, adjunct faculty, and classified positions.

It is imperative that another full-time instructor is hired in the department and an Instructional Aide II to develop the new 3D Animation and Video Game Art Program by allowing for specific recruitment and retention at all high school events, continuity in classroom instruction and academic counseling, tutoring and for the development of internships within the Multimedia, Photography and Animation industry.

a. Currently, the Multimedia Program consists of two full programs with the development for three more (Graphic Design, WEB Design and Digital Photography). There are two full-time faculty and between five and six adjunct faculty members, depending on the course offerings each semester.

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There is a strong need for an additional full-time faculty member within the Programs. The faculty members are currently developing the justification paperwork and will be submitting their request to hire one additional full-time instructor in the near future.

b. There is a critical need for an Instructional Aide II to help with the two studios and follow up with equipment failures, work orders, student tutorial needs and allowing for continuous uninterrupted open studio hours. Currently student assistants shoulder some of this work contingent upon grant funding. The two full-time faculty must take time from their curriculum obligations, student interaction/counseling/tutoring, program marketing and promotion, design contests, gallery presentations (both on and off campus), student assistant hiring/training/replacement, etc.

B. List adjunct faculty requests and attach formal justification. Position Areas of expertise needed

Adjunct Faculty Specialization within the Digital Photography/Animation discipline is needed. With the increased program, certificate, degree and course offerings we are committed to we will need to find qualified instructors to teach the increased offerings. Adjunct faculty provide an important influx of working professionals and their unique talents.

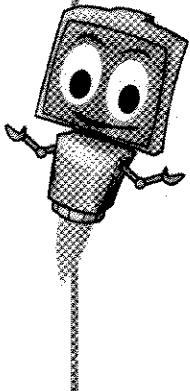
C. List staff requests and attach formal justification. Position Areas of expertise needed

Instructional Aide II – permanent part-time to become permanent full time as enrollment in the Programs increase. Through the VTEA Grant (Vocational Training Education Assistance) several

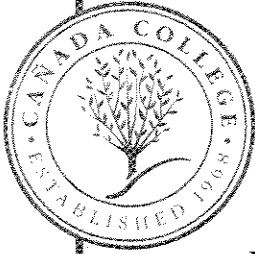
student assistants are hired to provide open studio time. This “lab” time is critical for student success. Some students have the software and hardware necessary to work at home however with the fast paced change in the industry it is difficult for students to afford the latest software and hardware. These open lab hours provide time for the weekly by arrangement hours and extensive homework hours needed to complete our courses. Many of our student assistants go on to become tutors in the campus Learning Center, helping other students succeed. Our studio hours are restricted to the times when a staff or instructor is available. This makes weekend and evening hours difficult. An Instructional Aide II would be able to keep the studio open more hours and provide additional help to our students and student assistants. The staffing and employment of student assistants has increased due to the addition of our new studio and the aide would provide much needed help in these areas.

D. List professional development needs

It is critical that funding is available for all faculty and staff members to continue to participate in workshops, conferences, and mandatory meetings, in order to stay current in their particular discipline. They need to attend specific workshops and classes to gain updated skills, a minimum of once per year. Examples of events and activities in which our faculty have participated in the past are: MacWorld, NAPP (National Association of Photoshop Professionals) curriculum development, Adobe Creative Suite workshops, Flash Forward, Animation Festivals, Game Developers Conference, Electronic Entertainment Expo and the Stanford Digital Academy.



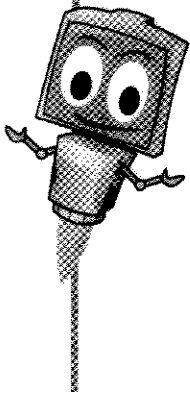
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Professional Associations and Subscriptions

- NAPP memberships (currently paid by faculty)
- ASIFA membership (currently paid by faculty)
- Graphic Artists Guild (proposed and necessary for Graphic Design/WEB Design Degrees)
- Communication Arts Magazine (currently paid by faculty)
- Wired Magazine (currently paid by faculty)
- Photographer's Forum (necessary for Digital Photography Degree)
- IGDA - International Game Developers Association (necessary for the 3D Animation and Video Game Art Degree curriculum development resources currently paid by faculty)
- IWA – International Web Masters Association (necessary for Web Design Degree curriculum development and currently paid by faculty)

The VTEA grant through the Perkins Act has provided the much needed funds for some of these professional development opportunities. In addition the district Professional Development Fund provides funding for these opportunities as well and our faculty members take advantage of this funding source. The two year (F06-S08) Quickstart Bridge grant awarded last Fall provided training through the Digital Media Academy in the summer and ongoing training through lynda.com (both highly regarded multimedia training companies). Eight campus instructors and 2 high school faculty were able to take advantage of this training. A new Music course was developed using lynda.com online training and many Multimedia courses were updated as well as faculty retraining.



E. List equipment, technology, materials needed in the coming year:

Software Maintenance updates:

- Corel Painter (unlimited licenses agreement)
- Adobe Creative Suite (65 licenses) MM studio (65 licenses)
- Roxio Toast and Easy CD Creator (40 licenses)
- Quicktime (40 licenses)
- Cakewalk (20 licenses)
- Digi Design ProTools; software and MBox hardware (4 cross platform licenses)
- Final Cut Studio Pro (26 Licenses)
- Maya Unlimited (30 Licenses)

In addition, we are working closely with the Learning Center in terms of additional licenses of our software available for use in the Learning Center. This close association with the Learning Center is enhanced by Multimedia faculty holding office hours in the Learning Center and providing the software necessary for student success.

New Software:

Adobe After Effects for the Motion Graphics, Digital Video and upcoming Special Effects and Compositing in 3D classes (28 licenses)

Equipment/Hardware:

Multimedia Studio 13-211 was last updated January 2005 and is nearing its three year industry cycle.

- 15 iMacs: \$1500/per

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15 Dells + Monitors: \$1500/per
15 Camera Card Readers: \$27/each
15 USB hubs for Dells

Animation Studio 22-113

The Animation Studio opened spring 2007 with state of the industry computers, monitors, mice and software. The equipment needs for this studio should be minimal if any.

B. List facilities needs:

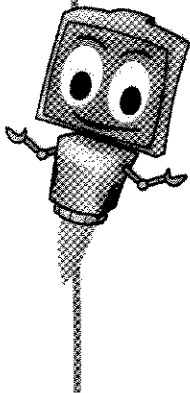
The solid backing of the campus in providing the Multimedia Program with its two studios is the foremost reason for our success. Building the new studio places Cañada in the position as the first Community College to provide a video gaming art degree. Other colleges offer some classes, but because of the new studio and equipment provided by the campus we are able to offer and expand our program and student success. The district and campus pulled together to build our new studio in record time allowing it to open on time for spring 2007.

Multimedia equipment and software has an industry life of 2-3 years. This necessitates the upgrading of equipment and software on a regular basis. Our current studio in 13-211 is nearing the cycle of replacement. New software innovations push the hardware and visa versa. Software will outperform the hardware currently installed in the studio by fall 2007. Thus we must look for funds to purchase new hardware within the next year.

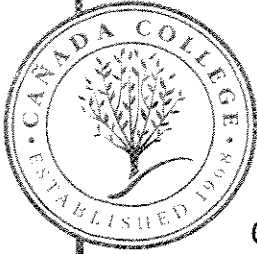
Building 13, the current home to our Multimedia Studio is in need of repair. The building renovations needed will add to the functionality of our studio in providing adequate bandwidth/networking, air

conditioning/heating, space for printers as well as appropriate lighting and wall paint. As our program expands, the space will need to evolve as well.

It is crucial that the Division, College and District continue to provide support as the program grows and needs change. This renewable and sustained commitment will ensure the success of our students.



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COMPREHENSIVE PROGRAM REVIEW SELF-STUDY DOCUMENT

In preparing this Program Review, keep the college mission in mind as a reminder that Program Review is to ensure that all programs are aligned with the institutional mission.

Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students.

Part A: Overview of Program

1. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

The Multimedia Art and Technology Program has not previously conducted a self-study.

2. State the goals and focus of this program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and the District.

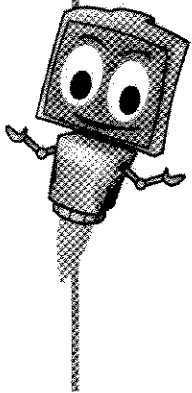
Goals of the Department include:

Contribution to the Mission of the College and the District

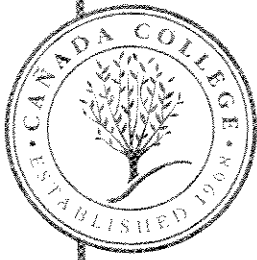
The Multimedia program contributes to the mission of the College and District by:

- Providing up-to-date quality instruction for student success as shown by high success and retention rates.

- Offering lower division course work leading to Certificates and or Associate of Arts Degrees, and Transfer courses to enable students to transfer to the California State University system, University of California or other four year private institutions.
- Providing occupational education and training directed toward industry standards for first time students, special admit students, continuing students, returning students, as well as individuals who need to update their skills for their own business and or personal fulfillment.
- Recruiting students from all ethnic, age, and economic groups, celebrating the communities' rich cultural diversity.
- The Multimedia program follows the campus vision in providing student success through personalized, flexible, and innovative instruction.
- Current Multimedia faculty members have embraced the new Web Management Modules:



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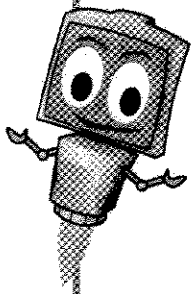


WebAccess and E-College re-configuring many of our current courses to fit this new mode of course delivery.

- In addition our faculty members have contributed to iTunes University porting their lectures to Podcasts for asynchronous availability to our students.
- Faculty members are available during office hours and beyond, meeting with students to help them with their coursework as well as career and academic advice.
- The program responds to the changing needs of our students by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.
- The need for faculty to stay current in technology and industry trends to provide appropriate curriculum, also makes them especially qualified to serve in various campus and District-Wide committees related to technology and distance education.

3. If the student population has changed, state how the program is addressing these changes. Document the demographic trends.

The 2006 institutional research data produced by the college researcher indicate the student demographics for the campus as a whole as follows: 51% White, 27% Hispanic, 11% Other/Unknown, 8% Asian, 3% African American, 1% Filipino, and 1% Native American. Prior to Fall 2005 data was not collected specific to Multimedia, consequently demographic comparisons are not possible. As data become available to us we will be looking closer to create a



more inclusive student population.

The 3D Animation and Video Game Art Program in specific and our campus in general has been selected as a site for the CalWomenTech Project. This project is sponsored by a National Science Foundation Grant and it will study the recruitment, retention and graduation of women in traditionally male dominated majors. While the Multimedia program, (Graphic Design and Web Design) is not a male dominated major, 3D Animation and Video Game Art is a male dominated industry. Anticipated outcomes from this partnership include:

- Increased enrollment of women by an average of 10 to 15% in targeted Science, Technology, Engineering and Math (STEM) classes
- A retention rate for females that is comparable to males in targeted classes
- CalWomenTech recruitment and retention strategies incorporated directly into the college's regular practices
- Increased focus of the California community college system on recruitment and retention of females into STEM and on our program and campus in particular

4. If the program utilizes advisory boards and/or professional organizations, describe their roles.

The Multimedia Art and Technology Program Advisory Board is a very active Board and always has a full agenda and lively discussion during their annual meeting. The advisory board provides valuable recommendations and assistance in the assessment, development, and implementation of educational curricula for the program. In addition

Multimedia ART and Technology Program



to curriculum development feedback, our advisors assist in providing tour possibilities for our students. During our tour of Electronic Arts (every semester), one of our advisors takes students directly to his department: (The Sims family of games), introduces our students to artists working for him and shows recent work from his department. Another advisor from Communication Arts Magazine provides a personal tour of the headquarters in Menlo Park, taking time to describe a day's work for graphic designers and answering numerous questions by our students during the tour (every semester). Furthermore, our advisors at Expresso Fitness in Sunnyvale have provided multiple internship and job opportunities for our students both in their company and other companies where they serve as consultants.

Our current advisory committee members are:

Patrick Coyne; Editor and Designer,
Communication Arts Magazine

Chuck Eyler; Art Director, Sims Division,
Electronic Arts

Thomas Holt; Animator, Electronic Arts

Colm McKeon; Quality Engineering Manager,
Flash Player, Adobe Systems Incorporated

Clark Omholt; Owner, Spectraflow, LLC

Maria Sky; Instructor, Capuchino High School

Mike Kuliga; Instructor, Sequoia High School

Henry Dos Santos; Senior Account Executive,
Apple Computer

Dave Rohrl; Game Developer, PopCap Games

Cisco Lopez-Fresquet; Senior Software Engineer,
Expresso Fitness

Dane Shears; Lead Artist, Expresso Fitness

Shyama Sachi; Executive Producer, Fat Box Films

Belinda Carr; current Multimedia student

John Avakian; ED Net Multimedia Director

Frank Vaskelis; Chief Information Officer
Information Technology Services
San Mateo County Community College District

Jasmine Witham; SMCCCD Web Support Analyst,
San Mateo County Community College District

Ex Officio Members:

Linda Hayes, Dean, Business

Marilyn McBride, VP, Instruction

Peter Bruni, CTL Instructor

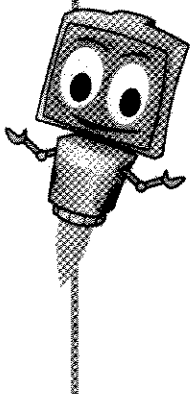
Daniela Castillo, Instructor, Multimedia

Jean Mecorney, Instructor, Multimedia

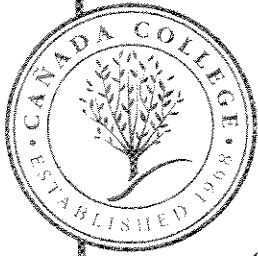
Sharon Finn, Instructor, Office Technology

PART B: CURRICULUM

1. Describe how the courses offered in the program meet the needs of the students and the relevant discipline(s).



Multimedia ART and Technology Program



Course offerings represent a wide variety of Multimedia, Graphic Design, WEB Design, Photography and Animation options. Our introductory courses; mART 314 Introduction to Computer Graphics, mART 376 Digital Imaging 1, mART 362 Digital Photography and mART 368 Web Design I are designed to be open to students beginning a career and provide the basics necessary to continue towards a successful academic or vocational career. Curriculum is reviewed on an ongoing basis by the faculty and advisory committee members. This is done to ensure that students will have the necessary foundation and skills for both career and academic success.

Most recently the 3D Animation and Video Game Art Program AA Degree and Certificate was approved by the State and our first students are embarking on their animation/video game art careers. Eight new courses were developed and along with courses in the studio Art Department lead to the skills necessary to begin work in the animation/video game art field. More and more CSUs, private institutions and UCs are offering four year degrees in this field. We are monitoring this development and are working with these institutions to assure the smooth transition from Cañada College to a four year degree program.

Additionally, the Multimedia program provides course offerings in Spanish at the Menlo Park OICW Center. Since 2003, the following courses have been offered: Digital Photography, Web Design and Digital Imaging. The opportunity to bring these classes to the community and in Spanish has allowed the program to reach out to student groups with limited exposure to these careers. Students taking these courses are concurrently enrolled in

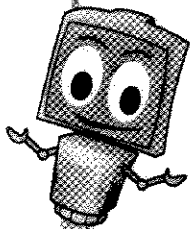
ESL classes on campus and have eventually moved on to enroll in the rest of our classes in English on the main campus. This class sequence in Spanish has consistently brought in new students to our program with an incredibly committed and diverse pool of students.

2. State how the program has remained current in the discipline(s).

Through the addition of 13 new courses approved by the Curriculum Committee in the past two years, both the Multimedia and Animation/Video Game Art programs have remained current. In addition to the new courses, two courses were increased from 1.5 units to 3 units following recommendations from our adjunct faculty and advisory committee members.

Multimedia students participate in yearly student art exhibits on campus as well as gallery shows at the Coastal Arts League and the Redwood City Library. With the addition of a new student art gallery in conjunction with the campus Art Department, our students will have one more venue to show their work. This new gallery will provide state of the art digital display equipment to showcase time based student work as well as digital prints and photographs.

Instructional Equipment and Proposition 20 funds have provided for the updating of equipment and software. In addition, a VTEA Grant is relied upon to keep software current through our two year maintenance agreements with Computerland and the Community Colleges Foundation. This program actively seeks additional funding through grant opportunities such as the current two-year Statewide Quickstart grant. This grant provided



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for our opportunity to partner with the ACME Animation Network validating our goal of excellence. Large companies such as Disney, Pixar, PDI/Dreamworks and Electronic Arts are part of this network and actively use it to hire employees. This network provides our students with access to professionals in the animation industry for portfolio review, mentoring and up to date discussions of the employment outlook and day-in-the-life of scenarios essential for students understanding of the workplace.

The Multimedia faculty (both full time and adjunct) are invited to participate in the yearly Faculty Art Exhibit every Fall and have contributed current work to these exhibits. In addition, faculty are able to attend conferences and workshops to keep abreast of the latest information, trends and skills to keep the curriculum current.

3. All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list courses and present a plan for completing the process.

All courses are reviewed on a yearly basis by faculty. In addition, through the current Program Review process, all courses have been reviewed by the respective faculty members who teach the courses and all changes will be completed and sent forward to the Curriculum Committee by the end of the spring 2008 semester. Programmatic changes will occur as well in the form of updating both the Multimedia and 3D Animation and Video Game Art degrees and certificates, increasing the Graphic Design and Web Design Certificates of Proficiency to AA Degrees and Certificates of Completion. In addition a new AA Degree and Certificate of

Completion in Digital Photography will be proposed with in the next two years.

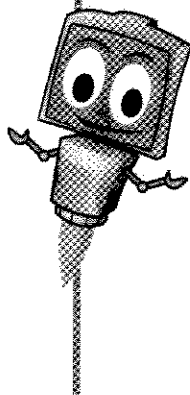
4. If external accreditation or certification is required, please state the certifying agency and status of the program.

Not Applicable.

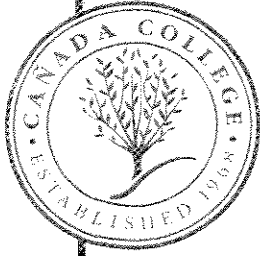
5. Describe how your program is articulated with similar departments within SMCCCD, the Sequoia High School District and/or other four year institutions. (Include articulation agreements, common course numbering etc.)

Our development of the 3D Animation and Video Game Art Program came at the same time the College of San Mateo was expanding it's Multimedia Program to include Digital Video and Digital Audio. There is a natural synergy between Video and Animation. Although they branch into different areas of entertainment they are both invested in design, message creation and storytelling. Faculty in both Multimedia programs have worked closely together to the benefit of student success. Great effort in the past has let to courses in common offered in non-competing time slots. Students from CSM have transferred to Cañada and completed their AA Degree or certificate with articulated courses such as Web Design, Page Layout and Graphic Design. Students move between our campuses with ease and class scheduling is designed to allow maximum flexibility for students.

In addition to the articulation agreements with the high schools both in and out of the Technology Preparatory program the Multimedia program in specific and the campus in general has embarked on an MOU with the Sequoia High School



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district. This partnership provides for six units of Multimedia course credit taught at Sequoia High School by our campus instructors to begin Fall 2007. Sequoia students in the Electronic Arts Academy will be taking classes in Motion Graphics, Multimedia Careers, Multimedia Design and History of Animation. This cadre of students will find a smooth transition to college here at Cañada or any institution articulated with us. Many of these students have already been identified as interested in pursuing a career in animation and video game art. After graduation they will be admitted to the 3D Animation and Video Game Art program with six units already completed!

Many Middle College students enroll and successfully complete our courses; mART 314 Introduction to Computer Graphics, mART 376 Digital Imaging I and mART 368 Web Design I. Currently, Cañada College has articulation agreements with the following schools related to Multimedia:

- Sequoia High School, Redwood City
- Menlo Atherton High School, Menlo Park
- Carmont High School

While our current attention has been to articulation with high schools, we are committed to articulation with four year institutions and have listed this as a program goal in this review. Our faculty works with the Dean of Counseling & Enrollment Services to obtain articulation agreements with both the CSUs and UCs. Indeed, in addition to the recognition in terms of credit for all courses in the Multimedia program by the California State Universities, the University of California has articulated the following

classes: Cañada College's mART 314, mART 362, mART 376 and mART 377.

6. Discuss plans for future curricular development and/or program modification.

Students and faculty are excited about the future Digital Photography program which will provide a Certificate of Proficiency and an AA Degree. In addition the Multimedia faculty members are writing a proposal for a full degree and certificate of completion offering of both Graphic Design and Web Design programs. The current time line for these three new programs would provide for a degree/certificate offering in spring 2008.

PART C: Student Outcomes

Program Student Learning Outcomes:

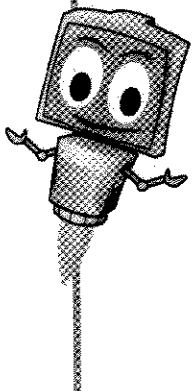
Upon successful completion of a Multimedia Degree or Certificate, the student will be able to:

- Apply portfolio skills necessary for the constantly changing design industry as well as small individualized custom businesses
- Apply principles of design when creating original work.
- Develop a custom portfolio for a job search in the design industry.

PART D: Faculty and Staff

1. List current faculty and staff members in the program areas of expertise and how positions contribute to the program success.

Daniela Castillo, M.F.A. Interactive Design and Videogame Development ; Savannah College of Art



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& Design (expected completion date Fall 2008)
M.A. Multimedia, California State University, East Bay
B.A. Communication Sciences; ITESM Mexico City

Dani has been teaching at Cañada College since the Spring of 2001 and has been tenured since 2004. She teaches web design, digital animation, multimedia careers, portfolio, history of animation and digital photography, some of these courses in Spanish as well as in English. Before finding her teaching passion, Dani worked in various multimedia-related tracks including; radio, TV, graphic design, web design and video games. Dani has also researched and developed new curricular offerings for the Multimedia Art and Technology program, as well as participated in the creation and revision of the current certificates and degrees offered by the department leading to the new 3D Animation and Video Game Art Degree and Certificate of Completion.

She is currently working on articulation and outreach with local high schools as well as articulation with four year institutions in the area. Additionally, Dani is working on the adaptation, development and deployment of new online curricular offerings.

Jean A. Mecorney, M.A., California State University, Sacramento: Education; Curriculum and Instruction, B.A., University of California, Berkeley: ART Studio Practise.

Current Professor of Multimedia Art and Technology Program Coordinator
Jeannie began teaching at Cañada College since the Fall of 1998 and has been coordinator of the program since its inception the same year. She teaches digital imaging, introduction to computer

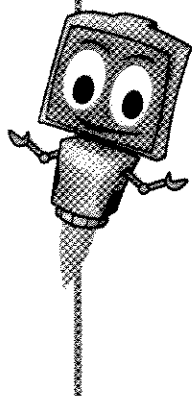
graphics, digital illustration, photographic retouching and the animation workshop. Prior to her current teaching assignment, Jeannie accumulated over 25 years of graphic design, broadcast television design, web design and animation working for several companies including film, software manufacturing, nonprofit organizations and educational broadcast television.

She developed the original curriculum into the Multimedia Art and Technology program offering both certificates and degrees in Multimedia.

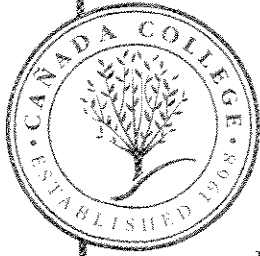
Katherine Bazak, Adjunct Professor
MFA - 1974(Painting and Art History)- University of Wisconsin, Madison
BFA - 1972 (Painting and Printmaking)- 1972 Virginia Commonwealth University

Currently Adjunct Professor of Multimedia Art and Technology teaching Digital Painting
1988 - to present Katherine has taught both full and part-time at Canada College both in the Art Department and the Multimedia Department
1976 - 1988 - Katherine taught part time at Foothill College , Los Altos - West Valley College, Saratoga San Jose City College, San Jose - California College of Arts and Crafts now California Univ. of the Arts, Oakland
1975-76 - Awarded Fulbright Grant for study at the Ecole Normal, Paris, France
1974 - 75 - Instructor of Art San Diego State Univ.
Katherine has shown her paintings locally and nationally in many venues over the past 35 years.

Ed Christensen, Adjunct Professor
M.A. California State University East Bay:
Multimedia, B.A. California State University: Music



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Ed has been teaching Digital Audio at Canada College since the Fall of 2003.

He is a recording engineer, sound designer, musical instrument designer, musician, composer, and A/V technician. Ed has over ten years of recording experience in both studios and on location. He is regularly called on to record Bay Area performing ensembles and to produce corporate events. Ed plays the Saxophone, Flute, and an electronic instrument of his own design, the Sonic Palette.

Maricel Lennon, Adjunct Professor and Graphic and Web designer
B.A., FAAP, Graphic Design, Sao Paulo, Brazil
M.F.A., Academy of Art University, San Francisco

Maricel has over 10 years as an accomplished Graphic Designer and Art Director with extensive experience in leading and executing print and multimedia design as well as managing, mentoring and training multiple project teams. She has worked with many of the largest high tech companies in Silicon Valley.

In addition to her private graphic designer consulting practice, Maricel is a Page Layout and Web Design instructor at Cañada College, and a designer volunteer at "Schools for Humanity", a nonprofit organization dedicated to creating schools for underprivileged children throughout the world. Maricel won three ADDY awards for her design work, and one of her interactive multimedia projects was presented at the "Women in Multimedia" exhibition in San Francisco.

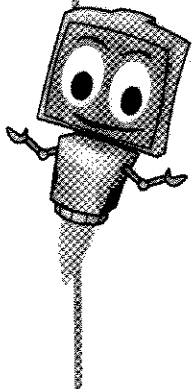
Paul Naas, Adjunct Professor MFA 3D Character Animation, Academy of Art University, San Francisco (in progress)
BA Advertising; San Jose State University

AA Computer and Information Science, College of San Mateo

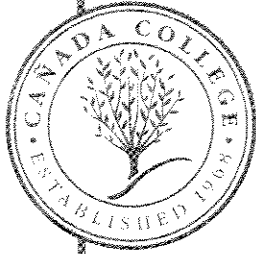
Paul began Spring 2007 teaching 3D Modeling and Animation I (MART 420). He has worked in animation for over 18 years, and his career has included work in 2D, 3D, Flash, and stop-motion animation, as well as related areas such as videography and film editing. During his career, he has worked in independent film, games, multimedia, e-learning, and TV spots, working for companies such as Disney and Cisco Systems, as well as many small studios. He has created, animated, and directed several animated short films, two of which have toured in the Spike and Mike Festivals of Animation. Paul also has experience in technical illustration and freelance illustration, including the cover art and interior illustrations for "Acting For Animators" by Ed Hooks, widely regarded in the animation community as the definitive book on the subject. His teaching experience includes teaching animation at the Disney Institute in Florida as well as seminars and workshops for the Children's Discovery Museum of San Jose, among others. During his career he has developed animation education curriculum for Disney Institute and Disney Cruise Lines.

Rina Peterman, Adjunct Professor
Ph.D., Art Education (1997), The Ohio State University, Columbus, OH. M.A. Art Education (1994), The Ohio State University, Columbus, OH. BFA, Graphics Art (1992), Bandung Institute of Technology, Bandung, Indonesia.

Current adjunct faculty in the Multimedia Art & Technology Program teaching 3D Animation and Modeling. Rina has several years of teaching



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experience as well as industry experience working in the 3D animation and video game field.

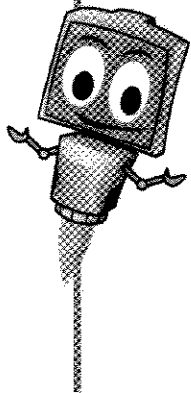
Roger D. Royce, Adjunct Professor B.A., Loyola Marymount University: Major in Animation, Minor in Studio Art.

Having joined in Fall of 2006, Roger is a new member to the Cañada College community who is passionate about translating his love for art and animation into his lesson plans and assignments. He teaches Storyboarding and Digital Animation 1: Flash. Teaching mostly night classes at Cañada, Roger spends his days as an animator/artist at a local toy company. He also fills his time with freelance jobs in related fields. Roger says that "the most exciting thing about teaching at Cañada is to consistently teach students who are thrilled to come to class and learn the material."

Roger graduated Magna Cum Laude from LMU where he was also actively involved in a community service organization, Sursum Corda.

Michael Sims, Adjunct Professor
Masters of Fine Arts degree in Photography
Rochester Institute of Technology; Emphasis in digital imaging and printing
Bachelor of Fine Arts degree in Photography;
Indiana University; Emphasis in digital imaging, alternative processes and bookmaking
Minors in Art History and Dutch Language

Michael has been teaching at Canada College since the Fall of 2003. He teaches of Digital Photography, Advanced Digital Photography, and Color Management. Before accepting his teaching assignment, Michael was a freelance photographer and studio manager for a bay area photographer.



2. List major professional development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

- Calypso Inc, Santa Cruz; Charles Cramer and Bill Atkinson instructors: Fine Art Printing of Photography (Fall 2004)
- National Association of Professional Photoshop Users Photoshop workshop with Ben Wilmore: November 2006
- Color Management seminars with GIA / GretagMacbeth Global Services
- MacWorld (2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007)
- Adobe Systems Workshops (Various)
- Statewide Academic Senate Vocational Education Conference; San Jose: (Spring 2005)
- ACME Animation Training, Oakland and Glendale, CA (May and August 2006)
- lynda.com online training (Spring 2006)
- Digital Media Academy, Stanford University, DVD Pro and Documentary Production (Summer 2006)
- Flash Forward Conference in San Francisco (Spring 2005)
- Ottawa International Animation Festival (Fall 2005)
- Art Academy University, San Francisco, Maya Class (Summer 2004)
- Multimedia Studies Program through SFSU, Advanced ActionScripting Course (Summer 2004)

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- Digital Photography Workshop in Cupertino, UC Berkeley Extension (Fall 2003)
- Savannah College of Art & Design, Interactive Design and Video Game Development M.F.A. courses (Fall 2006 - Fall 2008)
- De Anza College, History of Animation Shorts (Winter 2007)
- De Anza College, History of Animation Features (Spring 2007)
- De Anza College, various Animation Workshops (2005, 2006, 2007)
- Electronic Entertainment Expo in Los Angeles (May 2003, 2004, 2005, 2006)
- GDC San Francisco - Game Developers Conference (Spring 2007)

Funding provided through professional development and other agencies is greatly appreciated. It is critical that funding is available for all faculty and staff members to continue to participate in workshops, conferences, and mandatory meetings, in order to stay current in their particular discipline. They need to attend specific workshops and classes to gain updated skills, a minimum of once per year.

3. Describe the departmental orientation process for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).

The following represents the department's procedures for orienting new full-time and adjunct faculty members:

1. The Dean of the Business, Workforce and Athletics Division requests a full time faculty

member to volunteer to become the mentor to the new faculty member. The mentor is matched with similar FSA's or at least familiar with his/her discipline.

2. Role of the mentor is to assist new faculty members to become familiar with the campus, the department, and college procedures.

3. Faculty members are introduced to other personnel on campus and receive the following assistance from the Division Office:

- a. Procedures to follow dealing with student issues, plagiarism, etc.

- b. Academic Calendar, Catalog, and Schedule

- c. Parking Permit

- d. E-Mail, WebSmart, and Phone Mail with instructions

- e. Admissions & Records policies on submitting grades, pertinent reports, etc.

- f. Mailbox in Departmental workroom

- g. Office Space, if applicable

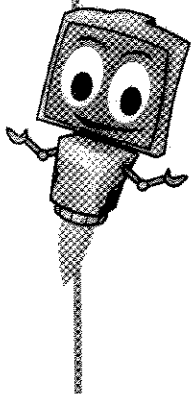
- h. Office Hours – Requirements, if applicable

- i. Official Course Outline for each course taught with a sample syllabus to follow similar format

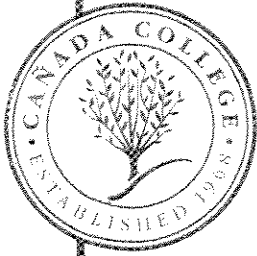
- j. Supplies & Kinkos Card

- k. Supplies

- l. Case of illness or emergencies, whom to contact



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– all received Emergency Phone Number card
m. Department and Division meeting dates and committees

PART E: Facilities, Equipment, Materials and Maintenance

1. Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program. List projected needs.

The quality and accessibility of the facilities is excellent as the Multimedia Program moved into their new studio Spring 2007. The equipment and materials available in the classrooms are currently up to date. However, the Multimedia studio saw new equipment installed over two years ago, and the industry standard of a three year lifespan is rapidly approaching. Plans need to begin now to overhaul the equipment in building 13 room 211. As in the past this equipment continues to be useful in other departments on campus with less need for speed and processing power.

Current technical help provided by the campus and district is excellent and Mike Sinkewitch, Mike Tyler and Mark Bustos should be commended in their prompt and expert help as the equipment is sensitive, specialized and needs much attention.

2. Describe the use and currency of technology. List projected needs.

The use of current technology in the instruction of Multimedia is essential. In order to stay competitive and graduate students well prepared for related industries, it is imperative that the program provides

the most up-to-date versions of software and cutting edge equipment to run it. Additionally, the Multimedia faculty members make extensive use of several other available technologies to enhance instruction such as Video iPods to record lectures and post podcasts on iTunesU.

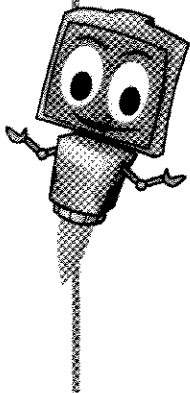
The department, through the use of VTEA funds, has secured the use of commercial server space which provides

- Uploading of coursework for critiques, testing, grading and storage.
- Unlimited server space and bandwidth for all Multimedia instructors to store, stream and display rich media of class related material including video, audio, animation and other interactive applications.
- The program, in addition to the Cañada College URL (www.canadacollege.edu/multimedia), has a commercial URL that can be used to further promotional and marketing endeavors (www.multimedia-art.net).

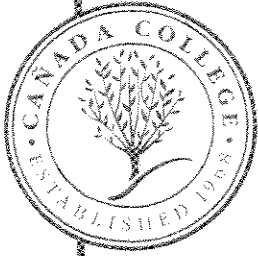
WebAccess and eCollege course management systems to enhance classroom bound courses as well as deliver new online-only offerings.

All the instructors in the department have and make use of their web space to provide students with 24/7 access to syllabus, course information, handouts, assignments, grades and related links.

Both full-time instructors have been provided with state-of-the art laptop computers with adequate speed and hardware capabilities to create and process large multimedia files used during instruction. These computers have also been pivotal during conferences



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and other professional development events as well as during outreach sessions on and off-campus.

3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

The Multimedia Program currently receives support from various industry partners in the form of dependable and constant feedback through our advisory committee. In addition, Electronic Arts, Communication Arts Magazine and PDI/Dreamworks offer the opportunity for students to participate in comprehensive and illustrative field trips. This is unique in the region for a Community College to gain access to these companies and provide this real-world experience for our students.

Espresso fitness currently has two of its senior team members participating in our advisory committee. Their help and prompt feedback when developing curriculum for the new 3D Animation and Video Game Art program was invaluable.

Although we receive great support from some industry partners, we would like to explore additional relationships with other companies in the area that could provide internship opportunities as well as potential advisory committee members. Some of these companies include the smaller video gaming companies, web design and graphic design firms as well as other multimedia companies in the area.

Another avenue the department would like to explore is the possibility of having an annual or bi-annual conference and seminar cycle bringing industry experts to talk about career paths, portfolio

requirements and techniques in the 3D Animation and Video Game Art area. This would require considerable industry support to secure guest speakers and help with the promotion of the event both in the district and the community.

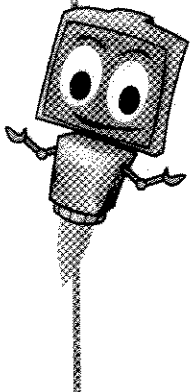
PART F: Budget Request

1. What faculty positions will be needed in the next six years in order to maintain or build the department?

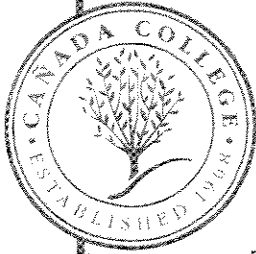
- **One Full-Time faculty Areas of expertise needed, 3D Animation, Digital Photography Graphic Design or Web Design**
- **The addition of two-three adjunct faculty to cover the needs of the programs as new courses are offered, especially in the areas of video game design and web design.**

2. What staff positions will be needed in the next six years in order to maintain or build the department? (Staff, facilities, equipment and/or supplies) will be needed in the next six years?

Instructional Aide II – permanent part-time to become permanent full time as the enrollment in the Department increases. This position would oversee both studios and student assistants supervision as well as work closely with IT for equipment repair. In addition this person would keep track of the multiple software licenses and maintenance agreements, supply ordering for several printers (both ink and paper), the updating and report printing for the SARS login database, assist with multiple student exhibits and allow additional studio hours for student work.



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Tasks would include:

- Keep track of studio supplies and work with Business Division staff assistants to order in a timely manner.
- Keep the studio equipment clean and orderly
- Submit work orders and follow up with IT and faculty members regarding equipment maintenance, malfunctions and updating
- Coordinate student lab assistant hours for both studios and submission of student assistant hourly time sheets
- Assist faculty members with program promotion by preparing promotional materials, distributing brochures and other printed materials within campus
- Assist faculty members with the updating of the program web site (job listings, important announcements, studio hours, etc)
- Keep track of software installer disks, versions, number of licenses and maintenance agreement dates and contacts

3. What equipment will be needed in the next six years in order to maintain or build the department?

For 13-211 Multimedia Studio

As stated in Section V. Sub-section E hardware replacement in terms of computers, monitors and peripherals are on a three year cycle. Within the 2007/2008 academic year all 30 studio computers will need replacing. These machines should continue to serve other departments on campus as their speed, capacity and software capability needs will not be a critical as the multimedia program.

In addition to the hardware/software life cycle, the anticipated Certificate of Proficiency and AA Degree in Digital Photography necessitates the acquisition of industry standard equipment. While this may not be needed this academic year, it will be necessary soon after:

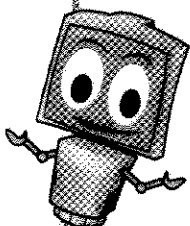
- Canon Rebel XTi \$807.00 - SLR Digital Photography Cameras for the Digital Photography Classes. To be made available to students who cannot afford their own equipment or afford to upgrade to higher end equipment.
- Tripod for the digital camera- Calumet brand 7100 or 7300 \$69.99 - 89.99
- Lighting- Smith Victor \$989.00 4 head

For 22-113 Animation Studio

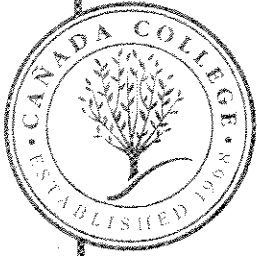
- Professional quality Video Camera to be used in several courses including Digital Video, Motion Graphics, Storyboarding and Character Development: (\$3,500)
- Tripod for the Video Camera: (\$400)
- Mini DV deck to transfer digital video material on to the computer: (\$700)
- Traditional Animation Lightbox and supplies (peg boards, registration templates and paper) (\$150)
- Additional Pro-tools MBoxes (\$295 each X5)
- Audio Mixing Console: \$250/one only
- 5 Camera Card Readers: \$27/each

Materials:

- DVD Tutorials on multiple topics including drawing techniques for character design, software



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techniques for Maya and 3D development related topics. The idea is to create a video library accessible to students.

4. What facilities will be needed in the next six years in order to maintain or build the department?

The new 3D Animation and Video Game Art studio provided an essential part of our new program. To maintain and provide equal facilities for our Multimedia students, building 13 is in need of repair and renovation. Current plans to upgrade the air conditioning to the building is needed as the current equipment drips on both students and equipment, is wholly inadequate and unreliable. The updating of the lighting fixtures as well as wall paint is necessary for the new Digital Photography program students. Color is essential to these courses and correct lighting in the room is necessary for instruction in Color Management and Digital Printing. The eventual relocation of the 3D Animation studio to a room adjacent to the current Multimedia studio will be a boost to both programs as the synergy between Multimedia and Animation in industry will be matched by the synergy between the two studios. Serious infrastructure improvements must be made to this old building and we support efforts to bring them about.

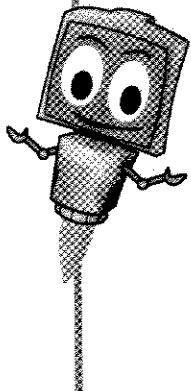
PART G: Additional Information

1. Describe any other pertinent information about the program that these questions did not address?

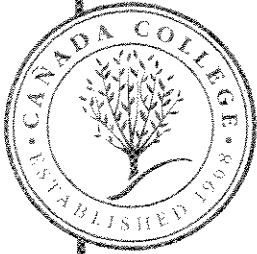
The Multimedia department has both short and long term plans to help with student success and program promotion. Some of these include:

- To encourage more student participation in contests and competitions

- Create a library with both books and dvds with tutorials, theory and practice volumes specific to course material. This can be done in conjunction with the campus library.
- Create a yearly Student Film Festival to give our students a public forum to display the work they have created the animation, motion graphics and/or video classes. This event could also be open to other students in the SMCCCD district to encourage inter-campus relations and healthy competition.
- Create a well-planned and cohesive marketing campaign for all our degrees and certificates. This would happen after the next round of curriculum revisions and edits so the literature can reflect updated information.
- Search for industry partners and/or grant funding to have a school booth at the Game Developer's Conference Career Pavilion in the Spring of 2008. These booths are expensive but they would provide priceless exposure of the Multimedia program to potential students, teachers and would demonstrate how serious and comprehensive our course offerings are. Some of the schools that currently have booths at GDC are Academy of Art, Art Institute, Cogswell (local), Savannah College of Art & Design (Georgia) as well as Canadian institutions such as Sheridan College. These are well respected schools and Canada's participation would help our enrollments and reputation immensely.



Multimedia ART and Technology Program



Cañada College
Office of Institutional Research

WSCH, FTE, LOAD, FTES, Retention & Success Analysis by Subject Fall 2001-2006

(Definitions found below)

FALL (IV A-D)

	1999	2001	2002	2003	2004	2005	2006	05-06% Change
WSCH	727	632	724	830	1077	1232	1347	9.3%
FTE	1.52	2.05	2.27	1.86	2.29	2.59	2.59	0.0%
LOAD	478	308	319	446	470	476	520	9.3%
FTES	24.22	21.07	24.13	27.66	35.90	41.07	44.90	9.3%
Retention	73.0%	75.0%	83.1%	82.8%	83.3%	77.9%	83.1%	6.7%

FALL TREND (IV E)

	01-02	01-03	01-04	01-05	01-06
WSCH	14.6%	31.3%	70.4%	94.9%	113.1%
FTE	10.7%	-9.3%	11.7%	26.3%	26.3%
LOAD	3.5%	44.7%	52.6%	54.3%	68.7%
FTES	14.5%	31.3%	70.4%	94.9%	113.1%
Retention	10.8%	10.4%	11.1%	3.9%	10.8%
Success	11.9%	8.1%	-2.1%	-3.1%	0.6%

Definitions:

WSCH – weekly student contact hours

WSCH = contact hours per week X enrollment in the class

FTE – One full-time faculty assignment

FTE for one class = % of a full assignment

Load – a measure of efficiency

Load = *WSCH* / *FTE*

FTES – full time equivalent student

One student taking 15 units per semester for two semesters

FTES = *WSCH* / 30

Retention = $(A+B+C+D+CR)/(A+B+C+D+F+CR+NC+W)$

Success = $(A+B+C+CR)/(A+B+C+D+F+CR+NC+W)$

