Instructional Program Review – Annual Update
2022

Date:	4-9-22
Program and Department:	Media Arts: Multimedia and Communication; Fine Arts Department
CTE Program?	X Yes ☐ No
Additional programs included in this review:	
Date of last comprehensive review:	
Submitted By:	Nancy Jo Ward and John Hood
Attachments (* as needed):	☐ 6-year assessment plan – All programs, when applicable ☐ 2-year scheduling plan X Justification for Resource Requests (if needed)

I. Alignment of the Program with the AHC Mission

AHC Mission: Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, academic, and career goals through coursework leading to associate degrees, certificates, transfer, and skills building.

a. Have there been any changes that would require a change to your Program Mission?
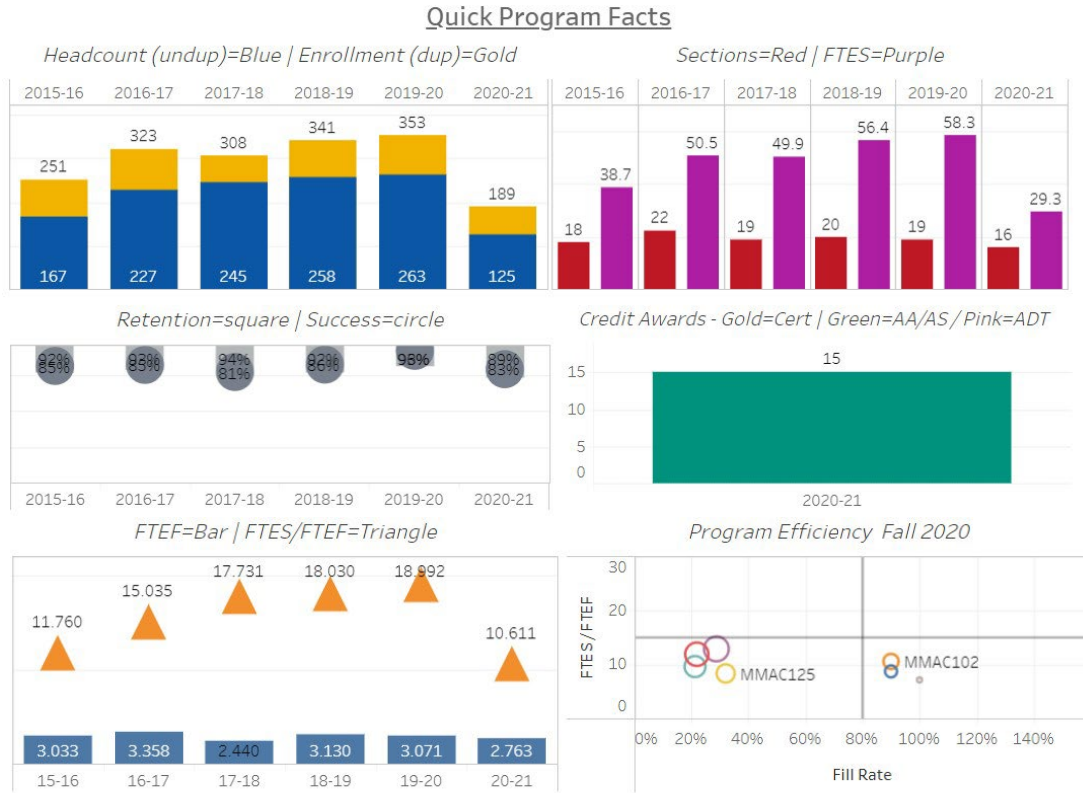
No

b. Explain how your program mission aligns with the college mission.

The college mission and values can be found here:
http://www.hancockcollege.edu/public_affairs/mission.php

The Multimedia and Animation Programs align with the College's mission of providing quality educational opportunities and enhancing student learning through developing creative responses to projects, challenging intellectual thinking through critical analysis, and supporting cultural diversity in the classroom.

II. **Student Success, Program Accessibility and Program Capacity –** *NOTE: the program needs a customized data report to include courses that are cross-listed, but top-coded in MMAC. The following analysis is based on only MMAC titled courses for 2020-2021.*

Quick Program Facts

Headcount (undup)=Blue | Enrollment (dup)=Gold

Sections=Red | FTES=Purple

Retention=square | Success=circle

Credit Awards - Gold=Cert | Green=AA/AS / Pink=ADT

FTEF=Bar | FTES/FTEF=Triangle

Program Efficiency Fall 2020

1. Student Success- 2020-2021 success rates averaged 83.5%. This is less than the 92% average from 2019-2020 and is most likely due to students dropping courses or struggling with remote learning due to COVID. 2020-21 retention rates averaged 89% and is on target with the college average of 89%. The 96% average from 2019-2020 is slightly higher and indicates innovative teaching and learning efforts by faculty to work with remote students.

6 Media Arts Award|Major Match

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.
--Headcount & Percentages are the students who are a major match/split for a specific award.
--Data is sorted by program/major of the earned award.

Program..	Degree	Degree Major	Degree Desc (group)	Major ..	HC	%
Media Arts	AS	Media Arts: Animation	Associate in Science	Split	2	100%
		Media Arts: Graphics	Associate in Science	Split	8	100%
		Media Arts: Multimedia	Associate in Science	Split	2	100%
		Media Arts: Photogra..	Associate in Science	Split	3	100%
	Total				12	

2. Media Arts: Multimedia had 4 graduates in 2020-21. The MMAC program offers an AS Degree in Multimedia and Animation, (we anticipate more degrees and certificates as we hire a new FT instructor). The AS degree is both a terminal degree and offers CSU transferable courses

1 Outcomes MMAC

course_ (All) EW Grade Exclude ...

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Sections	19	10	18	15	17	13	19	14	16	14	18	8
Headcount	110	77	103	159	111	146	95	181	113	172	85	51
Enrollment	141	110	142	181	141	167	131	210	155	198	115	74
retained	129	101	133	168	139	151	114	199	145	138	102	66
Retention %	91%	92%	94%	93%	99%	90%	87%	95%	94%	98%	89%	89%
success	122	91	126	150	122	129	109	183	138	138	95	62
Success %	87%	83%	89%	83%	87%	77%	83%	87%	89%	98%	83%	84%
FTES	23.4	15.3	22.4	28.1	21.8	28.1	20.8	35.6	25.1	33.3	18.7	10.6

3. Enrollment - Enrollment is 136 students; this is a decrease from 285 in 2019-2020. This lower enrollment is most likely related to COVID and the difficulties with access to WIFI and remote technology. Also, we had instructor behavioral issues that had a negative impact on student enrollments.

1 Retention & Success by academic year by course MMAC

course_	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
MMAC101	90%	95%	90%	90%	93%	98%	89%	94%	95%	95%	94%	94%
MMAC102	90%	95%	90%	90%	93%	98%	89%	94%	95%	95%	94%	94%
MMAC112	68%	77%	86%	91%	81%	100%			82%	82%		
MMAC114	83%	83%	84%	84%								
MMAC115/116	84%	90%	80%	96%	87%	93%	81%	86%	82%	90%	83%	85%
MMAC117/118	82%	88%	93%	100%	67%	100%	81%	88%	96%	100%	88%	88%
MMAC125	83%	98%	81%	91%	63%	88%	74%	89%	89%	94%	50%	80%
MMAC126/128	91%	91%	83%	96%	81%	93%			100%	100%	87%	91%
MMAC127							95%	95%				
MMAC189			100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
MMAC380	0%	100%	100%	100%	0%	100%						
MMAC381	100%	100%	100%	100%			100%	100%				
MMAC382	100%	100%			100%	100%	100%	100%				
Grand Total	85%	92%	85%	93%	81%	94%	86%	92%	93%	96%	83%	89%

1 Retention & Success by fall term by course MMAC

course_	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
MMAC101	100%	100%	92%	92%	100%	100%	86%	86%	96%	96%	94%	94%
MMAC102	100%	100%	92%	92%	100%	100%	86%	86%	96%	96%	94%	94%
MMAC112	68%	77%	86%	91%	81%	100%			82%	82%		
MMAC115/116	83%	88%	75%	90%	95%	100%	82%	89%	74%	87%	76%	81%
MMAC117/118	82%	88%	93%	100%	67%	100%	81%	88%	96%	100%	88%	88%
MMAC125	89%	100%	90%	100%	57%	91%	73%	80%	83%	91%	50%	81%
MMAC126/128	91%	91%	92%	92%	96%	100%	83%	88%	100%	100%	87%	91%
MMAC189							100%	100%			100%	100%
MMAC380	0%	100%	100%	100%	0%	100%						
MMAC381	100%	100%	100%	100%					100%	100%		
MMAC382	100%	100%			100%	100%	100%	100%				
Grand Total	87%	91%	89%	94%	87%	99%	83%	87%	89%	94%	83%	89%

1 Retention & Success by spring term by course MMAC

course_	Spring 2016		Spring 2017		Spring 2018		Spring 2019		Spring 2020		Spring 2021	
MMAC101	84%	92%	88%	88%	83%	94%	92%	100%	94%	94%	94%	94%
MMAC102	84%	92%	88%	88%	83%	94%	92%	100%	94%	94%	94%	94%
MMAC114	83%	83%	84%	84%								
MMAC115/116	85%	92%	83%	100%	79%	88%	79%	83%	94%	94%	88%	88%
MMAC125	77%	95%	77%	86%	69%	85%	75%	95%	100%	100%	50%	79%
MMAC126/128			82%	96%	76%	91%	88%	96%	100%	100%		
MMAC127							95%	95%				
MMAC189			100%	100%	100%	100%			100%	100%		
MMAC380			100%	100%								
Grand Total	83%	92%	83%	93%	77%	90%	87%	95%	98%	98%	84%	89%

4. **Demographics** - The under 20 age category dropped from 166 in 2019-20 to 40 in 2020-21 indicating students right out of high school were opting out of remote learning. The 20-24 age category stayed about the same at 61, but the 25-29 age category fell by 4 from 20 in 2019-20 to 16 in 2020-21.
5. **Equity Outcomes** – First Time students in 2020-21 were disproportionately impacted due to COVID and remote learning.
Disaggregate data indicated the average pass rate was 77.2% for all students the last years; Hispanic students at 75.8%; white students at 80.6%. Although there is a discrepancy, it is relatively small and Dean/faculty will continue to monitor to make sure the gap is eliminated or remains small.

a. **Describe how the program works to promote student success (completions job placement, transfer).Include teaching innovations and use of academic and student support.**

Student Success is promoted in several ways by faculty in the Multimedia program.

1. Through one-on-one conversations with students, many of our faculty are engaged in discussions about students' educational goals. Faculty engage with students to review SEPs, Degree Works and use Program Maps to direct students to the classes they need to take next.
2. Annually, we publish a poster and promote our Media Arts Graduates Poster. This promo for graduates is posted around campus and given to each of the graduating students. Students ask about this poster look forward to getting their name on this poster when they graduate.
3. We invite alumni back to visit classes at Hancock (either in person or via Zoom) to share their experiences with graduating and transferring to CSUs or other institutions.
4. We look forward to taking students on field trips to Cal Poly to promote transferring to Cal Poly because of the connections we have there with Cal Poly grads and faculty.
5. Job opportunities and internships are shared with students through word of mouth on our Slack course channels and the Media Arts Student Club.
6. Students are introduced to JobSpeaker and encouraged to create an account where they can easily apply for jobs posted by local employers.
7. The implementation of the Slack app as a course communications tool was a tremendous asset to the program. Faculty used it to facilitate quick communications with students: announcements, questions, and responses. Features support student-to-student support and collaboration, allowing students and faculty to digitally communicate about technology issues and software questions specific to the course—for example, posting images, questions, and links to resources for learning. Using the Slack desktop app facilitates and helps maintain a sense of community in the classroom and organic interactions between faculty and classmates.
8. Since fall of 2020, we have implemented a student survey for all Media Arts students that faculty can review and provide information to students asking for specific program graduation requirements and information on LAP services.
9. Scheduling considerations include ensuring that courses that do not conflict with other core courses across the Media Arts programs to facilitate completions and avoiding schedule conflicts across our interdisciplinary courses. Several Media Arts courses are interdisciplinary, and dialog among faculty across interrelated programs is essential to the success of our students and those programs.
10. Input from Advisory Committee members informs coursework and skill development employers expect from our students. Multimedia faculty are all committed professionals in the field who attend meetings annually where they exhibit passion and support for the AHC Media Arts programs. With the direction of the advisory committee, the faculty have proposed and launched new courses, revised program awards to address employer expectations and try to increase placement.

b. **List any notable accomplishments of the program (student awards, honors, or scholarships can belisted here also)**
1. Students in the 2-D & 3D animation areas have been recruited to work in the industry, others graduate with entry- level skills to compete immediately in the job market, and quite a few are focused on preparing for transfer.
    Many of our students become freelancers working as filmmakers, designers and digital illustrators.
2. Annually, many of our students are awarded scholarships by the AHC Foundation. Students compete for the SM Arts Council Awards.

III.   Quality and Innovation in the Program and Curriculum Review

a. Are you on track in your assessment plan for course and program SLOs? If not, please explain why.
Multimedia faculty are engaged with assessment on a regular basis in project-based activities that align with course learning outcomes that are mapped to PLOs. The recent shift to assessing PLOs instead of CLOs, and shifting from eLumin to SPOL has given us an opportunity to develop an excel document to record assessment internally, this will need to be transferred into SPOL.

b. Have you shared your assessments or improvement plans with your department, program, or advisory committee? If so, what actions resulted? If not, how do you plan to do so in the future?
Faculty are still working on a formal process. Informal dialog between faculty occurs monthly, and with our Advisory committee annually. The new Creative Success Team looks to be another venue for dialog and best practices conversations. As we embrace SPOL for recording assessment the results will be assessable and connected to improvement and resource requests.

c. Did any of section, course or program improvement plans indicate that your program would benefit from specific resources in order to support student learning and/or faculty development? If so, please explain.
Students continued to have difficulty accessing Adobe software for coursework by the start of the semester. In Fall 2021 and Spring 2022, the shift in funding and managing Adobe licensing from ITS to our departmental dean caused an unexpected delay and frustration among students and faculty. It is imperative that students have access to course required software on district supplied laptops. This was eventually resolved by a commitment from ITS and should not be an issue next year.

d. In reviewing your outcomes and assessments have you identified any and all that indicate a modification should be made to the course outline, the student learning outcomes or the program outcomes? Please state what modifications you will be making.
Not at this time. Courses will be reviewed and modified as we head into the program review and planning processes.

e. Have all course outlines been reviewed within the last 5 years? If not, please explain the plan to bring course outlines up to date and include timelines for the review and submission to AP&P.

Yes, because of the fluid nature of this industry, we regularly review and modify courses and textbooks. In fall 2020, two Certificates were added to the program to support adult learners. In spring 2021, courses were revised to add DL language to facilitate synchronous remote and partially online course modalities.
There is a plan to proceed to finalize the process in identify needed updates. Submissions will be submitted to AP & P in the 2021-2022 academic year.

f. **For CTE courses/programs only, as per §55003, have prerequisites, corequisites, and advisories(PCAs) for courses and/or programs been reviewed within the last 2 years?**

Yes.

IV. **Focus and Engagement of the Program**

a. **Summarize major trends and opportunities as well as challenges that have emerged in the program.**

Program modifications are being proposed for the Multimedia AS, and the Animation AS to align better with CSU transfer opportunities and skills needed for entry-level employment. Also, two degrees are being developed: the Multimedia "Transfer Option" AS Degree and the Animation "Transfer Option" AS Degree for students who want to transfer to CSUs. These programs/maps will include courses in Fine Arts, Art History, Media Arts, Photography and Film that align with lower-division coursework at CSUs. Currently, most CSUs do not support an ADT for Media Arts because of the portfolio requirement. This effort will engage existing and newly proposed Articulation agreements with CSUs that have Media emphasis or concentrations within the BA or BFA programs.

- Recommend sunsetting MMAC 127 and substituting GRPH 116 Digital Portfolio for that course.
- Recommend developing the Multimedia "Transfer Option" AS program
- Recommend developing the Animation "Transfer Option" AS program
- Recommend developing Multimedia AS and Certificate of Achievement (Core and elective courses only, no GE)
- Recommend developing Animation Certificate of Achievement (Core and elective courses only, no GE)

Hot Hiring Areas
Robert Half, from Talent Solutions, reported in 2021 a research report showing that digital design skills are in demand. Here are the top areas that multimedia leaders plan to add new staff in the new year:
1. Design director
2. Freelance media artist
3. Multi-media designer
4. Photographer
5. Web designer
6. Content strategist
7. Video journalist
8. Storyboard artist
9. Presentation designer
10. Media specialist

Desirable Skill Sets
Industry leaders report that the top three skills they have the most urgent demand for are:
1. Digital strategy 30%
2. Content creation and content marketing 29% (tie)
3. Social media management 29% (tie)

Other immediately needed technical abilities following close behind include experience with artificial

intelligence (AI) and machine learning; data science, data analysis and A/B testing; and UI design.

Multimedia and Animation leaders expect their teams to also have outstanding soft skills. The three ranked as most important are:
- Creativity
- Collaboration
- Problem-Solving

Challenges within the program
1. Multimedia Program needs revision to remove MMAC 112 as an elective (it is already listed as a core course)
2. Animation Program needs MMAC 127 removed as a core course this course needs to be discontinued. The core was revised because new technology and processes made it obsolete, and as the revised course was recently taught, it became a duplication of GRPH 116 Digital Portfolio
3. Animation Program list of core courses needs to include GRPH 130 3D Modeling to support 3D animation coursework
4. Recommend developing the Multimedia "Transfer Option" AS program for students who are transfer oriented
5. Recommend developing the Animation "Transfer Option" AS program for students who are transfer oriented
6. Recommend developing Multimedia AS and Certificate of Achievement (Core and elective courses only, no GE)
7. Recommend developing Animation Certificate of Achievement (Core and elective courses only, no GE)
8. Media Arts is dependent on ***support, communication and collaboration from ITS***. We continue to work on improving communications and hope that dedicated Mac technicians are hired, trained and work to support our programs.
9. Media Arts programs are needing to ***grow our pool of adjunct faculty*** is a goal for 2022-2023 due to upcoming part-time faculty retirements. Unfortunately, most of the applications are from out of the area. Efforts to find and ***recruit qualified, experienced local professionals*** as faculty needs to be expanded.
10. Student worker funding is vital to student support and success in the classroom. ***We need to increase that funding to continue these peer-to-peer support mechanisms.***
11. ***Current scheduling processes are difficult*** to navigate because courses in related programs are scheduled in a silo and not collaboratively. Specifically, courses in other Media Arts programs that are in shared classrooms could be scheduled with robust conversations across those disciplines to avoid conflicts or decisions that impact enrollment or timely program completion.

a. **List any (internal or external) conditions that have influenced the program in the past year.**
1. Students and faculty benefit from face-to-face courses because of our project-based activities. Both enjoy being campus to continue to learn and build community.
2. The District's support of using SWP funding to provide Apple MacBook Pros for students to check out continue to benefit students despite being in person especially since we no longer offer Friday Open labs.
3. Continued District support for Adobe software for students access course technology at home is vital to their continued learning and success in our programs.
4. Media Arts faculty have implemented the SLACK application as a tool for Virtual Office Hours and to support students both inside and outside of class. We will continue the use of this communications app in 2022-23. Media Arts faculty are collaborating and communication more because of the pandemic, which is an asset to all of our programs and students as our industries are becoming more interdisciplinary.
5. The Media Arts student club has continued to meet and have utilized technology to conduct hybrid meetings over the last year.

Data for Program with Vocational TOP Codes (CTE): Please review the data and comment on any trends.

There are aspects of the Core indicators that are below negotiated levels, but we are committed to recruiting and supporting the students represented in these areas to be successful in their educational goals. The District's support for Media Arts facilities, technology, student workers and classified staff impacts the non-traditional students and the socio-economically disadvantaged students the most.

Section 1 Part F (for Colleges)   Page 1 of 3

College Core Indicator Information by 4-Digit TOP (2020-2021)
Perkins IV, Title I, Part C Local Application

Agreement # _____   District/College: ALLAN HANCOCK/ALLAN HANCOCK
0614 - Digital Media

Instructions: Print out forms. Complete and sign bottom of last page.

Cohort Year CTE Enrollments: 13   CTE Headcount: 13

(includes CTE enrollments above introductory level only)   (CTE students enrolled above introductory level only)

Core Indicator 1 Technical Skill Attainment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	20	24	91.75	88.42	83.33	-5.1
2 Non-Traditional	3	3	91.75	88.42	100.00	N/A
3 Displaced Homemaker			91.75	88.42	N/R	N/R
4 Economically Disadvantaged	17	18	91.75	88.42	94.44	6.0
5 Limited English Proficiency		1	91.75	88.42	0.00	N/A
6 Single Parent			91.75	88.42	N/R	N/R
7 Students with Disabilities	8	11	91.75	88.42	72.73	-15.7
8 Migrant			91.75	88.42	N/R	N/R

Core Indicator 2 Completions - Credential, Certificate, Degree or Transfer Ready			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
9 CTE Cohort*	22	23	89.00	89.00	95.65	6.7
10 Non-Traditional	1	2	89.00	89.00	50.00	N/A
11 Displaced Homemaker			89.00	89.00	N/R	N/R
12 Economically Disadvantaged	16	17	89.00	89.00	94.12	5.1
13 Limited English Proficiency	1	1	89.00	89.00	100.00	N/A
14 Single Parent			89.00	89.00	N/R	N/R
15 Students with Disabilities	10	10	89.00	89.00	100.00	11.0
16 Migrant			89.00	89.00	N/R	N/R

Core Indicator 3 Persistence and Transfer			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
17 CTE Cohort*	17	23	91.00	91.00	73.91	-17.1
18 Non-Traditional	2	3	91.00	91.00	66.67	N/A
19 Displaced Homemaker			91.00	91.00	N/R	N/R
20 Economically Disadvantaged	15	18	91.00	91.00	83.33	-7.7
21 Limited English Proficiency	1	1	91.00	91.00	100.00	N/A
22 Single Parent			91.00	91.00	N/R	N/R
23 Students with Disabilities	9	11	91.00	91.00	81.82	-9.2
24 Migrant			91.00	91.00	N/R	N/R

Core Indicator 4 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		

College Core Indicator Information by 4-Digit TOP (2020-2021)

Perkins IV, Title I, Part C Local Application

25 CTE Cohort*	11	18	73.23	73.23	61.11	-12.1
26 Non-Traditional	DR	DR	73.23	73.23	DR	N/A
27 Displaced Homemaker			73.23	73.23	N/R	N/R
28 Economically Disadvantaged	7	12	73.23	73.23	58.33	-14.9
29 Limited English Proficiency	DR	DR	73.23	73.23	DR	N/A
30 Single Parent			73.23	73.23	N/R	N/R
31 Students with Disabilities	DR	DR	73.23	73.23	DR	N/A
32 Migrant			73.23	73.23	N/R	N/R

Core Indicator 5a Nontraditional Participation			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
33 CTE Cohort*	3	4	26.00	19.93	75.00	N/A
Non-Traditional	3	4	26.00	19.93	75.00	N/A
Displaced Homemaker			26.00	19.93	N/R	N/R
Economically Disadvantaged	3	4	26.00	19.93	75.00	N/A
Limited English Proficiency			26.00	19.93	N/R	N/R
Single Parent			26.00	19.93	N/R	N/R
Students with Disabilities	1	2	26.00	19.93	50.00	N/A
Migrant			26.00	19.93	N/R	N/R

Core Indicator 5b Nontraditional Completions			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
34 CTE Cohort*	1	2	30.00	23.97	50.00	N/A
Non-Traditional	1	2	30.00	23.97	50.00	N/A
Displaced Homemaker			30.00	23.97	N/R	N/R
Economically Disadvantaged	1	2	30.00	23.97	50.00	N/A
Limited English Proficiency			30.00	23.97	N/R	N/R
Single Parent			30.00	23.97	N/R	N/R
Students with Disabilities		1	30.00	23.97	0.00	N/A
Migrant			30.00	23.97	N/R	N/R

*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 34, I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

_____ of the 34 are at or above the District negotiated level(s);
_____ of the 34 are below the District negotiated level(s);
_____ of the 34 are list as (N/A, N/R)

　　　　　　　　　　　Department Chair (or authorized Designee) : _____

b. Current industry employment and wage data (please cite sources)

Location	Annual Low (10%)	Annual Q_L (25%)	Annual Median (50%)	Annual Q_U (75%)	Annual High (90%)
United States	$42,390	$56,890	$77,700	$108,640	$142,750
California	$48,040	$65,920	$95,340	$129,690	$168,890
Los Angeles-Long Beach-Anaheim, CA	$42,940	$62,760	$97,200	$135,980	$193,230
Riverside-San Bernardino-Ontario, CA	$35,620	$48,000	$64,350	$95,560	$125,350
Sacramento--Roseville--Arden-Arcade, CA	$42,540	$53,750	$82,650	$98,750	$107,260
San Diego-Carlsbad, CA	$43,810	$59,760	$81,290	$104,140	$128,950
San Francisco-Oakland-Hayward, CA	$56,800	$72,100	$94,510	$125,170	$159,050
San Jose-Sunnyvale-Santa Clara, CA	$54,470	$72,430	$97,160	$124,070	$144,250
Santa Rosa, CA	$51,210	$57,610	$69,650	$104,570	$124,770
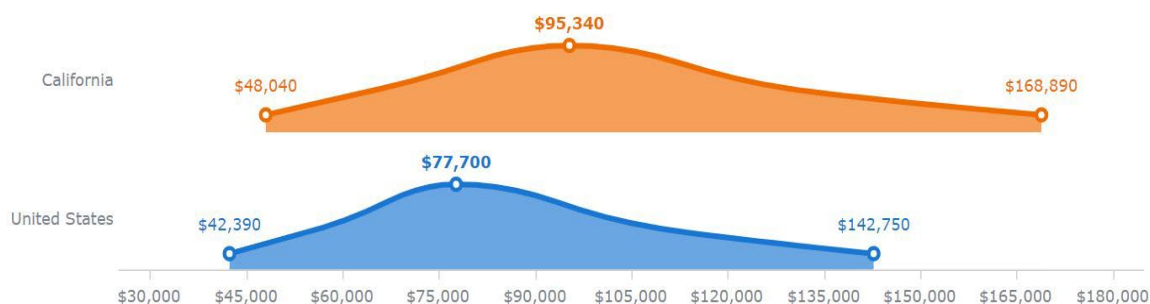
In California:

- Workers on average earn **$95,340**.
- 10% of workers earn **$48,040 or less**.
- 10% of workers earn **$168,890 or more**.

In the United States:

- Workers on average earn **$77,700**.
- 10% of workers earn **$42,390 or less**.
- 10% of workers earn **$142,750 or more**.

27-1014.00 - Special Effects Artists and Animators
Create special effects or animations using film, video, computers, or other electronic tools and media for use in products, such as computer games, movies, music videos, and commercials.

Sample of reported job titles: 3D Animator (Three-Dimensional Animator), 3D Artist (Three-Dimensional Artist), Animator, Artist, Digital Artist, Graphic Artist, Illustrator, Motion Graphics Artist, Multimedia Producer

Quick Facts: Special Effects Artists and Animators	
2020 Median Pay	$77,700 per year $37.36 per hour
Typical Entry-Level Education	Bachelor's degree
Work le in a Related Occupation	None
On-the-job Training	None

Quick Facts: Special Effects Artists and Animators	
Number of Jobs, 2020	62,400
Job Outlook, 2020-30	16% (Much faster than average)
Employment Change, 2020-30	9,900

15-1254.00 - Web Developers and Digital Designers

Develop and implement websites, web applications, application databases, and interactive web interfaces. Evaluate code to ensure that it is properly structured, meets industry standards, and is compatible with browsers and devices. Optimize website performance, scalability, and server-side code and processes. May develop website infrastructure and integrate websites with other computer applications.

Sample of reported job titles: Technology Applications Engineer, Web Architect, Web Design Specialist, Web Designer, Web Developer, Webmaster

Quick Facts: Web Developers and Digital Designers	
2020 Median Pay	$77,200 per year $37.12 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2020	199,400
Job Outlook, 2020-30	13% (Faster than average)
Employment Change, 2020-30	25,500

Game Design occupation is expected to grow rapidly.
- Projected to **grow faster than average** (employment increase of 5% or more) over the period 2019-2029 for the US nationwide
- Projected to **have 100,000 or more job openings** over the period 2019-2029 for the US nationwide

References: https://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm

https://www.onetonline.org/link/summary/27-1024.00

 c.   **Industry employment and wage trends**
See above.

 d.   **TOP code employment CORE indicator report**
 e.   See above.

f. Advisory committee recommendations

The advisory committee meeting is scheduled for 4/21/22. General Recommendations from the 4-22-21 Advisory Committee minutes:

- Incorporate written and verbal communication aspects to projects
- Develop portfolios and reels for students to transition to CSUs and employment.
- Incorporate critical thinking skills into coursework.
- Encourage students to pursue unique, innovative solutions to projects rather than replication or imitation.
- Teach students how to: get work in their area of interest, keep jobs, take feedback, get clarity on the deliverables, and teach students the importance of meeting project milestones.
- Update technology for students to gain experience with the tools and processes they need to get jobs.
- Provide access to labs to learn and practice skills when the CDC guidelines allow.
- Provide access to recordings of demonstrations and links to training videos for students to revisit as necessary to support equity in the classroom.
- Offer practice-based courses in Face-to-Face and hybrid teaching modalities to accommodate collaborative learning and hands-on activities.
- Embrace professional practices and software apps/tools in the classroom that support communication and collaboration.

V. Continuous Improvement of the Program

a. Status of Final Plan of Action – Post Validation

Summarize the progress made on the recommendations from your last comprehensive program review plan of action.

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
No change.	No change.

b. List any new resources that the program received in the past year and the results.

Source	Specific Resource	Est. Amount $	Impact on program or course outcomes
CTEA	6 iMac Computers	$12,000	Computers in O-310 were failing and needed to be replaced. Student success was positively impacted with this equipment.
Equipment Prioritization	Scanner	$2600	This scanner has positively impacted students ability to complete animation projects.

c. List any new or modified recommendations below, including rationale for these in the table.

Program Improvement Plan (Program ,Priority Number, year)	Anticipated Outcome (Goal)	Program Goal Status (Indicate if this goal is ongoing from a previous Annual Or Comprehensive Program Review or new this year).	Alignment to Strategic Directions and planning goals (see " Alignment to Strategic Directions" Attached	Activities	Justification (Evidence of need)	Resource Request (From table Below)	Anticipated Completion Date or On-going
MMAC #1	Improve student enrollment and completions	Upgrade and add to classroom technology	SLS2, SLS3, SLS4, SLS6, IR3		Student surveys, industry advisors	Tech	Ongoing
MMAC #2	Improve Student Enrollment	Expand Outreach, Offer Summer Academy program to HS Students	SLS6, SLS4, SLS7, SLS1, E1	Summer Academy for HS Students to Engage & enroll	Student surveys, industry advisors	SWP funding	Summer 2023

d. Summary of request for resources. Please list the type of request (facility, technology, staffing, equipment, other) and rank their priority.

ResourceRequests (Program,RRX year)	Item	Program Goal	Type	One-time cost	On- going cost (per fiscal year)	Anticipated Completion Date or On-going
~~Technology~~	~~10-16" drawing tablets~~	~~E1, E2, B7~~	~~Cintiq~~	~~$650 @ 10 $6,500~~		~~Spring 2022~~
~~Staff~~	~~Full-time Classified~~	~~C1, C4, C5, C9, E1~~	~~Media tech~~			~~Spring 2022~~
Faculty	Full-time faculty	C1, C4, C5, C9, E1	Replac-emnet			Fall 2022
Technology	Laptop Lab/Classroom in the new Fine Arts Building will need 2nd monitors for laptops or larger laptops if monitors cannot work (power outlets not nearby.)	E1, E2, B7	24 2nd Monitors: 27" Samsung HD Monitors Or 24 16" Apple MacBook Pros	$7,500 $100,000		Fall 2022