CTE Program Review – Annual Program Update for 2021-2022
PART A

SECTION 1: BASIC PROGRAM INFORMATION

Program Name: **Multimedia**

Program Faculty Department Chair(s): Co-FDCs Erik Fauske & Seth Bloombaum

Program SAC Chair(s): Erik Fauske

Program Dean: Gene Flores

Pathway Dean: Dan Wenger

Please highlight where your classes are offered.

Classes/Services offered at: **CA** / RC / SE / SY / NB / HC / WCC / Metro / CLIMB / OMIC / Other:

1A. Program Structure

- Do you have a Competitive Entry or Admissions Process?

   ___   Competitive, based on admission criteria

   ___   Competitive due to limited capacity, based on order of application

   XXX   Open entry

   ___   Other _____

SECTION 2: REFLECTING ON DATA

All data cited below can be found here:
https://www.pcc.edu/institutional-effectiveness/program-profiles/
***Note the row of Tabs just below your Bookmarks Bar. Begin on the Home Tab. This is where you will choose your selection criteria for your data. Return to the Home Tab whenever you want to change your selection criteria. See the Help and Data Dictionary Tabs as well as the Data Directions Document included in the email with this template for more information.

Please include data from at least the last three years and up to the last five years. A 3-year review is recommended. SACs may have unique circumstances and reasons for looking more or less broadly.

2A. Enrollments (SFTE) per year; Location (where course is taught); Modality

SEE Student FTE Tab.
2016-2017: 112.7 total SFTE
2017-2018: 125.4
2018-2019: 133.2
2019-2020: 130.8
2020-2021: 128.2

The program reached a plateau of 131 SFTE plus/minus 3 over 2018-2021.
To date, almost all program courses have been offered F2F at the Cascade Campus, or REM during the pandemic shutdown. With OL enrollments running under 5% of F2F/REM we do not have significant data on Online modality enrollment..

2A1. Does this data suggest any questions that the SAC would like to pursue?

One question is how we may access data on distribution of students as to average credit hours in a term, to develop a better understanding of full-time and part-time student enrollment. What is our headcount? How many of these students are full-time? How many are part-time? This seems important data to better understand student experience, and how we can schedule and program to support them in maintaining and increasing retention and success rate.

Cohort scheduling. Our Academic Pathway leadership is implementing a single term of entry per academic year. We expect this may negatively impact SFTE.

We anticipate closely tracking SFTE as we introduce our new AAS-VEM degree effective Winter 2022 and inactivate the existing AAS-VP.

2A2. Do the data suggest adjustments be made in your program, such as schedule or course offerings, with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with?

<u>Upcoming and continuing strategies:</u>

- Revision of Multimedia Certificate and Degree.
- Inactivating courses that no longer support the degree.
- Revising sequence to lessen Electives.
- Schedule toward making it possible to complete an AAS award in 6 terms.
- Updating curriculum, and making those updates visible to prospective students.
- Recognizing and valuing equitable learning opportunities. Building community awareness of the equitable learning opportunities we offer.

Our program is pursuing methods to **increase awareness of our learning opportunities locally and regionally.** We continue to engage industry partners, and ally with community organizations such as Laika, Bent, Hinge, Open Signal, Northwest Documentary, Crave Theatre Co. "Ten. Tiny. Talks.", Pigsquad, Oregon Film (state film office), and Oregon Media Production Organization (OMPA).

We are currently focusing our own efforts on industry relationships and building awareness. We could greatly benefit from PCC supports such as Marketing. We are pursuing ad placements in industry publications to raise awareness of our program. Progress is slow, limited by the resources we can dedicate to outreach.

2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the program?

- We have no data on our market opportunity.
- We have no data on enrollment trends in competitive programs locally or regionally.
- We have no data on market awareness of our program.

Such market data could inform decisions about awards and transfer pathways.

We have no data on students successfully negotiating transfer crosswalks.
Academic Pathway Leadership is encouraging learning pathways that lead to transfer to four-year institutions. We have no tracking available regarding successful transfer transfer students.

We have no data on student preference/availability for weekday, weeknight, or weekend courses.
Such data could inform scheduling decisions that directly affect enrollment.

We have no data on SFTE by declared award goal.
Such data could be compared with award completion to provide a measure of success by award.

2B. Course Success Rates

Data Definition: Success rate represents the percentage of students who successfully complete a course. It is calculated as:

$$\% \ S = \frac{\text{Number of students receiving a grade of A, B, C, P, PR, or CM}}{\text{Number of students receiving a grade of A, B, C, D, F, P, NP, I, W, PR, CM, N, UP}}$$

PR, CM, N, and UP are non-credit grades used in the Adult Basic Education program.

Success rates for gender and race are not calculated when the enrollment is less than 5. For any success rate that is not calculated, the total for that column is also not calculated.

% Success By Course and Modality

SEE Modality Tab

2B1a. Are there any courses with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

<u>Under 70% success rate</u>

MM150 Multimedia Project Review, Testing and Delivery (AY 16-17)
MM199K Color Correction (AY 16-17)
MM220 Multimedia Design II (AY 16-17)
MM231 2D Game Graphics & Animation I (AY 17-18)
MM233 3D Character Modeling and Animation (AY 17-18)
MM253 Intermediate Modeling and Texturing (AY 17-18)
MM258 Video Compositing and Editing II (AY 20-21)
MM270 Writing for Multimedia (AY 16-19)

<u>Over 95% success rate</u>

MM146 Directing Actors for Recording (AY 19-20)
MM215 Introduction to Stop Motion Animation (AY 20-21)
MM236 Video Compression & Streaming (AY 16-17)
MM242 Intro to Unity (AY 16-18)
MM243 Unity II (AY 19-21)
MM247 Field Sound for Video (AY 17-18, 19-20)
MM253 Intermediate Modeling & Texturing (AY 18-19)
MM256 Graphics for Multimedia II (AY 19-20)
MM260 Video Production 1 (AY 19-20)
MM261 Video Production 2: Narrative (AY 16-21)
MM263 Cinematography/Lighting (AY 19-21)
MM264 Live Multi-Camera Production 1 (AY 17-18)
MM268 Producing and Directing Independent Film (AY 18-21)
MM275/299Y Music Video Production (AY 16-17, 18-19, 20-21)
MM280 Cooperative Work Experience in Multimedia (AY 16-19)

Bolded classes are primarily studio based hands-on classes. Our students tend to have greater success in hands-on studio classes.

2B1b. Are there any modalities with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

All modalities have a similar success rate in our program.

2B2. Strategy Insights
What strategies have you used to maintain high success rates? What can be learned that might be applied to courses with lower success rates? What are possible actions to be taken to understand/address lower success rates? Please clearly explain how your discipline intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

Strategies & Actions:
Grading for Equity research and practices. Removing biases in grading. Lessening formative grading criteria in final grades. Emphasizing summative grading criteria in final grades. Deemphasizing and reevaluating Attendance criteria to add student flexibility.

Making access to learning software more equitable. Where possible, we are shifting to free and low-cost software in our courses, enabling more students to self-study outside of lab access hours, between terms, and for their continuing education after PCC.

Continuing to explore open educational resource materials (OER).

Meeting with PT Faculty to explore culturally responsive teaching methods in the context of reviewing success rate data.

Anecdotally, during remote instruction our students have experienced an increase in lecture hours, and a reduction in supervised lab hours. We are **working to increase awareness of this issue among faculty, and, as possible, we are opening our on-campus labs.**

Continuing recruitment efforts to **further diversify faculty and support staff.**

One-year goals:
Review and revise our grading for equity practices to increase equitable learning opportunities, and further support meaningful communication between faculty and students.

Enrollment and % Success By Course and Student Demographics

SEE Gender, Race, and Pell Tabs

2B3. The data may indicate a pattern of inequities (in gender, race, or Pell eligibility) in student enrollment or success. Please clearly explain how your program intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

Gender

Success rates are within a few points across gender categories in the last two academic years, with the exception of an approximate 5% drop in the Unknown gender success rate in 2020-2021. We don't have an understanding of who is represented in this drop, or how to address it. For now, we are not pursuing it further, but will watch this category in future years.

Race

Program wide, in the last two academic years we are finding significant differences between Black and total success rates. (15.9%, 17.5%)

Program wide, in AY 20-21 we see a 10.1% discrepancy between the Multiracial and total success rates.

In the last two academic years, in individual courses we are seeing significant differences in the success rates of Black students versus our total student success rate. We are concerned that this may be reflective of negative impacts on learning opportunities for students of traditionally under-resourced communities as we suddenly pivoted away from access to on-campus computer labs for Spring 2020 to date. (MM220, MM230 AY 19/20 and 20/21)

Pell

In the last two academic years there are no significant differences in the success rates of Pell and non-Pell students.

Gender/Race/Pell Strategies & Actions:
- Continue our work started in 2020 on Grading for Equity research and application to remove biases in grading, lessen formative grading criteria in final grades, and emphasizing summative grading criteria in final grades.
- Review retention strategies with an eye to students withdrawing, requesting an Incomplete grade, or otherwise not finishing a class.

- Reopen program computer labs to provide equitable learning opportunities to students from under-resourced communities.
- Reducing barriers to access to computer labs for students who are working competing schedules.
- Making access to software more equitable, especially for Remote modalities.
- Reviewing class content to support diverse viewpoints and representation.
- Multimedia program is in communication with industry partners such as Laika and BENT to develop strategies of equity and inclusion, including intern opportunities and curriculum support.
- Continuing to explore open resource materials/ software (changing from "Maya" software to open source or free versions of "Blender' software for example)
- Meet with PT Faculty to explore/ train culturally responsive teaching methods. Review success rate data.

The MM program has developed a new Video Production and Emerging Media degree that includes Equity awareness in the course descriptions and outcomes. Classes have been developed and revised to include Equity awareness as part of the Course description and class outcomes. The aim of this strategy is to provide learning opportunities for students to include diversity, equity, and inclusion in their student and professional work.

One Year Goals:
Decrease gaps in success rate by:
- Further implementation of Grading for Equity initiatives
- Continuing recruitment to engage diverse faculty and support staff
- Explore and develop a potential partnership with Laika to increase the number and diversity of PCC graduates working with them and other employers
- Continue partnership with the Oregon Media Production Association (OMPA) to respond to systemic inequities in employment in our program's related industries
- Continue to review available data on success rates by gender, race, and Pell status

2B4. What support does your SAC need to fully explore inequities in enrollment or student success? For example, are there any other data reports you would find useful to have related to student success?

Please see discussion in section 2A3 above for information on data reports we feel would be helpful.

We feel that PCC support of professional training in developing classroom practices and pedagogy would be helpful to our faculty and supportive of our students.

Our Academic Pathway is exploring a faculty-led discussion of experience, classroom practices and pedagogy based on the book *Extra Bold.* Several faculty members are participating.

We're concerned that restriction of access to tools on-campus has disproportionately impacted students of under-resourced communities. Is there a way that we can deliver computers and other gear to students who may not be able to access campus resources?

Can we get data regarding students' perceptions of barriers to completion of their courses? We would like to know more about the reasons that students may Withdraw, disengage, or request an Incomplete grade that is not later resolved to a passing grade.

2C. CTE Completions

2C1. Is the program independently tracking student completions? Feel free to share your data sets here. Are there any program practices that positively influence completions? Are there any program practices that could be revised in order to more positively influence completions? Please explain.

We are not independently tracking student completions. We don't feel that we have the tools or personel to do so. We do not have access to tracking data in real time, only looking backwards to previous academic years.

Program Practices:

Our Program Advisor and Program Coordinator/IST are reaching out to students for completion progress and Grad plans. They are identifying students who are close to completion, and suggesting courses and course substitutions to students, and sending course substitution forms for approvals by FDCs.

We see an opportunity to promote award completion and recognition among students and faculty.

Potential Revisions/Additions to Program Practices:

- We do not currently have tracking systems in place outside of Advising.
- We are developing a stronger cohort model in our Multimedia and Video Production & Emerging Media Programs, which will enable more clearly defined pathways and greater visibility of students' progress on those pathways.
- We will need to design systems to track students on a new ART/MM transfer pathway (under development)

2C2. If different from your internal tracking (if you do it), what conclusions or observations are suggested by the graduation data provided in the Awards Tab?

We do not currently have internal tracking.

2C3. Is your program aware of any external influences that strongly affect program completion? For example, labor market impacts, business partnerships, or internship availability, etc. Please explain.

Growing and significant technology changes have positively influenced award/graduation rates in the last four years.

We are aware that many students do not complete our program because they've found directly related employment before completion. PCC's systems regard this as failure. Students regard this as success. Student success in employment is a paramount outcome for our program, and should be tracked and recognized.

Similarly, some students' goals when entering our program are to take a handful of courses related to their current employment. While these students may not be recognized as successful in a program, they are very successful in achieving their own goals.

2C4. Are you able to get information about graduate job placement/salaries for recent graduates? If so, please describe how you get that information, and what you have learned.

No, we do not have access to this information. Are there ways to obtain this data?

SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

3A1. Learning Assessment Reports

       X Multi Year Plan current and complete

       X 2021 Summary Data Report submitted

       X 2021 CTE Learning Assessment Report submitted

       ___X_ 2021 TSA submitted (Please check if TSA submitted)

Program Notes: If any of the above forms above was not submitted, please explain why. Feel free to add additional notes/ context as appropriate.

3A2. Assessment Reflection

Please respond to the question below, which relates to your SAC's 2020-2021 Learning Assessment Report to the Learning Assessment Council (LAC).

Commendations: It is commendable that the SAC submitted a completed assessment report in spite of the many challenges presented by remote teaching during this pandemic year. The report results support the effectiveness of portfolio projects to achieve the outcome. The details in the attachments demonstrate the great care this SAC shows for the success of the students.

Suggestions/Comments: There are two possible directions to pursue in a future assessment. One is to address the question of when in the curriculum to start the assessment period (MM160 or MM230/5). Another is to explore variation in student scores. For example, the reviewers noticed a curious trend that was not mentioned in the report. While passing rates stayed the same, there was a wider range of student scores over the year 2020-2021. Finally, as noted above, there is no need to include information and documents that are unrelated to the assessment project itself in subsequent reports.

Questions: How would changing the start of the assessment period affect student achievement? How are different instructors applying the rubric and how does this affect student outcomes, and how might the SAC address that issue?

SAC Response:

The MM SAC will be revising it's assessment strategies and documentation. Portfolios are the assessment output utilized for review. We are in development of an updated rubric to better reflect outcomes for both Multimedia and VPEM awards. We are in development of a rubric data tracking chart to be updated quarterly. We are in development of refining our success benchmarks. Rubric categories were reviewed in the SAC to update benchmarks. Industry advisors were surveyed to clarify industry trends.

The prior Video Production Associate's degree and certificate will be closed and in 'teach out' effective Winter 22. A revised Video Production & Emerging Media degree was developed and passed through the PCC curriculum and the HECC. This award will begin in Winter 2022.

Our program is in transition as we teachout two awards, implement a new AAS, collaborate with the ART program on transfer pathways, and review all our other awards for significant updates. We anticipate new program-level outcomes will be developed, which will go forward hand in hand with a new assessment strategy.

SECTION 4: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES

4A. Is there anything further you would like to share about your program's achievements at this time?

New Video Production & Emerging Media degree will begin Winter 2022. This involved re-energizing many relationships within and outside of PCC. We are re-establishing strong industry participation in our SAC, and creating new partnerships for future curriculum and award development.

Student projects have been successfully placed in local and international film festivals such as the Portland Film Festival, Cannes Film Festival (student categories), and the Portland International Film Festival.

Multimedia and Video alumni have been recognized and featured in the OMPA (Oregon Media Production Association) newsletters, including their work in industry equity initiatives. OMPA is the largest video/film industry organization in Oregon & SW Washington.

Building on these successes in raising regional industry awareness of our program we have developed a style guide for digital marketing of our program, and have secured funding to raise awareness and build registration for our Fall 22 VPEM cohort.

Internally, an interdisciplinary workgroup is creating a transfer pathway for Art students who will benefit from a clearly defined curriculum crosswalk with PSU's BFA in Art Practice, adding hands-on courses in digital media arts to their curricula.

4B. Are there any challenges not described above that you would like to note here?

Our Multimedia Degree and Certificate awards will be updated and presented to our AHCD Pathways deans for continuing support and development. These awards have received some critique, and we're working to respond to stakeholders' concerns.

The technologies we work with are in constant development and improvement. We are offering learning opportunities supported by older computers, and our computer labs (~75 stations) are increasingly obsolete. We continue to work at securing funding to update these important student resources and learning environments.

Likewise, preparing students for professional practice with what industry regards as current software tools is an area of constant attention and concern. We're challenged to fund curriculum development to respond to changing industry needs.

To date, Multimedia & Video Production have depended on Apple Macintosh-based labs. This continues to be a strategic direction which responds to employment needs in many areas of our local and regional industries. We're also seeing new applications development that require Windows PC-based computers, including work with game engines for game authoring, interactive systems, real-time visual effects, real-time motion capture/animation, and virtual production.

We also need to review the potential of shifting some of our learning environment resources to cloud computing SAS services.

4C. Do you see any opportunities in the near or long term that you would like to share?

We are currently working on an industry partnership with Laika to strengthen and revise the Multimedia degree. This may include internship opportunities, guest teachers, curriculum support and equity initiatives.

Many of our industry partners are building capabilities for Real-Time Visual Effects and Virtual Production. These are capital-intensive projects that enable enormous savings in travel to remote locations, and support group experience of immersive environments. In early 2021 we

prepared a specification and budget to build such a system to support learning in multiple PCC programs. The anticipated funding was not secured, and this project is currently on the back-burner. We anticipate that this project will come back, perhaps in a different form.

Multimedia is looking into class and program collaborations with Music and Sonic Arts, Theater, and Art programs.

SECTION 5: INDUSTRY AND EXTERNAL ACCREDITATION GUIDANCE

5A. Advisory Committee

Please check your Advisory Committee list at [Spaces](). If it is not up to date, submit the current list to [academicaffairs@pcc.edu]() and we can update Spaces for you.

Advisory committee roster is current as of: December 2018

Updated List

[Current Advisory Committee - DRAFT](). This will be summarized for the MM Spaces pages.

Please summarize feedback/input that you have received from your Advisory Committee over the past two years, and outline actions that resulted from this feedback.

Video Production:

In updating the **Video Production degree to the VPEM degree** a workgroup met to draft a revised video production degree curriculum. Multiple industry experts from various sectors of video production and student alum reviewed curriculum development materials and gave extensive feedback.

Per industry advice:

- A new set of first-term courses were created, specific to the VPEM degree course sequence.
- Several courses' credit hours were adjusted.
- Less-relevant elective courses were removed.
- New capstone courses were created.
- New courses reflecting ongoing trends in professional practices were created.

Multimedia:

The SAC conducted extensive surveys with industry about trends in the industry as well as equity initiatives. Industry representatives have participated in SAC meetings to help sharpen and refine the Multimedia Awards.

Our response to this advice is ongoing, as we work to update the Multimedia Program awards. We anticipate sharing proposed updates with our Industry Advisory Committee in early 2022.

Some relevant gleanings and direct quotes from our Industry Advisors in Spring and Fall 2021 meetings:

- Portland is a worldwide hub for stop-motion animation. This isn't well known. We're surrounded by studios which are hiring
- Game engine rendering is the future of everything. Everyone watch "The Making of the Mandalorian" on Disney+. It should be mandatory. Real-time rendering is growing in all animation workflows.
- Producing, coordinating - make these courses mandatory. Understand how budgets work.
- Industry will change rapidly and constantly. Today: how to deliver TikTok content. It's hard for schools to stay on the front edge of that. Learn the broad core skills, then specialize.
- Portfolio pieces should be part of learning all along. Including :30, :15, :10, etc. Short content can help build good portfolios.
- Mixed media and multimedia says: "I'm interested in content creation." Multiple industries are closely tied with transferable skills.
- "Content creation" - more accurate than "Multimedia".
- Core skills: Computer Graphics animation is no longer a specialty, it's in everything, it is VFX, in games, in live action..., it's foundational.
- The pivot from traditional animation to real-time output is adopting a live action workflow.
- Your compositing classes are most solid. Yet, the After Effects toolset you teach is not industry standard. We do still hire AE artists - but for the young people coming up to compete they need to be open to the newest softwares to give them the advantages they need.
- Editing is not a career anymore, it's a base requirement.
- The agencies didn't change. The info didn't change. The channel to reach the public changed, so the medium changed.
- "We are offering all these exposure points." Don't require students to experience redundant classes.
- You have to know story development for any of what we offer.
- Offer a degree in digital content creation
- Success is equal parts business training and arts foundation.
- Audio, video, photography, illustration, graphic design, 3D modeling, business. It isn't just one of these things.
- What does it mean? Animation? Podcasting? Translate (represent) your skills into something people can understand.
- Everyone should take MBA Marketing & MM Marketing together.
- Open source and inexpensive software focus enables continuing learning.
- More traditional art prerequisites. Get 2D design skills up front. Life drawing, composition, color theory. Breathe fine arts into our hands-on learning experiences.
- Learning to represent oneself. More portfolio!

Are there any examples of successes you have had working with your Advisory Committee that you would like to highlight?

In communication with Laika and BENT Image labs (Stop Motion and Mixed Media companies) to develop an internship as well as curriculum development centered around building equity in animation.

Does the SAC have any suggestions for ways that the Program and Pathway Deans could support the SAC and the Advisory Committee to work together effectively?

Working with the Advisory Committee takes time and commitment. We are not sure where this time can come from. It takes more than meeting 2x or 3x annually.

The FDC release time does not equate with the actual work and time commitments for FDC. SAC Chair and SAC group work should be better funded. Our PTF co-chair is undercompensated by about a factor of three relative to how FTF co-chair compensation is computed.

This is especially true at a time of reorganization when more responsibilities are being assigned to FDCs.

More funding for PT support. Our PTF have many encouragements to confine their contribution to the classroom, and little support to contribute to the program SAC. Part Time Faculty are the biggest untapped resource at PCC.

We have multiple needs for curriculum updates and development. We're securing the limited college-level funding for new courses that have been approved by the VP-Academic Affairs. We need more financial support as special projects hours for faculty to contribute to program-wide updates.

As we gain a higher profile we are fielding interest from more potential instructors with advanced degrees and experience teaching in university programs. Our compensation for incoming PTF is not competitive with other institutions. The HR classifications seem to always place new PTF at step 1, 2, or 3 regardless of previous experience.

5B. Accreditation

- Do you have professional or programmatic accreditation? (This is a separate accreditation from PCC's institutional accreditation by NWCCU).

  YES / **NO**

  Outside accreditation is not possible at this time.

- If yes:
    - What is the name of your accrediting body?

    - What is the typical accreditation cycle?

    - When is your next self-study/visit scheduled to occur?

Please summarize feedback/input that you have received from your accrediting body over the past two years, and/or any actions taken as a result of accreditation recommendation or guidance.