GLENDALE COMMUNITY COLLEGE

Annual Program Review   2011-2012 – INSTRUCTIONAL

Division - Program

VISUAL & PERFORMING ARTS **ANIMATION**

Authorization

After the document is complete, it must be reviewed and <u>submitted to the Program Review Committee by the Division Chair</u>.

Author: Roger Dickes
Division Chair: Dr. Peter Green
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Overview of the Program

All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

Statement of Purpose – briefly describe in 1-3 sentences.

The animation program provides vocational animation skills training to college age students looking to transfer to a four year college or work in the industry. In addition, the program provides for industry professionals seeking retraining, and adults who wish to develop new skills. The program offers curricula in traditional animation, 2-d digital animation, and 3-d digital animation.

Please list the **most significant achievement** accomplished since your last program review.

The full-time instructor in animation collaborated with full-time faculty in business to develop an inter-divisional game design course sequence. After trying a couple of instructors, a very fine instructor was selected. This instructor is teaching Art 267 in the fall and Art 268 in the spring to full classes with 30 seats. We have created an articulation agreement with Woodbury University so our students can transfer seamlessly.

List the current major strengths of your program

1. Industry relevant skills are taught by industry professionals
2. State of the art software on high quality computers
3. Very well developed curriculum

List the current weaknesses of your program

1. In sufficient promotion and marketing resources from College funds.
2. Tech support worker works from 6am-2pm when classes all take place during afternoon and evenings.
3. It is difficult to perform curriculum development tasks when the curriculum process is so burdensome. The need for curriculum change is much faster in this area due to constant technological advances in the field. Therefore the need for streamlined course approval is necessary.

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
ANIMATION	2007-2008	49	2.7	575	37.2%	81.0%	80.5%	1
	2008-2009	63	3.4	593	29.6%	102.4%	75.9%	4
	2009-2010	52	3.9	430	32.2%	91.7%	78.5%	1
	2010-2011	40	3.9	328	22.6%	78.0%	78.2%	0
	% Change	-17.7%	+44.2%	-42.9%	-39.3%	-3.7%	-2.9%	-100.0%
	4-Yr. Trend	decreasing	increasing	decreasing	decreasing	stable	stable	decreasing
VISUAL & PERFORMING ARTS DIVISION **TOTAL**	2007-2008	1,281	74.5	547	56.0%	86.5%	69.2%	36
	2008-2009	1,338	72.4	588	53.1%	97.5%	70.5%	40
	2009-2010	1,328	76.4	553	50.0%	96.6%	72.1%	22
	2010-2011	1,228	79.3	493	50.6%	94.4%	70.0%	28
	% Change	-4.1%	+6.3%	-9.8%	-9.7%	+9.2%	+1.3%	-22.2%
	4-Yr. Trend	stable	stable	stable	stable	stable	stable	decreasing

1.1. Describe how these trends have affected student achievement and student learning:

Because much work has been done in curriculum development, the animation program has moved to one more section per semester in video game design. The full-time faculty member receives release time for senate executive and art gallery, and part time instructors have been hired to cover video game design, character setup, and animation. The students benefit by being offered a greater selection of courses, and these courses are taught by area specialists. . The lowered WSCH/FTEF figures are due to class cancellations because of pre-requisite restraints within the new PeopleSoft data system. Currently, a new system has been devised that alleviates this problem and figures for the current year should reflect the correction. Moreover, statistical accuracy is difficult because this is a small program and any changes are skewed by very small numbers.

1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your program?

2.0. Student Learning and Curriculum

Provide the following information on each department and program within the division.

List each Department within the Division as well each degree, certificate, or other program* within the Department	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed		If this area has program outcomes have they been assessed?
	n/n	%	n/n	%	n/n	%	Yes or No
ANIMATION	10	100	5	50	5	50	no

2.1. Please comment on the percentages above.

Assessment will be completed by spring 2012.

2.2. a) Please provide a *link** to all program <u>assessment timelines</u> here. This link could be to your division /department website, eLumen, etc.
   b) Briefly summarize any pedagogical or curricular elements of courses/programs that have been changed or will be changed as a result of developing assessment timelines and course/program alignment matrixes.
   c) Based on the program assessment timelines you have developed and the evidence you have gathered, please comment briefly on how far along your division/program is in the assessment process.

I have these done and will link soon.

2.3 a) Please provide a *link* to any program and/or relevant course <u>assessment reports</u>. Does the evidence from assessment reports show that students are achieving the desired learning outcomes?
   b) Please briefly summarize any pedagogical or curricular elements of courses and/or programs that have been changed or will be changed as a result of the assessments conducted.

We are continuously working on evaluating our effectiveness.

2.4   Please list all courses which have been reviewed in the last academic year.
      Note: Curriculum Review is required by the Chancellors Office every 6 years.

Art 230, 231, 232, 235, 245, 246.

2.5   Please list all degree/certificate programs within the division that were reviewed in the last academic year.

The animation certificate will be revised this year so that a base sequence of courses is required.

2.6   For each program that was reviewed, please list any changes that were made.

Upon finishing this course sequence, students are required to specialize by completing one or many of the skill awards that have been created.

3.0. Reflection and Action Plans

3.1   What recent activities, dialogues, discussions, etc. have occurred to promote student learning
      or improved program/division processes?

Meetings with President and Vice President to discuss enhancing storytelling component of curriculum and potential partnership with Disney. Meetings with Woodbury University to formalize articulation agreements.
Visits by high end trade schools, such as Gnomon 3d, are planned.

3.2   Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please briefly describe your plans and/or modifications for program/division improvements

Plans or Modifications	Anticipated Improvements
1. Promotion issue.	I hope to be placed on the committee to hire the CTE dean and ensure that person can bring exceptional managerial talent to the digital art area, as well as a vision for the public image of the digital arts programs at GCC.
2. Tech support issue.	Discuss with colleagues and tech support personnel the possibility of shifting the schedule of tech support personnel to 12-8pm.
3. Curriculum development.	Continue with curriculum development despite the fact that it is really set up for math and English, which have barely changed in 100 years.

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