

COVER PAGE

Program/Discipline: Multimedia Department

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1. Program Description and Scope

- **Description of the instructional program.**

Our curriculum prepares students for working in the field of multimedia as well as for continuing their education at the post-secondary level. Students learn how to employ industry-standard software applications in projects such as web sites, animations, digital videos and interactive CDs and DVDs. Students also learn the fundamentals of design and how to apply them to their multimedia projects.
- The Multimedia Department offers:
 - 1) AA degree in Multimedia (60 units)
 - 2) Certificate of Achievement in Multimedia (32 units)
 - 3) Fast Track Certificate in Multimedia (14-16 units)
 - 4) Fast Track Certificate in 3D Modeling and Animation (13 units)
 - 5) Fast Track Certificate in Web Site Design (15 units)
 - 6) Fast Track Certificate in Video Game Development (17 units)
- **Our program serves students, faculty, staff, and the community in several ways:**
 - I. The Multimedia Department offers cost effective education: we offer courses comparable in content and quality to those offered by the industry and private universities for a considerably lower fee. For example, San Francisco State University offers a class in 3D modeling at a cost of \$495, and it meets for a total of 18 hours. Ohlone College offers a similar class for \$78 (3 units at \$26 per unit) and meets for a total of 54 hours.

Our students don't have to purchase a computer and software to complete our courses. Open lab at Hyman Hall is available for student use Monday through Saturday.
 - II. We offer courses and certificates in 3D modeling and animation that are not offered in neighboring community colleges like San Mateo, Chabot, and Las Positas.
 - III. We prepare our students for the workforce: our curriculum teaches standards and practices of the field. The assignments reflect situations that students would encounter when working in the industry.
 - IV. In the Spring semester 2006, faculty from the Multimedia Department will work on developing a forum for Ohlone College, high schools, and the community to share and exchange information about digital art, multimedia, broadcasting, radio, and commercial music. This network will increase collaboration and communication with high school faculty.

V. Our students and faculty create projects for the school and the community

This is a list of projects done:

Project Description	Name of student/s	Class in which the project was produced	Paid
3D modeling of a ship for the MS Flight Simulation program at the US Navy.	Billy Purta	Skills acquired in mm116 and mm117	yes
Intranet for the Personnel Department for the city of Union City	Leticia Najera	MM 105 Web Site Design	yes
Website for the Ohlone's Monitor	Jade Malonzo	--	yes
Faculty website for computer science instructor.	Katherine Lee	MM 195	yes
3D animation for "Geek Rhythms," a rap and hip-hop record album for Rajeev Bajaj.	Instructor Neil Strudwick and students: Bobbie Radigan, Andrew Ho, Alexander Barnes, and Kurt Mizuhara	Students were recruited in the MM116 course. The project was done outside class time	yes
Website for Wang's Company, property management	Kimmy Huang	MM 105	no
Website for Crystal Orthodontic lab	Erny Soelistio	MM 105	no
Website for Metrofolia Landscaping Inc	Rachana Jain	MM 195	yes
Interactive project for the USS Hornet	Pilar Lewis and students: Yana Lee and Mohini Pendse	MM 195	no
Arroyo Park Townhomes Association	Tom Regner	MM 156	no
Videotaping and photographing an event for the HERS Breast Cancer Foundation in Fremont	Pilar Lewis and Neil Strudwick (faculty)		no
Logo and website redesign for Ohlone's Chamber Singers	Pilar Lewis (faculty)		yes
Animation for the Biotech Department at Ohlone College	Neil Strudwick (faculty)		yes
Design and maintenance of the Multimedia Department's website	Pilar Lewis		no
Design of flyers advertising events and	Pilar Lewis and Jade		no

classes offered by the Multimedia Department	Malonzo (student)		
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- The Multimedia Program addresses current needs and applies current technologies.**
 We revise and write new curriculum regularly. For example, in 2005, we designed a new Fast Track Certificate in *Video Game Development* and wrote two new courses: *Introduction to Video Game Design* and *Video Game Development*. Two experts helped us in the process: Neil Strudwick (multimedia adjunct with 15 years of experience in the video game industry) and Michael Lubuguin (video game designer with 20 years of experience in the field). The goal of the new certificate is to prepare students with artistic and technical skills for entry-level positions in the video game industry, with emphasis on the following roles: Game and Interactive Software Tester, Game Artist, Game Designer.

We, the faculty, constantly update our skills and learn about new trends and tools in the industry by attending conferences and workshops. We incorporate that knowledge in our curriculum. Some of events attended are: MacWorld Expo, Flashforward conference, CCC CONFER Webinar on Online Art Critiques, STREAMING Media West workshops.

We seek advice from industry professionals and from our advisory committee. We also have a variety of guest speakers, and we invite current Ohlone students and multimedia alumni to attend.

The following is a list of past guest speakers and the topics they presented:

Guest Speaker	Title	Topic of lecture
Carlos Goulart	Graphic designer	Writing contracts for clients. Freelancing issues
Alan Korn	Lawyer, California Lawyers for the Arts	Copyright issues for multimedia artists
Michael Becker	Artist, Electronics Art	How to get started in the video game industry
Naomi Raine	Assistant Producer, Tippett Studio	Producing effects for film and TV. Prepare demo reels
Diane Fenster	Digital artist	Overview of digital art, copyright issues, working with clients.
Dan Carhart	Owner, Minuteman Press	Producing artwork for printing
Cheryl Lambert	Web Designer, Ohlone College	Preparing for a career in web design
Justin Everett-Church	Flash Developer, Yahoo! Inc	Employing Yahoo maps to

		creative applications for the web
Mary Van Noord	Job Developer, Ohlone College	Writing resumes, job interviews, searching tools for finding jobs and internships
Tin Truong	Senior-level Designer	Advice on how to get started in the field of multimedia

- **The impact of the Multimedia Program on the college:**

Students from other disciplines enroll in our classes, specially in MM105 Web Site Design, to obtain skills that would be beneficial in their field.

The Multimedia Program brings recognition and exposure to Ohlone College: for four years in a row, multimedia students have received awards in a state-wide competition organized by the Multimedia Entertainment Initiative.

Our annual Multimedia Festival showcases the best work designed by our students and alumni. The event is open to the public and advertised in local newspapers. We invite a guest speaker and encourage professionals in the industry to attend and to offer feedback on the students' work. Around 200 people attend the event every year.

- **The impact Ohlone College has on the Multimedia Program:**

The resources allocated to our program determine:

- a) the number of classes we can offer each semester
- b) the amount of money for purchasing instructional supplies
- c) the number of student assistants we can hire
- d) software and hardware upgrades

Our program also depends on the following departments:

- a) the Information Technology Department (IT) to maintain the computer classrooms and labs.
- b) ASOC to fund the annual Multimedia Festival and guest speakers
- c) Ohlone's Career Prep to fund the annual Multimedia Festival
- d) the Office of College Relations to advertise the annual Multimedia Festival
- e) the Online Department for access to WebCT and web servers

- **The impact other college programs have on the Multimedia Program:**

Representatives of College of Marin and the College of San Mateo help us in the development of our curriculum.

Our program is affiliated with the Multimedia & Entertainment Initiative, a statewide network of community college educators working with industry and community organizations. The Multimedia Department benefits from the many resources offered by

the initiative such as dissemination of curriculum, workshops, and showcase of outstanding student work.

- **The impact of the program on the community and the impact of the community on the program:**

The Multimedia Department serves as resource to the community and offers a comprehensive program at a competitive cost. However, we need more involvement with the community to look for internships for our students, and we need more collaboration with high schools and four-year universities in the area.

2. Relationship to Ohlone College Mission and Goals

- *Goal 1: Promote appreciation for and understanding of diverse races and cultures by expanding the diversity of college personnel, international education offerings and exchanges, cross-cultural curricula, and ethnic/cultural events.*

- I. We support and encourage students to create projects that can teach us about different cultures. For example, in the MM 105 Web Site Design class, students often create web sites about their native country and their culture. We also assign projects where the students have to research about the origins of a cultural event taking place in the Bay Area such as Saint Patrick's Day or Cinco de Mayo. The design of the project needs to reflect that culture.
- II. We hope to start an international program with Shanghai Arts Crafts College in China. In May 2006, the Dean of Fine Arts and Pilar Lewis, multimedia faculty will visit the facilities.

- *Goal 2: Develop across the curriculum the Learning College Model, utilizing methods and technologies that hold the most promise for improving student course and program completion success rate.*

- I. We employ different technologies to enhance student learning:

Most of the multimedia courses are web-enhanced; instructors place resources for student use on a website, WebCT, or the inet06 server in Hyman Hall.

We employ *Captivate*, a screen capture software that records digital movies demonstrating step by step instructions. The movies produced allow students to learn at their own pace. To see a demo, visit:

<http://online.ohlone.cc.ca.us/multimedia/plewis/mm116/head.htm>.

We have a small collection of DVDs, magazines and books for students to check out so that they can expand their knowledge.

We teach our students how to create projects employing different hardware such as scanners, digital cameras, microphones, digital camcorders, DVD burners.

II. We prepare our students to learn from other sources besides the instructor:
We teach them how to use the internet and search engines to find material. We demonstrate how to use the online help included in the software. At times, we assign students a particular topic to research on their own so that, subsequently, they can teach their findings to the rest of the class.

III. Our students also learn from experts in the field:
As mentioned earlier, we invite guest speakers so that they can share their expertise in their field and offer advice to the students. In the MM160 Portfolio course, students are required to interview an expert in the field.

- *Goal 3: Develop strategies to increase the proportion of full-time students including learning communities, cohort groups, enhanced facilities and improved course availability:*

We conducted a survey that included a total of 52 current and former students. These are some of the results:

When enrolling in multimedia courses, would you prefer:	
semester length courses that meet once a week- mostly lecture, the lab on your own:	20
semester length courses that meet twice a week - lecture and lab during class:	26
intensive courses that meet twice a week for 8 weeks:	13
shorter 1.5 unit courses that meet for 8 weeks:	4
other: Intensive weekend courses. Need some workshops on weekdays too	2
We are considering changing the 4 unit courses to 3 units, do you agree?	
Yes, change the courses to 3 units:	24
No, don't change them; keep them the way they are now	28
Do you prefer to take:	
evening classes:	23
day classes:	7
both:	23
Do you prefer to take:	
courses on campus	44
online courses enhanced with movie demonstrations, tutorials, and discussion groups	6
hybrid courses, meeting occasionally on campus and the rest done online	12
Would you like us to offer new courses in: (Choose all that apply)	
Advanced Web Design (advanced CSS layouts, DHTML and ImageReady techniques):	36
Advanced ActionScript (as a sequence to mm104):	21

Production lab (where instructor and students produce projects for 'real' clients):	31
2D Animation (applying traditional animation and Flash software):	30
other: Advanced video (After Effects), Advanced Actionscript using Flash and incorporating cellphones and PDAs, tablets PC PHP and Coldfusion More Adobe products like Adobe Indesign, Quark Xpress Javascript Use Macintosh software and software	7
Would you enroll in these new courses?	
yes	46
no	6
Starting in Fall 2006, we will offer a Fast Track Certificate in Video Game Design (17 units). Would you be interested in completing it?	
yes	33
no	19

Based on the survey results, we'll continue to offer core classes in the evening. Many of our students work during the day, and it seems that most of our students prefer classes offered in the evening.

We'll continue to offer two-day courses on Saturdays since they are very popular and enrollments are always good.

Our survey indicates that our current students are not comfortable with online classes. Note that 44 out of 52 students prefer classes on campus, and only 6 prefer online classes. In the Spring 2006, we offered MM104 Advanced Flash as an online class in order to increase enrollments, but there was no significant change. Some of the students who dropped the class stated that they preferred face to face meetings with the instructor and that they would wait for the class to be offered on campus. If we want to offer more online classes, it seems that we would need to target a different type of audience or try a creative approach. For example we could try offering a class that meets on campus and that employs CCC Confer at the same time. This way, the students have the option to attend the class in person or see the recorded lecture online.

In the Fall 2006 semester, we are going to try a different schedule for three courses, and we'll offer fewer sections so that we can have good enrollments in the classes offered.

We hope that the new Certificate of Completion in Video Game Development can increase our enrollments. We are seeking the help from College Relations Department to promote the certificate.

3. Program Student Learning Outcomes

Students will:

- I. Demonstrate proficiency using multimedia software
- II. Illustrate concepts of design
- III. Demonstrate the ability to design projects that communicate specific ideas

IV. Exhibit professional behavior and work ethics

Process used to determine the student learning outcomes:

The multimedia faculty work together and share ideas to improve course material. We follow the advice from experts in the field and our advisory board.

4. **Assessment of Student Success in Reaching Program Outcomes**

The student learning outcomes can be measured in several ways:

I.

Student Learning Outcome (SLO)	Course	Assessment method to measure outcome:
Demonstrate proficiency using multimedia software	All courses	Technical skills are taught during class time, and students need to apply specific skills to each project assigned. Upon completion of projects, students receive credit for each technical skill applied.
Illustrate concepts of design	102A, 102B, 104,105, 110, 114, 115, 116, 117, 119, 160	Project descriptions clearly state specific design concepts that students need to employ. Concepts may include: balance, color, typography, contrast, shapes, texture, line, focal point, unity. Upon completion of projects, students receive credit for applying design concepts. Instructor and students critique projects using LCD projector, and offer feedback for improvement.
Demonstrate the ability design projects that communicate specific ideas	102A, 102B, 104,105, 110, 114, 115, 116, 117, 118, 119, 160	Students are assigned projects that need to communicate a specific idea by using color, type, or other design elements. Upon completion, students present projects and receive feedback and suggestions for improvement from classmates and instructors.
Exhibit professional behavior and work ethics	All courses	Students are treated as if they were professionals in the field and are expected to behave as such. This outcome is demonstrated by the students' punctuality, participation during class time, turning in projects by the due date, complying with copyright issues, and using appropriate documentation such as model release forms when appropriate.

II. The Multimedia Festival is an excellent way to assess student learning outcomes.

Students voluntarily submit projects done in the multimedia classes during the academic year. Multimedia alumni are also invited to submit their current work. We organize the entries into nine different categories. The projects are then evaluated by a juror who is a professional in the field. He/she fills out an electronic form with grading criteria and enters feedback for improvement. The results are then emailed to each

student. Around 60 entries are selected and exhibited. During the festival, we place forms next to the computers displaying the student work for visitors to write comments. Experts in the field are invited and encouraged to provide feedback to the students.

This is the criteria for evaluating the student work:

2D Animation:	concept/story, quality of the animation, sound, technical merit, creativity
Web Site Design	concept, design, usability, interface, technical merit, creativity
Digital Imagery	concept, illustration, artistic skills, technical merit, creativity
3D Animation	concept, animation, camera, lighting, technical merit, creativity
3D Imagery	concept, design, modeling, texture, technical merit, creativity
Digital Video	concept, editing, camera, lighting, technical merit, creativity
Interactive Media	concept, interface, usability, technical merit, creativity
Digital Portfolio	concept, design, interface, usability, technical merit, creativity
Alumni Projects	concept, design, technical merit, creativity

III. The assessment of student success during the 2004-2005 academic year can be measured with the following data:

- student retention: Summer = 89 % Fall = 84 % Spring = 81%
- success rate = Summer = 80 % Fall = 76 % Spring = 71%
- degrees awarded = 3
- certificates of achievement = 5
- certificates of completion = 14 (9 more certificates than the previous year)

IV. We can assess student learning outcomes even further by following up the students that complete our programs. We try to maintain contact with former multimedia students, and some of them still visit the school. We want to know how our courses have helped them, and we want to hear their suggestions on how we can improve our programs. We invite our alumni to participate in the Multimedia Festival and to submit projects that they have designed at their current school or job.

5. Assessment of Program through Review of the Teaching Learning Process:

- I. Employing surveys is a good way to assess the success of the program. At the beginning of the semester, students are asked about their expectations and the reasons of taking the class; they are also asked to assess their knowledge and skills in multimedia. At the end of the semester, students answer another survey (this time anonymously) where they have the opportunity to assess the course and offer suggestions for improvement. Unfortunately, not every multimedia instructor employs surveys.

- II. The success of the program depends heavily on keeping the course curriculum, the software and the hardware up to date. The field of multimedia is constantly evolving and funding is required to get training and new resources, specially hardware and software. The computers in the multimedia lab (HH116) and the open lab (HH119) are four years old; they are too slow and cannot handle all of the current software properly. Numerous requests for upgrading them have been made.

6. Assessment of Program Improvement since Previous Program Review

This step will be implemented during the second program review cycle using these new guidelines

7. The Review and Dissemination Team Involvement

Division Dean: Walt Birkedahl, Fine Arts, Business & Broadcasting Division

Multimedia Faculty: Pilar Lewis, Assistant Professor Multimedia Department

Computer Science Faculty: Jon Degallier

Multimedia student: Estrella Malonzo

Members from the community:

Jonothan Bellard, Principal of CI Studios, web designer and photographer (freelancer)

Susan Mountain, Artist/Arts Advocate

The team met once. Subsequently, we communicated over email; they provided very valuable feedback both in person and by email.

These are additional suggestions from the team members:

- I. to hire a person who could promote the Multimedia Department, research universities for multimedia students to transfer, and find internships for the students.
- II. to employ consistently in all classes the steps of pre-production, conception, production and post -production.
- III. to bring more guest speakers to different classes