2018-19 Comprehensive Program Review (Instruction) – Laney College

Program Overview

Provide your Program Mission Statement

The Media Communications Department offers quality programs/courses in film/video (4K)/audio production, VR/AR/XR, AudioVisual tech, podcasting, video streaming, and many of the digital media arts. All our Certificates and AS degrees offer entry into the burgeoning IT-Digital Media workplace, and our AS degrees transfer to four-year institutions. The courses range from authoring, to producing, to editing creative content, to its final distribution.

List Program Total Faculty and/or Staff
(List will be populated in the online system)

Full-time

Marla Leech

Part-time

Vina Cera	Franklin Miller	Elvin Sledge
Zahrah Farmer	Miguel Astudillo	Noemi Zeigler
Koina Freeman	Dale Nabeta	David Santamaria
Paul Kalbach	Steve Shlisky	Jake Schoneker

Describe your current utilization of facilities, including labs and other space

Media Department mostly uses a few rooms on the 3rd & 4th floors of the Theater Bldg.

- one very awkwardly shaped classroom on the 4th floor
- on the 3rd floor, a former theater green room, which we also use as a classroom, though it has live sound coming through from the stage, often disturbing classes held there
- an obsolete studio on the 3rd floor, (we must drag in cameras, lights, audio equipment in order to use it and its ancient lighting grid
- a former studio on the 4th floor, which we now use to record audio, & also to house the few computers we have (we do not have our own computer lab, though all our processing is processed digitally
- an inadequate (too small) storage room for equipment, on the 3rd floor

- there is a small room on the 4th floor, filled with detritus from the Tower Building refresh, which we would like to clean out and build up as either a small computer lab, or as a 2nd classroom possibly for our new XR Immersion program, but repeated requests/work orders for clearing out the junk have not been carried out
- more critically in the above room, there is an obsolete, large telecine machine in one corner, giving off a mysterious hum, possibly producing OSHA-breaking rules - again, requests (for years) for a Master Electrician to dismantle and remove it, have also not been carried out
- There are 3 smaller rooms on the 3rd floor, which are used as offices.
- One small room on the 3rd floor, opposite the studio, is used as a sound booth.

We also give classes in the Technology Center's newer Mac Lab, F170D, where we teach 4 of our applications classes and VR/AR classes. We hope to get the Center open for a fifth weekend class, but it is currently closed on weekends, lacking a paid technician.

Since our Studio is so antiquated, we've designed a Studio Production class in partnership with KDOL at OUSD, to teach multi-camera production. This Is a unique class in which both Laney College and High Schoolers enroll.

Career Education (CE/CTE Only)

Using the LaunchBoard, what are the job placement rates for your program for the past three years? (What % of your graduates have secured employment in the field within 3 months of leaving the program?). Note: you will need to establish a username and password for the LaunchBoard if you don't already have one.

(Note: We've had to access other sites besides LaunchBoard, [O'Net, EDD] in order to get all the data asked for)

2015 - 2016 Job Placement Rate (%)

0604.20   57%

% employed in the field within 3 months

0604.20 57%

2016 - 2017 Job Placement Rate (%)

57%

% employed in the field within 3 months

57%

2017 - 2018 Job Placement Rate (%)

Most recent figures not yet available in LaunchBoard, O'Net, EDD…

% employed in the field within 3 months

Couldn't find those figures

Using the LaunchBoard, what are the projected job openings in your discipline for the next three years?

The projected job openings in the discipline range from 500 to 2500 job openings depending on specific digital media area

How is your discipline or program responding with regard to changes in labor market demand?

We discuss changes/demands in our dept. meetings and at our Advisory Board meetings.

This is the reason we have two new programs (Immersive Design & AV Tech Installation CSs)

Do you have an industry advisory board in place?

(Please attach a list of your industry advisory board members.)

We actually have 2 Advisory Boards, one for the dept. in general and one specifically for our AV Tech Program:

Dept. AB Members:

Lauretta Molitor, Andrea Kissack, Jeff Key, Paul Kalbach, and our P/T faculty, who are currently working in the industry: Steve Shlisky, Franklin Miller, Jake Schoneker, Noemi Zeigler, Roxana Post, Vina Cera, Koina Freeman

AV Tech AB Members:

John Shike, Ben Samuel, Andrew Milne, Jesse Scarborough, Sheila Mcfarland, Dana Labrecque, Olivia Herriford, Michelle Brown, Katherine Bergman, Nicholas Vasallo, Josh Srago

Although it is not official yet, Koina Freeman, who is our VR guru, is making many contacts in the VR/AR world, with the aim of forming an Advisory in this area as well.

Has your industry advisory board met regularly (at least once per quarter or semester)?

Yes….This past February 12, 2018, and just recently, October 15, 2018. We are discussing when to hold the next meeting this Spr/19 semester.

Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

As mentioned above several times, our 2 new programs have resulted because of input and interaction with our advisory boards. Our AV Board has been particularly active in helping us create the new AV Tech CS. We have also made changes to our curriculum (both in course and program outlines/# of credits per program – based on advice of our Boards. We are currently offering workshops (eg High School summer sessions in drones/VR, and have offered workshops for faculty (eg: Drone Workshop for Women).

Does your program require state or national licensing? If yes, please specify. What is your college's set standard passing rate for this exam or license?

No

Exam or License/ Set Standard Pass Rate

N/A

Do your students participate in other third party certifications? If so, please provide their success rates (include the % of completing students successfully getting certified).

Yes . Third-party Certification:

We are just launching a new program, AV (AudioVisual) Technologist Certificate of Achievement. It's curriculum is largely based on that of AVIXA (formery InfoComm, Int'l), which has a set curriculum and certifications, for AV technology, maintenance and design. The entry level certification is recognized world-wide and is called a "CTS."

Our program prepares graduates for the AV entry level job market, and to pass the 1st level AVIXA certification test (CTS), that of AV installation.

Set Standard Pass Rate

The first course in the series began last Fall, and it along with a 2nd course in the series of six, is scheduled this Spr/19 semester, so we'll have to wait another semester or two before we can ascertain the pass rate. Both classes this Spring are full.

Is your program working with a Deputy Sector Navigator?

No. Though we do have a DSN based at Laney, he is not from the ICT-Digital Media area. There has not been a DSN for our industry segment for a while in the Bay Area. We have conversed briefly with the Adv. Mfg DSN here, during all the CTE Advisory Committee meetings, but he doesn't really address our specific industry.

If yes, briefly describe your program's work with the Deputy Sector Navigator.

What programs similar to yours exist in the surrounding area or at nearby East Bay colleges? (Micro region in LaunchBoard)

List College(s)

BCC, Ohlone, CCSF, CSUSF, Expressions, UCB, Academy of Arts, DVC, SF Art Academy

In what ways is your program collaborating with other community colleges in the region?

- Our AV Tech CS is a Regional, SWP Program developed together with CCSF. Students from both colleges can take some courses at either college, and some at only one of them, so students must attend a minimum of two courses at the other school. The actual degree is awarded by the home school.

Summarize the goals of each grant as it relates to your discipline/department/program, include the grant name, granting agency, and last year of funding.

Grant Name

Perkins (what are grant projects, outcomes?)

Before SWP, Perkins used to be the only source of $ for all CE programs. Because of rapidly changing technology in our industry, the goals were to just give us a meager chance to keep up with some of the software/hardware/curriculum updates. In recent times, Perkins has undertaken rather stringent parameters for awarding funds, and the amounts available continue to depreciate. As such, this Federal grant is 'icing' on the SWP 'cake.' . Last year of funding: '17/18 AY

SWP

Media participates in both the local and Regional SWP grants. Many new courses/programs (listed often above) have been designed, pushed through the crediting systems, and outfitted via these generous Federal Workforce funds. Last year of funding: Round 2. We are meeting later in Feb, to discuss new/continuing projects for Round 3. We plan to continue our current, local, successful projects: (drones, immersive reality, and regional: (AV Tech), and explore expanding regional projects within the Peralta sister colleges.

Enrollment Trends

(Consider the most recent 3 years when answering the questions below.)

Set the filters above to your discipline, and discuss enrollment trends over past three years.

Like enrollment in all community colleges, the rate of enrollment has gradually gone down. However this past academic year has seen an increase from last year, due to our participation in articulation and dual enrollment classes. Many of our older, broadcast-inspired classes have seen a decline, and we're going to be deactivating some, revising our programs with these trends in mind.

Our newer, state-of-the-art classes/programs have been filling reasonably, along with the basic audio/video production/editing staples.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

Although many of our students are working full time, and requesting evening/weekend classes, several of our morning and afternoon classes seem to be filling up just as well. These tend to have a younger cohort, but if the course is in demand, such as our new VR classes, working adults seem to make the time to attend. Surprisingly overall, there's only a slight difference between enrollment in evening to day classes, where late afternoon/evening classes have the edge.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

Instructors poll registered students, enrollment trends in our curriculum

Many of our students tend to be older, already in the workforce, so they need courses to be taught outside of regular working hours. So, all our evening slots (classrooms/labs) are scheduled – we would schedule more at that time if we had the facilities. We are limited to having one regular classroom and one converted, but not adequate space (converted from a theater green room). Several of our classes require a computer lab, and not having one of our own, must share the one in the Technology Center, limiting our access and available time slots.

It would greatly help our census, if we could schedule some of our Tech Center Labs during the weekends, but the Center is closed then, for lack of available funds for a technician. This seems like a poor budgeting decision, because the Tech Center has four large labs, popular with instructors, and could generate lots of FTES.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

- Latest technology relevant to industry standards
- Industry professionals to teach courses – currently working in field, therefore conversant w/current practices
- We have a mix of professionals and academics on our faculty, which gives us the best combination – that of high technical knowledge and current, relevant experience in the industry workforce.
- One of our ongoing teaching strategies has been a 'hands-on' approach, which together with having the latest hardware and software, exposes our students to equipment experience and what's current in our field.

How is technology used by the discipline, department?

This isn't a pertinent question for our Department. The latest technology is embedded in all our courses/curriculum. Our discipline is technology-centric, and constantly changing, so that we are always upgrading, in order to keep up with trends.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and distance education courses?

We maintain integrity and standards via assessment, department meeting discussions, two Advisory Boards, and participation in many college committees.

Improvement Action

Action Item:

Improve number of assessments per semester, and pare down our course/program outcomes to a maximum of 3 (depending on number of credit units, of course)

Description: Increase the number of assessments, both course and program. Make sure that our only course with more than two sections is assessed collaboratively. Check all the course/program SLOs/PLOs and trim their number.

Responsible Person: Steve Shlisky – Spr/19

Curriculum

(List of courses and last updated dates will be populated in the system)

Have all of your course outlines of record been updated or deactivated in the past three years? If not, select the courses that still need updating and specify when your department will update each one, within the next three years.

Please see attached list of courses and currency status.

Please summarize the Discipline, Department or Program plans for curriculum improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

We are designing/writing a new editing program that will give students skills in most of the industry's top video editing applications. Besides our FCP X courses, we've just added Premiere, (another popular editing app used) and are in the process of designing a course in DaVinci Resolve (another industry standard). Motion and After Effects (video effects applications) are already taught. We've taught Pro Tools for sound design for many years, but will be adding Logic Pro next semester, since it is also standard in the field, and can be used in our collaboration courses with the Music Dept. We plan to mirror the Music Dept's MIDI course, and will be using Logic Pro there as well. Our faculty are fluent in both apps.

We are continually updating our production courses/programs to reflect new technologies such as VR/AR, drones in video production.

Transmission of information these days is largely via video, across all industries, including entertainment giants like Netflix, etc., thirsty for creative video content. Therefore video/audio production is in demand across all sectors of the economy. All of this content must be edited, so having various editing applications skills are also in high demand. This situation is reflected in our constant updating of our curriculum, that must keep pace with our rapidly changing technology.

Along with adding to curriculum for currency, we are also looking at the other side of the picture. Some of our lower enrollment trends in courses such as Broadcast Journalism, Announcing and Performance, aside from course design, might reflect loss of relevancy to today's industry needs. In which case, we are considering deactivation or scheduling less often.

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Assessment

(List of SLOs and assessment dates will be populated in the system)

List Student Learning Outcomes include SLO, last date assessed, planned assessment date, and upload any attachments.

Excel spreadsheets – see Media Dept. Spreadsheets for 2016, & Assessment Status Report of all current Media courses

Were there any obstacles experience during assessment? What worked well? (mainly based on evidence in the report, attach other evidence as necessary)

Our dept mainly consists of part-timers. As such, it's very difficult to get them together for discussions on their assessments. It's also hard to get them to see the advantage of assessment in general, even though we've made them aware that for now at least, there are $ available to part-timers for this work. Hopefully, these stipends will continue to be available, as they're a good incentive.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

100 % of our 4 ongoing programs have been assessed. The new 2 have not been completely taught yet, so will have to wait a while for assessment results. The Cert. of Prof. is in process of being deactivated for lack of completions.

How does your dept works together on assessment? Describe things that went well or obstacles in each of the following categories. What aspects of assessment work went especially well in your department and what improvements are most needed?

We have good collaboration between two instructors who teach a section of the one course (Media 104) that has more than one section. At our first meeting this Spring semester, the faculty agreed to meet and discuss their assessment together, as well as possibly work on some potential assessment strategies together.

Again, it's very hard to motivate some part-time faculty,

As a department, we have to be more cognizant of our action plans and follow through….

Leadership Roles –

Co-chairs basically monitor department business and oversee assessment. Both of us are part=timers.

We are blessed to have a participatory faculty that monitor curriculum and new developments in their areas of expertise, so that along with the chairs, these faculty oversee curriculum development and updates, equipment/supplies ordering.

Individual faculty of course, are responsible for assessing their own course level outcomes, but get help from chairs with documentation, while the co-chairs handle the program assessment.

Planning Process

Co-chairs generally handle planning process with input from faculty

Dept meetings

We always have 2 meetings per semester, and strive to have them once per month. Again, this is difficult with mostly part-time instructors, who only teach one or two courses once per week. A couple of years ago we had good success with phone meetings, and we're attempting to set this up again. Last time, one hour on Saturday mornings, went well.

Dept meetings for collaboration

We've been having 'Digital Media' collaborative meetings for the past two semesters, with the aim of setting up a Digital Media Cluster. This seems to work well with the newer Career Pathways focus. We're looking to continue these discussions, in the light of future Career Pathways and SWP support.

We do collaborate with other departmental programs (Music, Graphic Arts, Photography, Journalism), but these collaborations have been set up more by individual instructors, particularly chairs, rather than by inter-departmental meetings.

Data analysis

Each faculty member does their own analysis of their course data, with support from the co-chairs. Membership and participation in various governance committees helps with understanding and concepts. Having our own researcher is also very valuable, and Clifton does a great job.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

Again, we are mainly a dept. of P/Ters, so that assessment discussions in depth are not always possible. Also because of our small size, except for one course (104), there is only one section for each time scheduled. Because of some course problems with low enrollment, we've

discussed (a form of verbal assessment – though not readily documented in META) – what the problems and solutions are. (We usually get a reasonable turnout to dept. meetings at start/end of semester) These discussions inevitably include assessment of course SLOs and whether successful or not, these contribute to success, retention, enrollment, etc. For example, because of enrollment problems with 102A/B, we learned that the SLOs though being achieved, (according to faculty) were not being taught in an engaging way – in other words – an old-school approach to a not too relevant to current industry topic. This has led us to decide to proceed to deactivate the course.

The FCP X courses have regularly been assessed, with the result that specific problems that showed up, (eg: lack of understanding in depth of handling audio in video) have led to more emphasis when the topic is taught and during hands-on exercises.

Does your department participate in the assessment of multidisciplinary programs?

If yes, describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

We participate in a new Music Industries certificate, but it's too soon to have any completions from this. Our new VR certificate includes a CIS course, and again, the program is too new for assessment.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment?

If yes, describe your department's participation in assessing Institutional Learning Outcomes.

Media plans to participate in the assessment of the Global Responsibility ILO this Spring Semester. The two Media 104 sections will work together, using the Ethics field in the ILO assessment rubric. Steve Shlisky has offered to be the lead.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

We need support from the administrators, (deans, VPI) to help with promoting (enforcing?) individual course assessments. The school can help by setting aside times for universally working on assessments – eg: assessment day or ½ day, more time on Flex Days. Also, continue

providing funds for part-timers to do their individual course assessments, as well as for participating in Program overviews.

The LAC Committee, particularly the co-chairs are doing a great job in launching assessment in META and preaching the gospel. The new first level module is intuitive and easy to use.

Course Completion

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

> **Course Name & Number**
> (Courses will not be automatically populated in the system. Add all courses shown in the dashboard)

> ➢ 2015-16 Completion Rate (%)
> ➢ 2016-17 Completion Rate (%)
> ➢ 2017-18 Completion Rate (%)

Please use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

Yes

Seems very youngest group (19-24) are 9% lower than college average – also older group (55-64) are quite a bit lower – 38%...Will do an anonymous survey for age, and all the other groups in various classes to see who the constituents are. Usually younger students coming straight from High School have trouble with college responsibilities, and will try to incorporate some 'handholding' & advise counseling class. Older adults usually need general computer skills, so will need tutoring, basic skills or literacy classes.

Ethnicity

Yes

Both semesters of 17/18 found African American students far below college level (19-24 & 55+). In both age ranges, it is a lack

of computer literacy that would need tutoring, basic skills or literacy classes.

Gender

No

If yes, please describe the difference

Foster Youth Status

Yes

Media gets very few foster youth enrollees, the 1 or 2 occasional students do not succeed well. This is probably due to lack of adequate skills because of prior poor support. Tutoring, literacy classes and possibly basic skills classes.

Disability Status

No

If yes, please describe the difference

Low Income Status

No

If yes, please describe the difference

Veterans Status

No

If yes, please describe the difference

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

They are higher

How do the department's Hybrid course completion rates compare to the college course completion standard?

We do not have any type of DE course in our curriculum.

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

N/A

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

Course retention rates generally are equal or higher than college rates, and are much higher in 17/18.

What has the discipline, department, or program done to improve course completion and retention rates?

Our course retention rates are quite good overall, above rate of college. This is most likely due to timely scheduling, state-of-the-art technology with equipment/software, keeping up with industry trends, and engaged faculty who are also seasoned industry professionals, working currently in the field.

We expose students to industry real world situations via internships, guest lectures, onsite visits to various working facilities. We have a large, end-of-year Showcase, where students can display their final projects on the large theater screen, for their friends and family to enjoy. We also make various professional expos available to students for free, (last Spring, VR students were given free passes (worth $1600. to the world-wide VR/Gamers Expo in SF, and a free pass to the National Assn. of Broadcasters Expo in Las Vegas). Students who attended were very jazzed about the prospects and job opportunities in the fields.

SWP $ has given us the opportunity to provide many supplies for various programs, such as texts and payment of the license fee for the AV Tech program.

At our first dept. meeting this year, we planned to have a sign-up session for summer/fall classes during the end-of-year Showcase event. We'll have sign-up materials available, brochures about job opportunities, hoping thereby to assist enrollment and to improve course completion/retention rates.

Degrees and Certificates

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

The number of degrees conferred in our dept. are slightly lower than over 3 years ago, when overall census was higher. (15/16: 6; 16/7: 2; 17/18: 7), as opposed to 8, 9 previous 2 years.

However our awards have never been high for the following reasons:

- We enroll many students who are Skill Builders, who, rather than getting degrees, are only interested in honing/upgrading their skills.
- Also noteworthy, is that many of our students are 'entrepreneurs,' rather than job seekers, so that the actual degrees aren't as important to them, as the currency of the skills and equipment available for them to learn and experience

  Also, in looking at job candidates, our industry cares more for experience than degree completion….

Over the next 3 years, Will you be focusing on increasing the number of degrees and certificates awarded?

Yes, among other strategies, we'll be working on increasing the number of degrees/certificates awarded.

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

- We are planning to begin NC mirroring of our courses, and then create stacked 2-course NC programs that will be stacked to mirror the credit programs
- We are meeting to stack our credit certificates into stackable sections in order to create more programs that are faster to complete, in order to increase number of certificates & degrees awarded
- We are actively working with several High Schools in Oakland & Alameda (Oakland High, Fremont, CCPA, OIH, AH, Encinal and more) for Dual Enrollment and articulation of several of our Media courses, so that their students will earn early college credits, also with strategy in mind that they will then come to Laney Media to earn their degrees.
- We strive to always be on the cutting edge of technology…this means adding new degrees, particularly certificates, because of a rapidly changing industry…eg: our new Immersive Prod. Prog (VR/AR) is attracting students from all over the area (even have a student who heard about us in France & is currently enrolled). We're now teaching 2 of

the 6 new courses in that program. We'll continue to add more in the Fall, so that there will be completion as soon as possible. This is one of the programs to which we'll also start adding the stacking formula.

- We'll continue to actively participate in the CTE Open House for High Schools, which has been a great recruiting success for the past few years.
- We are also planning to add "Film" to our production classes in an appropriate way. This is a much more sought after 'tag' when students are searching for classes

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Only have one F/Ter – Woman's history month – IG Group

Part-Timers Committee Participants

Faculty Senate, CTE Advisory Committee, TPC, MTP sub-committee, Curriculum Committee, LAC

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

 Steve Shlisky, Co-Chair, is President of local NATAS.Chapter.(Naional Academy of TV Arts & Sciences [Emmies])- 1200 members, Trustee of National NATAS, KTVU Producer/Editor for local programming, probono Video work using students for community projects

Noemi Zeigler is on the local Board of NATAS

Vina Cera has been active with articulation and DE in local High Schools, with Media courses, working with OUSD, AUSD. Together with San Francisco City College, has designed AV Tech Installation CS, along with organizing an Advisory Board that meets twice a year. Has spearheaded collaborative courses with PHOTO, MUSIC, JOURNALISM, GRART and CIS departments

Koina Freeman is a freelance producer, graphic artist, that Produced 'America's Most Wanted' series in Hollywood

David Santamaria is a Master Teacher for BlackMagic Designs, Apple, and Avid, and is hired to teach master software classes across the country

Zahrah Farmer has her own local travel series on KRON.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Entire dept are adjuncts except for one….so almost all activity mentioned throughout this review, is led and participated in by adjuncts.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff	1-P/T classified to help with equipment inventory, checkout to students- 20 hrs/wk	$6,800.00	$680.00	$7,480.00
Personnel: Student Worker	2-Student Workers, to help faculty deal w/entire class of students during Lec&Lab that have expensive, & some potentially hazardous equipment- for 4, 5-hr classes/week	$5,100.00	$510.00	$5,610.00
Personnel: Part Time Faculty				
Personnel: Full Time Faculty				

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed		
Professional Development: Personal/Individual PD needed	Because of our constant changing technology, faculty must regularly attend industry expos, seminars, etc. to keep current. It would be helpful if at least 2 faculty could be sponsored for about $1500.00 total.	$3,000.00

Engagement

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	Update recording software – Logic Pro x5	$2,000.00
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies	Batteries, flash drives, etc.	$500.00
Supplies: Non-Instructional Supplies		
Supplies: Library Collections	Texts, Subscriptions	$400.00

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	25 High end MacPro Computers @ $7K ea	$175,000.00

Engagement

	(the Macs in the Tech Center are too old/slow to keep up with current industry tech trends. Either F170D (Tech Ctr lab) must be updated, or… we are attempting to negotiate a shared lab with GRART in A152). <u>We are planning to use SWP funds for this</u>.)	$35,000.00
	New Drone & Immersive Programs hardware/software VR Motion Capture full suits x2; Occulus Headsets x20 <u>We are planning to use SWP funds for this</u>.)	$20,400.00
Technology & Equipment: Replacement		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms	Our classrooms in the Theater Bldg. look like a penitentiary, with sound from the stage coming through 2 large baffles, and a hodge podge of old chairs, scavenged from rejects. The minimum to make the rooms presentable, are some paint and new student seat/desks	$7,500.00
Facilities: Offices		
Facilities: Labs	We desperately need our own lab, and we are trying to negotiate a shared lab space with GRART, inA152. This is a huge room originally used by	Working on this

Engagement

Resource Category	Description/Justification	Total Estimated Cost
	GRART as aPress room but has virtually turned into a big storage Dump. This new space will have to have construction to divvy it up into suitable lab, classroom & storage space. We are currently investigating permission to use the room and the cost of construction.	
Facilities: Other	Our new AV Installation Tech program is converting another Large storage room on 4th floor of TH Bldg, We are using yet some more reject tables/chairs. There's a lot of old equipment/debris that needs to be removed. We've put in work requests, but the work has only been partially completed, so we're having to start the semester with a partially junk-ridden room. The room hasn't had a good cleaning in YEARS, and some paint on the walls would really help.	$3,500.00

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
OTHER		

Engagement