COMPREHENSIVE PROGRAM REVIEW REPORT

Digital Art & Animation

<div style="background:teal;color:white;text-align:center">2024 - 2025</div>

Program Context

1. Mission
Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here.

DA&A's Mission
The Digital Art & Animation Program at Cañada College provides students with top-tier industry expert faculty and curriculum. We empower them to transform their lives and communities through access to living wage jobs in highly technical fields unique to our diverse Bay Area.

Cañada's Mission
As of June 22, 2022, Cañada's Mission Statement is "Cañada College engages and empowers students in transforming their lives and communities through quality education."

College Plans
Digital Art & Animation has been particularly involved in the Technology Plan and Strategic Enrollment Plan, but also Equity has been at our heart from the beginning. It is vital to provide our diverse student body with the supports necessary to navigate getting a living wage job (which leans heavily toward tech in this area). Our students are disproportionately differently abled and heavily neurodiverse, which can make traditional classroom management challenging. However, we welcome this challenge and take the opportunity to decolonize our classrooms by focusing specifically on our individual student needs and making sure their voices are heard.

2. Articulation
Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."

There are no known curricular changes per high school or 4-year institutions, but the needs of industry and local employers continue to necessitate constant innovation. Toward this end, the program intends to apply for permission to offer a Bachelor's of Science in Interaction Design in January of 2025. This is the sixth cycle of applications, and this degree would mirror the one that was approved in the first round for Santa Monica College. The need for Interaction Designers, particularly those with a grasp of Spatial Design, will become vital as more and more emphasis in industry is focused on Spatial Computing. An understanding of the risks and opportunities provided by using AI as a tool in the development pipeline will become vital to people seeking industry jobs. As such, we have the opportunity to fill a need in both the community and in regional employers to teach students the cutting-edge skills that will allow them access to not just living wage but thriving wage jobs in the area.

3. Community & Labor Needs
Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

On Wednesday, October 2nd, we had three guests from industry as speakers in our MART 385 Coding for Designers & Artists, and took the opportunity to ask them the questions that we typically ask in our advisory board meetings.

- Employment needs

- Technology

- Software

- Licensing

- Soft skills

- Accessibility

- Community continues to need avenues to access the high-paying tech jobs in our area

- Helping employers appreciate the benefits of students with a community college education

- Communication skills

- Resiliance

- Appreciation of diversity

Since the Digital Art & Animation Program encompasses such a wide range of sub-categories, we have historically rotated between focii depending on who is available for the advisory meeting at that time. However, this year, as part of the change associated with having a new coordinator (and returning FT faculty member), it was decided that each FT faculty would take responsibility for one of the 'branches' of the department. Emanuela Quaglia would take responsibility for the advisory board focused on Graphic Design & Photography; Paul Naas would be in charge of 2D and 3D Animation & Modeling; Hyla Lacefield would take Game Design, User Experience Design, and Spatial Design. One of the goals would be making sure that each of these areas are being appropriately supported and that their curricula are being kept current to ever-changing industry standards.

The Digital Art & Animation Program is unique in that it combines many different sub-programs. In fact, each of these should probably be considered their own programs, but they are bound together with their shared focus on keeping up with current industry standards in tech and the rapidly evolving labor market in the Bay Area. What we have discovered as part of this is that no matter what job you eventually wish to have, there are certain skills that will help you get there. Every artist needs some coding, every coder needs some ability to understand and communicate data, every data person needs to be able to craft a compelling story, and everyone in all of these different areas needs to be able to understand marketing, communication, how to connect with peers and your audience, critical thinking, and above all, creativity and resilience.

Looking Back

4. Curricular changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

Multi-modal instruction

Multi-modal instruction was first utilized during the return to in-person classes from the fully remote modalities we had during COVID. Initially, it was a means of 'covering our bases' to make sure that students would have access even if they were unable to come in person due to health concerns, illness, or other issues that prevented their being in person. One thing we discovered was that students 'voted with their feet' in multi-modal classes and other programs discovered strong preference one way or another when it came to in-person or online modalities. Digital Art & Animation showed that no one modality worked for all students, and the overwhelming majority of multi-modal classes were evenly split in which modality students chose. We did experiment with offering regular in-person and separate online classes, but found that it did not capture the full enrollment numbers that came with multi-modal classes. Although distinctly more challenging than teaching any single modality, multi-modal classes have resulted in the highest enrollments ever in some classes, particularly introductory classes.

5A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

We received no recommendations for the last full program review cycle I was able to find.

Program Review

5B. Progress Report - Prior Program Goals
Provide a summary of the progress you have made on the program goals identified in your last program review.
Objective: Develop UI/UX/Content Strategy certificate
Status: Done. Paused impelementation due to COVID and primary instructor taking another position for a few years. Instructor is back and now will be leveraging this for the proposed Bachelor of Science in Interaction Design in 2025.
Objective: Upgrade presentation monitors in 22-113, 13-211, and 13-214
Status: Done. And then BLD 13 went down for renovation
Objective: Relocate Digital Art & Animation studios after new Science and Technology building opens
Status: BLD 23 did not have space for DA&A, so relocated to BLD 22 instead. Complete.
Objective: New computer and scanner for 22-113
Status: completed. 22-113 is now the EHD classroom, and the rooms have moved, but we still have scanner setup available for those who need it.
Objective: Replace computers in traditional animation studio 13-214
Status: 13-214 is now 22-131 and the computers are in the process of being replaced again.
Objective: 20 new Wacom Intuos Pro tablets to replace worn out tablets
Status: Completed
Objective: Green screen stand for shooting compositing video
Status: Original completed, but upgrade needed again
Objective: VR rig for developing VR elements of 3D animation
Status: Completed and updated recently. VR has become XR and we now have both XR-ready comptuers and 2 Meta Quest 3 headsets along with an Apple Vision Pro headset
Objective: Add 3D resin printer to our equipment
Status: Done. Menlo Studio has a designated student to manage 3D requests and we are in the process of streamlining the process
Objective: Attend Game Developer's Conference
Status: done. We did not go last year, but it is an ongoing need.
Objective: Attend Infographics class at CCSF
Status: not done. Faculty member ceased to be faculty before it was able to be accomplished.
Objective: Subscribe to SyncSketch software
Status: Done. Although it was a long and arduous process, it is now working out.
Objective: Attend Lightbox Expo
Status: Ongoing. Paul Naas usually attends.

6A. Impact of Resource Applications
Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?
Thanks to support from Strong Workforce, Perkins, Apprenticeship, and other grants, we have been able to meet our students' ongoing needs for hardware and software and peripherals support. Our program is quite expensive to keep up-to-date, so we regularly seek every opportunity to supplement our budget with available funds intended for these purposes. The state and federal governments both acknowledge the additional expenses associated with keeping CTE programs current, and thus there is funding available other than standard college funds. This is fortunate, because given the costs of keeping the program current, Fund 1 could never keep up with our needs.

6B. Impact of Staffing Changes
Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred please write "not applicable."
The retreat of former Dean of BDW, Hyla Lacefield, resulted in a great opportunity for the Digital Art & Animation Program. It meant for the first time ever there were 3 FT faculty in a program usually dominated by adjuncts. As the program had previously struggled with being able to hire qualified instructors in various specialty areas, some classes had not been offered regularly for some time. With the addition of the third full-time faculty, it meant that

the program which had been struggling to meet the needs of students and industry could now refocus and make additional steps forward.

Previously, the program had two main branches: Animation (2D & 3D) and Graphic Design/Web Design/Photography. As web design waned as a need for students and employers, User Experience Design replaced it, and kept us moving forward. However, there was increasing need in industry for more in the way of User Experience design, and this resulted in the initiation of a UX degree and certificate being approved by curriculum in Fall of 2019. However, two things hindered its full ability to be properly launched: COVID hit, and the full-time faculty in that area of expertise abandoned their post to become Dean of Business, Design, and Workforce. Although the program moved forward the best it could in the situation, the full benefit of the UX degree and certificate were put on hold (along with the Chancellor's Office approval for same). Now that things are back more or less to normal, and industry need has continued to charge forward, it is an excellent opportunity to revise and refine the UX degree and roll it together with the Video Game Design degree to strengthen both and leverage this opportunity to apply to offer a Bachelor's Degree in Interaction Design modeled on the Santa Monica College degree that was approved in the first round of Bachelor's Degrees offered by the state Chancellor's office.

Since one of the requirements of being able to offer the Bachelor's Degree is assurance that there is sufficient faculty to be able to teach it, the timing couldn't be better. If the opportunity had presented itself even a year ago, Digital Art & Animation at Cañada wouldn't have had the ability to staff the necessary classes with industry expert faculty. This is a golden opportunity for the program and for the college that must not be squandered.

Current State of the Program

7A. Enrollment Trends
Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.

- Steady increase in headcount and FTES

- Removal of TBA hours reduced individual faculty load

    o We had to remove them during COVID

    o If needed, we can add them back

    o TBA hours really helped students in completing assignments and keeping up in the class with required additional hours in supervised lab work

    o Lower success rates correlate with removing TBA hours (which was also during COVID, so it should be important to state that correlation doesn't necessarily equate to causation)

- Insert image of enrollment trends compared to college as a whole and division

7B. Significant Changes in Your Program
Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?

- DA&A has been very responsive to student need

- use of multi-modal classes, particularly for introductory classes creates a bigger pipeline

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7C. Planning for Your Program
What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends?

Program Review

If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.

- curriculum revision

- Bachelor's offering

- marketing

- scheduling and modality

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8A. Access & Completion
Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?

Our students are able to complete their degrees or certificates while only taking courses at Cañada, but it is exceptionally challenging because some of our classes only come up once every two years and that seems to not be being communicated appropriately with students. We intend to work more closely with counseling, and try to better broadcast when specialty classes (which are rarely offered) are coming up so students can take them in a timely manner. Unfortunately, if something occurs that causes them to not succeed at these classes, it is often some time before they have another chance to take them. Thus, we should make sure we support our students robustly, particularly in those more rarely offered required classes.

One challenge we continually face is balancing the individual needs of our students with disabilities while also trying to serve the maximum number of students possible. As our enrollment continues to grow, we sometimes struggle with the individual attention necessary to support some of our DRC students. We would love to have a designated DRC support person to help our program navigate how to get our students the learning supports they need.

8C

Success and Withdraw Rate
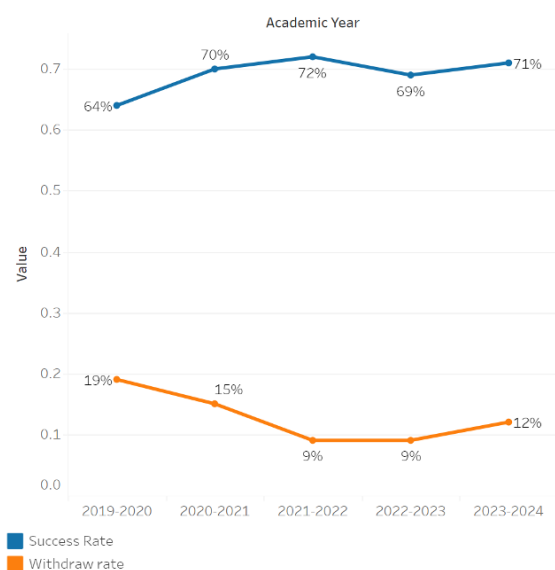
Our success and withdrawal rates have generally trended slightly upward, while remaining mostly flat. Again, post-COVID, students need more supports than ever, but we have been doing our very best to meet their needs.

8B. Student Equity
One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a

disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Access

- College as a whole is disproportionately female, our appeal to male-identifying and nonbinary students helps balance the college as a whole.

- Our female-identifying and nonbinary students are up massively from a decade ago, but still below the heavily female-identified college as a whole.

- Increase in number of DRC students and additional help is needed as a result. We are happy to serve our disabled students, but it can be very challenging. Additional supports are requested to give them the best possible experience.

- Less than part-time students being lower than the college as a whole is the direct result of people coming to our program specifically, and taking many of our classes. Few students accidentally take our classes, they are not GE or otherwise required, so when students come to us, it's because they want the unique program we have to offer.

SubGroup	Gap
Female	-16%
Not disabled	-7%
Less than Part-Time	-21%

Success

Our Black student success rate is definitely lower than we would like, but the reasons for that are complicated and not all of them are in our control. We continue to strive to not only welcome our Black students, but actively celebrate them. Often family or job responsibilities interfere with their completion and success, but we as a program try very hard to work with our students on coming up with ways to succeed and complete their classes in our area. The number of incompletes we give as a program indicates our willingness to continue working with students (without additional pay, may we add) beyond the parameters of the class. The success of the Umoja program on campus is helping to increase the number of Black students, which in turns provides benefits to every Black student. As such, I've reached out to them to find ways to better support our Black students.

SubGroup	Gap
Male	-5%
Black - Non-Hispanic	-16%
Hispanic - Male	-8%
Under 18	-15%
Low Income	-9%
Less than Part-Time	-8%

Another area of concern is success rates among those under 18. Our classes are very heavy in material and often High School students aren't aware of the differences between our classes and regular high school classes. It would be interesting to see how our Dual Enrollment success rates differ from our other class success rates, and to what degree younger students having difficulty with asynch online classes might bear some responsibility for the lower numbers there.
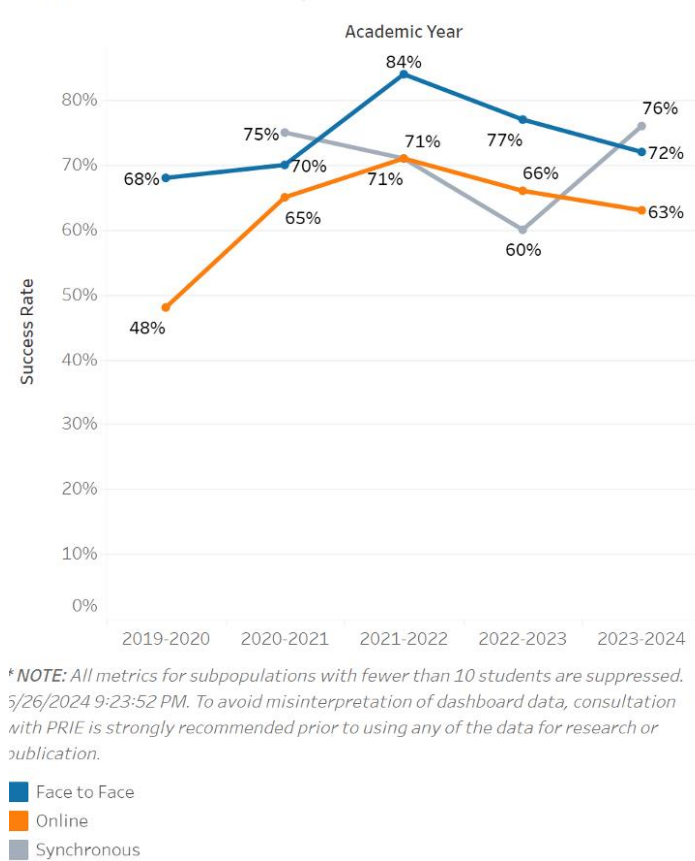
Program Review

8C. Completion – Success Online

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

In the 23/24 data, Synchronous online has risen strikingly to 76% success rate, which is the highest except for f2f in 21/22 (which, it should be noted, had a significantly lower number of f2f classes due to coming out of COVID. Only a handful of our synchronous online classes are NOT crosslisted with face-to-face in the multi-modal format. It should be noted that multi-modal is decidedly suboptimal for the online students. However, it makes the class available to a number of students who would not otherwise be able to take the class, so we intend to continue multi-modal instruction. We would love to have a community of practice for multi-modal instruction to improve our andragogy.

Success Rate Modality

NOTE: All metrics for subpopulations with fewer than 10 students are suppressed. 5/26/2024 9:23:52 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data for research or publication.

Legend: Face to Face, Online, Synchronous

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

We definitely need to work on this. During COVID, SLO assessment fell by the wayside. However, with a new Coordinator (who also happens to be SLO coach for BDW), SLO assessment will be caught up within a year and should be on track going forward.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

The Digital Art & Animation Program has a semester-end event where all faculty are invited to attend. At this time we discuss our experiences for the previous semester and the FT often provide guidance and assistance to PT faculty who attend and have questions. It is more than a team-building event, it is a way we all stay in contact and provide mutual support as we essentially do a group post-mortem of the semester. What went well? What were our challenges? What trends are we observing in our students? What can we do to give them a better experience and support each other as we all strive to help our students succeed and thrive.

Program Review

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

We look at the portfolio class as a means of assessing our Program Learning Outcomes and as a way of making sure our students leave us with the best possible preparation for their future lives and employment. Having been in hiring committees where our students were applicants, I can categorically say our students are well prepared for interviewing and applying for jobs. Although of course I make every effort to be fair to all applicants and therefore hang back on the evaluation of former students (remaining neutral), I have been absolutely delighted to see that in the situations I have observed, our students even with no other professional experience under their belts interviewed better than people twice their age with decades worth of experience.

We are planning to add other portfolio classes with more specific focus toward areas such as UX and Game Design. The hope is to spread the success of our Web, Animation, and Graphic Design portfolio class into our other specialty areas.

Looking Ahead

11. Planning for the future is an important part of Program Review. This is your opportunity to identify new directions for growth and improve your program. Based on your analysis of the data and your responses to the questions above, identify specific and measurable goals and action plans for achieving those goals. Consider goals such as, but not limited to: updating curriculum, closing equity gaps, responding to student and community needs, etc. Please enter your response in the textbox below

Goal 1 - Bachelor's of Science in Interaction Design

Apply for and receive permission to offer a Baccalaureate Degree in Interaction Design. Begin the offering as soon as approval on local and state level is achieved.

- Identify Curricular changes/adjustments needed

- Complete the application process by January 15

    o Centers of Excellence - LMI information needs to be requested immediately

    o Clarification from Chancellor's Office for alignment with existing Associate's and integration of certificate programs

    o Incorporation of Apprenticeship classes that just got initiated in curriculum

    o Coordination with Humanities & Social Science regarding GE Upper Level courses:

        ▪ English

        ▪ Communications

        ▪ Psychology

Goal 2 - Menlo Studio expansion and refinement

Menlo Studio has provided excellent work-based learning opportunities for students in graphic design, photography, videography, social media marketing, etc. Thanks to the XR apprenticeship, Menlo Studio is actively pursuing grants to support production of VR trainings in areas such as: Nursing Training, Human Services (Social Work) Training, DEI Training, etc. Collaborating across the district, the plan is to utilize the Foundation to hire the XR apprentices and leverage the available healthcare infrastructure grants to pay for the management and work of the students. These VR trainings will then be made available as OER through LibreNet.

An additional goal is to have one of the Digital Centers the State Chancellor is placing around the state as a District resource. Due to Cañada's small size and limited offerings, we need to partner with our sister colleges to make sure we have all that we need to create excellent VR trainings.

All of this will require further professionalization of Menlo Studio which will include regular meetings at various levels to keep the students supported and moving forward as well as keeping college and district updated on our successes and challenges.

Goal 3 - Clarifying and supporting the 3 distinct sub-programs within Digital Art & Animation

Historically, there have been two distinct programs within Digital Art & Animation (3 if you could 2D and 3D animation separately): Graphic Design and Animation. With the rise of AI and the increasing importance of User Experience Design, what was originally a subset of Web Design has now become one of the primary draws of the program. As such, each of the 3 FT faculty will take responsibility for one of the 'tracks'. Hyla L. (Coordinator) will take UX/Interaction Design, Paul N. will take Animation, and Emanuela Q. will take Graphic Design. Instead of trying to have one advisory board covering all of these disparate topics, there will be 3 Advisory Boards per year, one for each area.

Goal 4 - Better communicating and explaining resource needs

The Digital Art & Animation Program is so successful because the college has chosen to support the hardware, software, and training needs of this incredibly complex program. However, it's always been done piecemeal, stitching together various grants and funding streams to meet the needs of the program. We look forward to working with the Business Office, Dean, VPI, and our Participatory Governance system to help people understand our needs and why our students need the top-level hardware and software to be competitive in Industry.

Goal 5 - Success, Completion, and Finding Employment in Industry

DA&A continues to work hard to support our diverse student body in their educational goals.

Next Step: If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there. Otherwise, this is the last prompt in the comprehensive program review form.

Supporting Information

Resource Requests

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
Digital Art & Animation

Item Requested
Industry standard hardware and software

Item Description
Mac and PC computers capable of running Industry Standard software. Maya, Adobe Creative Suite, ToonBoom, Syncsketch, Digicel Flipbook, Unity, Niantic Lightship, etc. etc. Additional peripherals as needed including but not limited to: scanners, photo printers, VR and AR and MR devices, cables, computer mice, screens, adapters, etc.

Program Goals this Request Supports
Goal 4 - Better communicating and explaining resource needs

Status
Continued Request - Active

Type of Resource
Instructional Expenses (over $5,000) e.g., equipment

Cost
200,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
Access to industry standard hardware and software supports our DI students who may not be able to afford it themselves.

Critical Question: How does this resource request support Latinx and AANAPISI students?
Access to industry standard hardware and software supports our LatinX and AANAPISI students who may not be able to afford it themselves.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Community Connections
Equity-Minded and Antiracist College Culture
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer

Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
Digital Art & Animation

Item Requested
Photography hardware

Item Description
Studio photography setup, photography equipment for photoshoots, in-class photography equipment

Program Goals this Request Supports
Goal 3 - Clarifying and supporting the 3 distinct sub-programs within Digital Art & Animation

Status
Continued Request - Active

Type of Resource
Non-Instructional Expenses (over $5,000) e.g., equipment

Cost
10,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
Professional-level equipment allows low-income and DI students access and training with industry standard materials.

Critical Question: How does this resource request support Latinx and AANAPISI students?
Professional-level equipment allows low-income and LatinX and AANAPISI students access and training with industry standard materials.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
Digital Art & Animation

Item Requested
Marketing support

Item Description
funds for creating and generating content for marketing purposes as well as placing ads in magazines, etc. Tabling, etc. and other vital outreach activities.

Program Goals this Request Supports
Goal 5 - Success, Completion, and Finding Employment in Industry

Status
Continued Request - Active

Type of Resource
Non-Instructional Expenses (under $5,000) e.g., printing services, printing, supplies, etc.

Cost
4,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
Creating a welcoming environment for students means reaching out to specific populations, such as supporting the Black Comix Arts Festival. Our students are not necessarily standard community college students, so we need specialized advertising.

Critical Question: How does this resource request support Latinx and AANAPISI students?
We are able to specifically target LatinX and AANAPISI students with specialized marketing.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
Digital Art & Animation

Item Requested
Support for Menlo Studio

Item Description
Pay for faculty release time and staff support and student assistant pay

Program Goals this Request Supports
Goal 2 - Menlo Studio expansion and refinement

Status
Continued Request - Active

Type of Resource
Non-Instructional Expenses (over $5,000) e.g., equipment

Cost
100,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
Having on-campus work opportunities in the specific fields they are studying helps students who would otherwise have to work off-campus have better connection and support on campus.

Critical Question: How does this resource request support Latinx and AANAPISI students?
Having on-campus work opportunities in the specific fields they are studying helps LatinX and AANAPISI students who would otherwise have to work off-campus have better connection and support on campus.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Be the best college choice for local high school students
Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
Digital Art & Animation

Item Requested
Ongoing support for attending Professional Industry Conferences such as: GDC, Lightbox Expo, Adobe Max, Augmented World Expo, Arts, Media, & Entertainment Expo, Etc.

Item Description
Although professional development for individual faculty is covered by faculty PD, we have had great success by tabling at events such as these. Tabling can range from a low of (free) to a high of $2500 per table. This amount would allow us to have multiple tabling opportunities.

Program Goals this Request Supports
Goal 5 - Success, Completion, and Finding Employment in Industry

Status
New Request - Active

Type of Resource
Non-Instructional Expenses (over $5,000) e.g., equipment

Cost
5,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
Helping people in Industry see the amazing work our students are doing will help those industry partners see our students as valuable employees and their lived experience as a benefit to the companies we connect with.

Critical Question: How does this resource request support Latinx and AANAPISI students?
Helping people in Industry see the amazing work our LatinX and AANAPISI students are doing will help those industry partners see our students as valuable employees and their lived experience as a benefit to the companies we connect with.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Community Connections
Accessible Infrastructure and Innovation
Equity-Minded and Antiracist College Culture

Which of Cañada College's Strategic Initiatives does this resource request support?
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Be the best college choice for local high school students
Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
DA&A

Item Requested
Adjunct hours to support Bachelor's Degree Application

Item Description
Help with Curriculum, additional Advisory Boards, and Bachelor's application and curricular design

Program Goals this Request Supports
Goal 1 - Bachelor's of Science in Interaction Design

Status
New Request - Active

Type of Resource
Non-Instructional Expenses (over $5,000) e.g., equipment

Cost
15,000

One-Time or Recurring Cost?
One-time Cost

Critical Question: How does this resource request support closing the equity gap?
Having a Bachelor's of Science in Interaction Design would help our students immensely, particularly if they are able to complete their Bachelor's for free. This allows them to graduate with a BS without debt, which is huge.

Critical Question: How does this resource request support Latinx and AANAPISI students?
The primary support would come from an Asian American faculty member. Student voices from Black, LatinX, and AANAPISI students would be incorporated into the new program.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
DA&A

Item Requested
XR Support

Item Description
Hardware, Software, personnel time, student assistant/apprenticeship time, OER training and support, etc. We need college support to go for grants that support these goals. The grants are available, but we need support to pursue them.

Program Goals this Request Supports
Goal 2 - Menlo Studio expansion and refinement

Status
Continued Request - Active

Type of Resource
Non-Instructional Expenses (over $5,000) e.g., equipment

Cost
500,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
Creating an XR subset of Menlo Studio provides DI students an opportunity to "Earn and Learn", working on their professional skills while they are being paid.

Critical Question: How does this resource request support Latinx and AANAPISI students?
Creating an XR subset of Menlo Studio provides LatinX and AANAPISI students an opportunity to "Earn and Learn", working on their professional skills while they are being paid. For many, this is the difference between having an off-campus job that pulls them away from their studies and an on-campus job that helps them gain needed skills.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer

Resource Requests

Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
DA&A

Item Requested
Industry Site Visits

Item Description
Taking groups of students to places like Apple, Google, Meta to see what working in big tech is like

Program Goals this Request Supports
Goal 3 - Clarifying and supporting the 3 distinct sub-programs within Digital Art & Animation

Status
New Request - Active

Type of Resource
Non-Instructional Expenses (under $5,000) e.g., printing services, printing, supplies, etc.

Cost
4,999

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
Providing access to large employers helps students see themselves in Industry.

Critical Question: How does this resource request support Latinx and AANAPISI students?
Providing access to large employers helps LatinX and AANAPISI students see themselves in Industry.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Resource Requests

Program Requesting Resources
DA&A

Item Requested
Discipline Specific Industry Expert Speakers

Item Description
Bringing in Industry Expert and other guest speakers for students.

Program Goals this Request Supports
Goal 3 - Clarifying and supporting the 3 distinct sub-programs within Digital Art & Animation

Status
New Request - Active

Type of Resource
Non-Instructional Expenses (under $5,000) e.g., printing services, printing, supplies, etc.

Cost
2,500

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
Access to industry experts tends to be held by those with the most privilege. By bringing industry experts and guest speakers (particularly those with marginalized identities themselves), we help level the playing field.

Critical Question: How does this resource request support Latinx and AANAPISI students?
Bringing LatinX and AANAPISI speakers to our classes helps students see themselves in industry, which is very important to their future goals and success.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
DA&A

Item Requested
Hackathon

Item Description
On-Campus Hackathon utilizing industry professionals

Resource Requests

Program Goals this Request Supports
Goal 3 - Clarifying and supporting the 3 distinct sub-programs within Digital Art & Animation

Status
New Request - Active

Type of Resource
Non-Instructional Expenses (over $5,000) e.g., equipment

Cost
7,250

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
Hackathons are one of the most favored of the ways that Industry finds new talent. DI students have less access to hackathons and therefore to the Venture Capital that might allow them to be able to start their own tech startups.

Critical Question: How does this resource request support Latinx and AANAPISI students?
Hackathons are one of the most favored of the ways that Industry finds new talent. LatinX and AANAPISI students have less access to hackathons and therefore to the Venture Capital that might allow them to be able to start their own tech startups.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
DA&A

Item Requested
Animation Show of Shows

Item Description
Bring the Animation Show of Shows to campus yearly

Program Goals this Request Supports
Goal 3 - Clarifying and supporting the 3 distinct sub-programs within Digital Art & Animation

Status
Continued Request - Active

Resource Requests

Type of Resource
Non-Instructional Expenses (under $5,000) e.g., printing services, printing, supplies, etc.

Cost
1,500

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
Bringing the Animation Show of Shows to campus allows students to see animation from around the world that reflects their own diverse experiences.

Critical Question: How does this resource request support Latinx and AANAPISI students?
LatinX and AANAPISI students can see that their lived experiences are valued and celebrated.

Map Request to College Goals and Strategic Initiatives

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
DA&A

Item Requested
24 Hour Animation

Item Description
Support for 24 hour animation challenge 1x per year

Program Goals this Request Supports
Goal 3 - Clarifying and supporting the 3 distinct sub-programs within Digital Art & Animation

Status
Continued Request - Active

Type of Resource
Non-Instructional Expenses (under $5,000) e.g., printing services, printing, supplies, etc.

Cost
1,200

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
The 24 Hour Animation Challenge is an intense team-building experience where teams of 5 students compete with colleges worldwide to create 30 seconds of animation in 24 hours. This requires facilities, custodial, and food supports.

Critical Question: How does this resource request support Latinx and AANAPISI students?
LatinX and AANAPISI students appreciate the collaborative environment fostered by 24 Hour Animation.

Resource Requests
Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
DA&A

Item Requested
End of Year Student Show

Item Description
Every year we have an end-of-year Student show that requires a great deal of work, booking the theater, snacks, and marketing

Program Goals this Request Supports
Goal 3 - Clarifying and supporting the 3 distinct sub-programs within Digital Art & Animation

Status
Continued Request - Active

Type of Resource
Non-Instructional Expenses (under $5,000) e.g., printing services, printing, supplies, etc.

Cost
2,500

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
Helping the community see themselves reflected in our students' work and helping us celebrate our students' diversity.

Critical Question: How does this resource request support Latinx and AANAPISI students?
LatinX and AANAPISI students can see their work and their lived experiences validated on a big screen with a large audience. Community members can see this is a place where their experiences are valued and celebrated.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Resource Requests

Which of Cañada College's Strategic Initiatives does this resource request support?
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Help students explore and find employment in fields of their choice

<div align="center">Non-Personnel Item (2024 - 2025)</div>

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
DA&A

Item Requested
Gallery Show each semester

Item Description
Utilization of the on-campus gallery for shows once per semester

Program Goals this Request Supports
Goal 3 - Clarifying and supporting the 3 distinct sub-programs within Digital Art & Animation

Status
Continued Request - Active

Type of Resource
Non-Instructional Expenses (under $5,000) e.g., printing services, printing, supplies, etc.

Cost
3,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
By making gallery shows available to students we create a more equity-minded and antiracist campus culture

Critical Question: How does this resource request support Latinx and AANAPISI students?
LatinX and AANAPISI students have fewer resources including access to gallery shows to be able to see what they can do with themselves as artists. This is vital to their ability to see themselves in industry.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
DA&A

Item Requested
Support for External Shows

Item Description
Gallery Shows elsewhere

Program Goals this Request Supports
Goal 3 - Clarifying and supporting the 3 distinct sub-programs within Digital Art & Animation

Status
New Request - Active

Type of Resource
Non-Instructional Expenses (under $5,000) e.g., printing services, printing, supplies, etc.

Cost
3,500

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
Students from Disproportionately Impacted groups tend to have less access to the ability to have gallery shows of their own work than better-resourced peers. Allowing them the experience of a gallery show once a year helps balance this.

Critical Question: How does this resource request support Latinx and AANAPISI students?
LatinX and AANAPISI students tend to have fewer resources to be able to go out into the community and have gallery shows of their work. This would suppor them.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Community Connections
Accessible Infrastructure and Innovation
Equity-Minded and Antiracist College Culture
Student Access and/or Success and/or Completion

Which of Cañada College's Strategic Initiatives does this resource request support?
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
DA&A

Item Requested
Campus Movie Fest

Item Description
Support for bringing Campus Movie Fest back to campus

Program Goals this Request Supports
Goal 3 - Clarifying and supporting the 3 distinct sub-programs within Digital Art & Animation

Status
New Request - Active

Type of Resource
Non-Instructional Expenses (under $5,000) e.g., printing services, printing, supplies, etc.

Cost
2,500

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
Getting students involved in telling their own stories is a great way to foster inclusion and improve equity gaps.

Critical Question: How does this resource request support Latinx and AANAPISI students?
LatinX and AANAPISI students can participate in Campus Movie Fest and find that their specific lived experiences resonate with people across the country and the world.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Community Connections
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Be the best college choice for local high school students
Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
DA&A

Item Requested
Unknown at this time, but we are always looking for new and innovative ways to get our students industry contact and experience. We don't always know what this is going to look like, particularly as rapidly as industry is changing now. Please consider this as a placeholder for requests that we don't yet know we need.

Item Description
Given the rapidly changing environment in tech, it is impossible to say what we will need to ask for next to make sure our students are getting the best training possible. This is a placeholder for things we don't know we need (yet).

Program Goals this Request Supports
Goal 4 - Better communicating and explaining resource needs

Status
Continued Request - Active

Type of Resource
Instructional Expenses (over $5,000) e.g., equipment

Cost
0

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
Our DI students generally need the most support in terms of both hardware & software and personnel to support them.

Critical Question: How does this resource request support Latinx and AANAPISI students?
Our DI students generally need the most support in terms of both hardware & software and personnel to support them. It is vital that we recognize the particular needs and strengths of our LatinX and AANAPISI students and make sure we are using the very latest Industry Standards when we prepare them for the workforce.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Support innovative teaching that creates more equitable and antiracist learning environments
Help students explore and find employment in fields of their choice
Provide adequate access to technology
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Resource Requests

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
Digital Art & Animation

Item Requested
Student Assistants for specialized computer labs

Item Description
Student assistant hours for specialized computer labs

Program Goals this Request Supports
Goal 5 - Success, Completion, and Finding Employment in Industry

Status
Continued Request - Active

Type of Resource
Non-Instructional Expenses (over $5,000) e.g., equipment

Cost
15,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
Low income and students with disabilities struggle the most with the necessary equipment and training. Having specialized labs with knowledgeable students allows us to support the students who need it the most.

Critical Question: How does this resource request support Latinx and AANAPISI students?
LatinX and AANAPISI students, being from Disproportionally Impacted groups, are more likely to need the support of both the hardware and software necessary to be successful in their classes and also a quiet, supportive place to work where there are people who can help them with the technology and software issues as well as helping them understand their assignments.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
Digital Art & Animation

Item Requested
ProRigs subscription

Item Description
Subscription to the ProRigs service to provide students with production-quality Maya rigs for 3D animation assignments and skill development. Exposure to professional quality Maya rigs so students can familiarize themselves with industry standards while still in college.

Program Goals this Request Supports
Professional-level training and tools

Status
New Request - Active

Type of Resource
Instructional Expenses (under $5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost
2,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
Provides students professional-level experience who might not otherwise be able to afford the rigs

Critical Question: How does this resource request support Latinx and AANAPISI students?
We have a large number of Latinx students in our program. Providing them exposure to professional-level tools supports their ability to compete successfully for entry-level positions when they complete their studies.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion

Which of Cañada College's Strategic Initiatives does this resource request support?
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps