Application

01160 - 2020 Community Technology Grants

01332 - Connecting to Community: New Equipment and Tools for Improving Student Video Production Skills and Workforce Readiness (PCC C2C)

Community Technology Grants

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Organization Information

Organization Name:	Portland Community College		
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Executive Summary

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The Portland Community College (PCC) *Connecting to Community: New Equipment and Tools for Improving Student Video Production Skills and Workforce Readiness (C2C)* project addresses needs of video production, visual special effects, and animation students at PCC for expanded access to professional video production technology, more up-to-date curricula, and community connections. The project's targeted beneficiaries are PCC Multimedia and Video Production students. The C2C project addresses the public benefit area of Reducing Disparities.

Students in intermediate and advanced video production and studio classes at PCC are working with outdated camera and camcorder technology; students do not have access to the variety of lights commonly used in the industries for which they are preparing for employment; experiences of students in studio classes are also limited by studio equipment and technology that is in need of updating and expanding to provide more professional-level experiences with up-to-date equipment and technology; and students in animation classes need additional technology that supports video creation for programming, particularly for stop-motion animation projects. These disparities create disadvantages for all students seeking Video Production One-Year Certificate and Associate of Applied Science (AAS) Degree awards and a new Multimedia/Video Production: Special Effects/Animation Career Pathway Certificate at PCC, but particularly for students from under-resourced backgrounds seeking economic mobility through education and better employment.

The *C2C* project will address these identified needs through the following project activities: 1) updating camera and camcorder systems used in intermediate and advanced video production courses; 2) broadening the pool of lighting gear used by intermediate and advanced video production and studio courses; 3) upgrades to the filming and creation studio to support video production and special effects studio courses; 4) additional animation technology to support video creation for programming, particularly for stop-motion animation projects; 5) integrating the new technology into coursework; and 6) increasing community and professional exposure of PCC students with the airing of student-produced programming through Open Signal. These activities will: a) educate students on current (industry-recognized) skills for employment, b) provide improved opportunities for a diverse group of students to develop familiarity with professional-grade equipment, and c) provide connections to local communities through student projects and programming on community access channels.

The project has three anticipated outcomes: 1) PCC Multimedia and Video Production students will benefit from new and revised curricula integrating new technology; 2) Students will benefit from learning with new, up-to-date technology that will prepare them for today's multimedia careers; and 3) Students will complete video production projects that will be aired on community access.

Video Production students at PCC create documentary and narrative projects in the wider Portland community, supporting diverse organizations, causes, and stories. Recent examples include City of Vanport history, neighborhood displacement, Azteca dance (Hispanic community of Portland), and Chinese Lion Dancing of Portland. PCC instructors will maintain Producer Agreements with Open Signal to curate student projects like these for distribution on community access channels. This will provide opportunities for Portland-area viewers to see PCC student productions. The use of community access channels to air student programs also promotes greater student engagement with creating content for diverse communities and exposes those communities to the PCC program.

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Project Narrative

Total Grant Funds:	$54,823.00
Total Match Funds:	$110,816.00
Total Funds:	$165,639.00
Proposed Technology	Video production equipment

Public Benefit Area   Reducing Disparities for Underserved Communities

Project Purpose

In defining the project purpose, applicants must:

Portland Community College (PCC) is the largest institution of higher education in Oregon, enrolling nearly 70,000 full- and part-time students at four comprehensive campuses (Sylvania, Rock Creek, Southeast, and Cascade) and providing additional academic offerings at eight smaller centers around the Portland metropolitan area. PCC's mission is *to support student success by delivering access to quality education while advancing economic development and promoting sustainability in a collaborative culture of diversity, equity and inclusion*. The mission is embodied in planning and activities across the college. The PCC Multimedia (MM) Department is located at PCC's Cascade Campus (705 N. Killingsworth St., Portland, OR 97217) and designed to provide students with skills needed in multimedia and video production careers. Courses emphasize concepts and applications typically used within the design, production, and delivery of content. Students develop skills in the fundamentals of design, production, and project management through real-world assignments that stimulate collaboration. PCC offers two-year degrees and one-year certificates in Multimedia and Video Production. PCC is launching a new certificate in Special Effects (VFX)/Animation in Spring Term 2020. Video Production students create documentary and narrative projects in the wider Portland community, supporting diverse organizations, causes, and stories. Recent student project topics include: City of Vanport history and neighborhood displacement, Azteca dance (Hispanic community of Portland), Genealogy Forum of Oregon, Chinese Lion Dancing of Portland, Carnatic music of India (in Portland), and Day of the Dead remembrance. PCC maintains Producer Agreements with Open Signal PDX, located near the PCC Cascade Campus, for distribution of student projects. Programming is also submitted to PCC's Channel 27, which focuses on PCC's educational mission; however, partnering with Open Signal provides a larger and broader audience for student programming and expands linkages with local communities. Although over 450 students from diverse backgrounds enroll in over forty MM courses each year, the proposed project will focus on eight moderate/advanced courses that together serve approximately 180 students per year.

The primary purposes of the PCC ***Connecting to Community: New Equipment and Tools for Improving Student Video Production Skills and Workforce Readiness (C2C)*** project are to address the needs of video production students at PCC for a) more up-to-date video production technology, b) more up-to-date curricula, and c) community connections. PCC has invested significantly in improving campus facilities for teaching video production courses. In addition, a previous grant from MHCRC assisted PCC in updating technology and curricula in several introductory and intermediate courses as well as established an ongoing collaboration with Open Signal (https://www.opensignalpdx.org/) to air student projects on community access channels. PCC hopes to build on that success and expand updating curricula and technology in new and more specialized courses to keep up with the rapid pace of technical advancement in the field.

1. Target Beneficiaries to Be Served: PCC Multimedia and Video Production Students

The primary beneficiaries of the *PCC C2C* project will be PCC Multimedia and Video Production students seeking skills, careers, and personal enrichment in video production, animation, and special effects fields. The targeted population is disadvantaged by limited professional-grade, up-to-date technology available for instruction and its use in target courses to support student workforce readiness. Although PCC Cascade draws students from the wider region, the top ten zip codes of students are in North, Northeast, and Southeast Portland. In 2017-18, MM students were 62% male, 33% students of color, and 69% aged 20-49 years. This project expects to serve approximately 180 students in eight specific courses as early as Winter Term 2021 through Spring Term 2022. Additional students will be served during the grant period if the piloting of equipment in classes can begin in Winter Term 2021 (see ***Implementation Plan, Timeline*** for more details). Previous plans to do so and serve an additional 100 students have been revised due to uncertainties related to COVID-19.

2. Needs and Strategies to Benefit PCC Multimedia and Video Production Students

Multimedia and Video Production students need to have revised course curricula integrating more up-to-date, professional-grade technology to be better prepared for employment within the video production industry. Students and alumni engaged in discussions of courses and programs and identified interests in more visual effects and animation instruction as well as expressed concerns about outdated equipment in existing classes as challenges for PCC Multimedia and Video Production to address. They also identified needs for technology updates to address job skill problems (potential deficiencies course completers and graduates might face in seeking employment in the field). The priorities identified were: 1) video production technology for studio classes; 2) studio improvements for video production, special effects, and animation classes; and 3) technology to expand stop-motion animation production. Stakeholder engagement identified priorities for updated curricula and technology in eight courses:

• MM 215 Stop Motion Animation I (4 credits - new course);
• MM 231 2D Animation I (3 credits);
• MM 258 Video Compositing and Editing II (4 credits);

- MM 261 Video Production II (4 credits);
- MM 262 Video Production III (4 credits);
- MM 263 Cinematography/Lighting (4 credits);
- MM 267 Special Effects I: Green Screen (4 credits); and
- MM 275 Music Video (4 credits).

Students in MM 215 and MM 231 need additional animation technology (equipment) that will support video creation for programming, particularly for stop-motion animation projects. Students in MM 258, MM 263, and MM 267 have video production experiences that are limited due to studio equipment and technology that is in need of updating and expanding to provide more professional-level experiences with up-to-date equipment and technology. Students in MM 261, MM 262, and MM 275 currently use high-definition Panasonic AG-HMC150 and AG-AC160 camcorders and older cameras that do not match newer (UHD, 4K) technology used by industry. Studio enhancements are also needed to support more studio-based experience to complement current post-production focus in some classes. In addition, updated lighting technology used in the studio and on location must be integrated so that students have access to more experiences with LED, energy-efficient lighting that is becoming industry standard.

The *C2C* project targets student needs for more optimum learning opportunities and proposes to address disparities by updating curricula and technology in the eight courses identified above. These changes will increase students' knowledge and skills related to professional technology as well as increase their employment prospects. Updated curricula for MM 261, MM 262, and MM 263 will feature new camcorder and camera equipment that will offer more accessible manual controls and UHD/4K recording that are becoming the new standards in video production. Additional video production studio courses (MM 258, MM 267, and MM 275) will also integrate new camera and camcorder technology. Updated lighting technology and related curricula for the video production and studio courses (MM258, MM 261, MM 262, MM 263, MM 267, and MM 275) will address industry expectations that now include familiarity with lower-energy, higher-illumination lighting. These changes will provide students with stronger skills and knowledge to move on to more advanced activities and employment. See also the **Technical Design** section below for more discussion of technology updates.

A related need of student beneficiaries is increased community interaction and exposure. Video Production students at PCC already create documentary and narrative projects in the wider Portland community, supporting diverse organizations, causes, and stories. Recent student project topics include those referenced in the first paragraph of this section. They explore historic, cultural, and current issues meaningful to local communities. In the past, student programming was submitted only for broadcast on PCC's Channel 27 (PCC TV). This is a channel focused on PCC's educational mission. PCC TV provides an audience for student programming beyond the classroom, but the exposure is more limited than students achieve by having their projects broadcast on community access channels with expanded public audiences. PCC initially addressed this limitation as part of an *Expanding Horizons* project (partly funded by MHCRC) in 2018-2019 that focused on forging a stronger relationship with Open Signal to air more PCC student projects on community access channels. The success of that project highlighted the benefits of production of public access content as a means of encouraging students to produce quality projects suitable for broader audiences in the wider community and for the community (including employers) to gain greater exposure to community-oriented programming created by PCC students.

To address this need and bring quality student projects to a broader community audience, PCC faculty will maintain Producer Agreements with Open Signal, located near the PCC Cascade Campus, for broadcasting student projects on community access cable. Partnering with Open Signal provides a larger and broader audience for student programming, expanding connections with local communities. The new technology and revised curricula that are part of the proposed *C2C* project will provide students with improved instruction and expanded equipment access to produce higher-quality programming. Opportunities to have their projects broadcast on community access will encourage more student projects that focus on community issues, expanded engagement of the program and students with the wider community, and increased exposure of the community (including potential employers of program graduates) to the PCC program and, more importantly, Multimedia and Video Production student projects.

3. How *C2C* Will Reduce Disparities for PCC Multimedia and Video Production Students

The eight courses targeted by the C2C project (MM 215, MM 231, MM 258, MM 261, MM 262, MM 263, MM 267, and MM 275) are all part of multiple Multimedia and Video Production certificate and degree awards at PCC. As a part of a career and technical education (CTE) program, Multimedia and Video Production courses are strongly grounded in developing hands-on skills for employment. The program is in continual dialog with employers and industry stakeholders to assure that courses are

up to date and provide learning opportunities for skills that are in-demand in the industry. The student experience in Multimedia and Video Production typically begins with a series of introductory courses during their first term in the program. These include MM 110 Introduction to Multimedia (1 credit), MM 120 Multimedia Design (2 credits), MM 130 Multimedia Graphic Video and Audio Production (3 credits), and MM 140 Multimedia Authoring I (3 credits). Students who take these courses sequentially in one term gain a broad introduction to the areas of study within the program. In these courses, students develop basic skills in digital media production, learn about choices among certificate and degree awards, and find out about course requirements. Students choosing to pursue a One-Year Certificate or Associate of Applied Science (AAS) Degree in Video Production typically enroll in MM 235 Video Editing/Production (4 credits) in their second term and MM 260 Video Production I (4 credits) in their third term, preparing them for more advanced courses required for certificate and degree awards, including courses targeted by this project: MM 261 Video Production II, MM 262 Video Production III, MM 263 Cinematography/Lighting, MM 267 Special Effects I: Green Screen, and MM 275 Music Video. Three additional courses targeted by this project

Students will benefit from the *C2C* project through updated course curricula and upgraded, professional-grade audio-visual technology in their more advanced courses. They will also be assessed on their knowledge, skills, and abilities using the new technology in these courses. The instruction and hand-on experiences will better prepare them for more specialized courses in Video Production and for future employment. For example, working with UHD/4K resolutions and more manual controls in their projects and developing skills in specific production techniques that are only possible when shooting at these higher resolutions will be beneficial because UHD/4K video contains about four times as much picture information as current HD technology. Students in the more advanced Video Production courses (MM 261, MM 262, MM 263, MM 267, and MM 275) will benefit from the project's integration of new LED lighting equipment as well as the new recording technology. They will participate in hands-on training, use the new equipment as part of their class projects, and be assessed on their knowledge, skills, and abilities. Students will benefit through developing and completing projects integrating the use of professional-grade technology as well as having their projects aired on community access. For example, Lighting technology will add more advanced LED options for studio productions that will expand their experience with lighting technology that is becoming industry-standard. Faculty will encourage students to think in terms of projects of interest to the community in light of the community access opportunity. For students, creating programs and content for community viewers (community access channel) using professional-quality technology will be a valuable step toward finding and keeping employment in the industry.

Students in studio courses are disadvantaged because, although the overall design and acoustics of the studio space are up-to-date, the studio shell provides limited options for students to gain experience with up-to-date professional production techniques involving green-screen use and special effects. The current, portable, green-screen equipment is smaller in size and offers more limited production options than current industry standards (see Technical Design section for more detail on these limitations). A larger, permanent green-screen/curtain system will provide students, especially those in MM258, MM 263, and MM 267, with up-to-date equipment/technology that will facilitate experience with more advanced production techniques. In addition, PCC is currently preparing to launch a new Visual Effects & Animation (VFX/Animation) Career Pathway Certificate in response to increasing demand from employers for graduates with skills in those areas. Part of PCC's match for the C2C project will be investment in a green-screen curtain system to upgrade the studio facilities.

Because there is growing interest on the part of employers and students for learning in special effects and animation, PCC Multimedia and Video Production students have been disadvantaged by a limited number of course offerings and the limited technology/equipment available for instruction. Existing courses in 2D Animation (MM 231) and advanced Video Compositing and Editing (MM 258) have been available, but the equipment and technology available for student use is not robust enough in quantity and quality to satisfy growing demand and expectations for the workforce. PCC has also added a new course in stop-motion animation (MM 215) to address related needs, but it too is in need of expanded and up-to-date resources for students to gain improved experiences to prepare them for more advanced instruction in animation that will be part of the new VFX/Animation Certificate.

Currently, there are multiple employers experiencing growth in visual effects and animation. Laika, ShadowMachine, Bent Image Labs, and Hinge are among the Portland employers who have shared their concerns about recruiting skilled entry-level employees, who they previously expected to come through Art Institute of Portland (closed Dec. 2018). There are high-profile films coming to Portland for production, including a new stop-motion animation film in 2019 at Laika, which is also filling its pipeline for future films. Portions of the new Netflix / Guillermo del Toro film *Pinocchio* are being produced in Portland, as is Netflix / Henry Selick *Wendell and Wild*. These multi-year projects show growing recognition of Portland as a place to source talented people and studios for animation and visual effects, that PCC is creating in response to regional growth in employment

opportunities. PCC will be offering skills training for entry-level employment in animation, film, business communications, and TV broadcast production. Primary skill areas include visual design, animation, and compositing. The *C2C* project supports workforce preparation in all these areas.

The Multimedia and Video Production program has been offering certificate and degree awards in Video Production for 15 years, with graduates finding employment in local industry. The following quotes from recent program graduates provide perspectives on the program from former students:

I've been at the Jim Henson Company Internship for a few weeks now, and I love it! I'm working in the creative affairs department for their TV division. I work alongside the department heads and their primary assistant. They have me doing a lot of "coverage reports" on incoming script and book submissions. It is really fun (for me at least) and I still cannot believe I am here. I'm also to sit in on important meetings and productions. I do want to say that PCC really helped out A LOT with this internship. So much of what I am doing here relates directly to what you and the other professors taught us… I am doing my best to represent myself and PCC. [Reuben Bernardo, Jim Henson Company (creators of the Muppets)]

The program not only gave me top notch, hands on education, but they provided me with a real sense of community. With the support that I received from the day I met with an advisor, to my very last day in the program and beyond, I felt welcomed, supported and encouraged, even as a return student. While majoring in Video Production at PCC, the program did an excellent job at immersing the different majors within the program to work together in a cohesive way that trained me for the real world. The teachers and advisors truly care about our future and it made a huge difference in giving me an enjoyable college experience. When I look back at where I started and where I finished with the PCC MM Video Production program, I am flabbergasted with how far I've progressed in my skill and knowledge. They not only taught me how to shoot a camera, how to light, and how to edit, but they really broke it down so we could understand the science behind it all. This has allowed me to take that knowledge into any scenario and have the confidence to take on any project. [Dallas Brown]

Music, film and art have always been my passion and my drive for living, however before looking into the Multimedia program at PCC my sentiment was always that there was no money or living to be made in the arts. I felt that paying for and taking classes in the field I was passionate in would only lead to debt and not a rewarding career. That sentiment held me back for a time but after going through the Multimedia program at PCC I realized that not only was I in an amazing program with amazing people but that I am in a unique place in the world where the opportunity to do what I love is flourishing! The community that exists from this program is worth more than any asset I own. It has led to the success of my self owned sound for picture business...I can not express enough how grateful I am that this program exists and for the support the faculty and instructors have and continue to give! Thank you!! [Philip Garrison, Independant Audio Engineer]

4. Realistic, Measurable Outcomes

There are three project outcomes for PCC Multimedia and Video Production students expected to result from implementation of the *C2C* project within the grant period. The project planners have also identified evidence (indicators) of achievement for each project outcome as well as additional (long-term) outcomes that will result from implementation of the *C2C* project.

Project Outcome 1: Credits Earned and Credential Completion. Students will benefit from revised curricula, new courses, and new technology that will prepare them for the workforce. This will be measured by college credits earned in the eight project courses and credential completion by those students. Summer Term 2021 through Spring Term 2022 will be the one year period of full project implementation, although some piloting of new technology in classes may begin as early as Winter Term 2021 (see ***Implementation Plan, Timeline*** for more details). All 180 enrolled Multimedia, Video Production, and VFX/Animation students will increase their employment prospects as evidenced by:

- 1a) 180 students will earn credit toward Multimedia, Video Production, and VFX/Animation certificates and degrees (A, B, C, and Pass grades); and
- 1b) 8 of these students will complete a certificate or degree in Multimedia, Video Production, and VFX/Animation during the grant period.

Project Outcome 2: Student Skills Mastery. Students will benefit from learning with new, up-to-date technology that will prepare them for today's multimedia careers. This will be measured by students gaining new multimedia, video production, and/or animation knowledge, skills, and abilities in classes offered with revised curricula integrating new equipment and technology (see ***Implementation Plan, Timeline*** for projected schedule of offerings). All 180 students in target classes will gain new knowledge, skills, and abilities in multimedia, video production, special effects, and animation and increase their employment prospects as evidenced by:

- 2a) 85% of students will earn at least 80% score on practical skills tests on new technology; and

•2b) 90% of students surveyed will rate their knowledge, skills, and abilities regarding new technology "improved" or "highly improved" after instruction.

Project Outcome 3: <u>Video Production Projects Aired through Open Signal</u>. Student video production projects will be completed and suitable projects aired through Open Signal (community access channel). This will be measured by completed student projects and student-produced programs aired from Summer 2021 through Spring 2022. Students will gain real-world experiences, skills, and abilities in video production and increase their workforce readiness as evidenced by:

•3a) a total of 25 student projects (A/B roll documentaries, 11; Narratives, 7; Other, 7) completed; and

•2b) a total of six hours of student productions aired on community access through OpenSignal.

Outcomes beyond the Grant Period: The targets for project outcomes identified above will be part of evaluation within the grant award period. However, longer-term benefits for students are also anticipated. An additional 175-250 students per year will complete revised courses and use updated technology after the grant award period ends. The target for graduates during the grant period is only 8 because the full implementation period of the proposed project is just one year and historical data shows that most Multimedia and Video Production students attend school part-time and take more than one year to complete a credential. However, that number of PCC students who earn Multimedia, Video Production, and VFX/Animation certificates or degrees after completing classes integrating *C2C* equipment and technology will likely increase to approximately 20 per year by 2022-2023.

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Evaluation Plan

How will you evaluate progress toward and achievement of the projects anticipated outcomes?
The evaluation plan should include evaluation questions, strategies or methodologies to collect data in order to answer the questions and steps to document findings and lessons learned.

The PCC *Connecting to Community: New Equipment and Tools for Improving Student Video Production Skills and Workforce Readiness (C2C)* project will incorporate a variety of data to evaluate its measurable outcomes and to track program effectiveness. Periodic (formative) evaluation will take place throughout the project period. The Project Director will be responsible for project-level evaluation activities. Erik Fauske (full-time faculty) will be the Project Director and will work with PCC's Institutional Effectiveness office to develop and implement the data collection and reporting processes outlined below. After each college term, the Project Team (composed primarily of Video Production faculty) will meet to evaluate activities to date and plan future activities. A final evaluative report (summative evaluation) will include outcome assessment results, project strengths and challenges, and plans for continuous improvement.

The project design incorporates evaluation as an integral element of the project over the course of the project. Within target courses, instructors will be observing the impact of new technology and curricular revisions on students as well as assessing their skills in using new technology and administering surveys to collect evidence from them about project outcomes. The Project Director will create data reports including quantitative and qualitative data assessing the project's outcomes. The Project Team will meet quarterly to review the data reports and discuss progress on outcomes, anecdotal evidence from instructors, accomplishments and challenges, and lessons learned. The Team will also discuss future project activities (see *Implementation Plan* section) in light of evaluation findings to date.

Evaluation Question 1. How many PCC Multimedia and Video Production students will benefit from revised (updated) curricula and use of new professional-quality equipment in courses during the grant period? (See Project Outcome 1 in the *Project Purpose* section.)

Indicators: There are two indicators identified to address this question: 1a) Students earning credit toward Multimedia, Video Production, and VFX/Animation certificates and degrees (A, B, C, and Pass grades only); and 1b) Students earning a certificate or degree in Multimedia, Video Production, and VFX/Animation.

Data Sources and Collection: The Project Director will utilize reports from PCC's Banner student information system to show data that includes course enrollment, grade, and program completion data. If needed, PCC's Institutional Effectiveness office will provide technical assistance.

Timing: The Project Director will run quarterly data reports and compile data for indicators after the end of each term (beginning with pilot classes in Winter Term 2021 and/or Spring Term 2021, if any, and beginning in Summer Term 2021 then each term thereafter). The Project Director will also compile data for indicators for quarterly, mid-point, and end-of-project review and reporting.

Findings and Lessons Learned: The Project Director will share findings on Project Outcome 1 at Quarterly Project Team Meetings. This will facilitate use of data to assess project success, including progress on achieving project outcomes (i.e., meeting indicator targets), at regular intervals throughout the project. The Project Team will analyze results, identify strengths and challenges of project-related activities to date, and develop strategies to apply project learnings in current and future instruction. These findings and lessons learned will be documented in meeting notes.

Evaluation Question 2. How will PCC Multimedia and Video Production students benefit from revised (updated) curricula and use of new professional-quality equipment in courses during the grant period? (See Project Outcome 2 in the *Project Purpose* section.)

Indicators: There are two indicators identified to address this question: 2a) Students earning at least 80% score on practical skills tests on new (project-funded) technology; and 2b) Students rating their knowledge, skills, and abilities regarding new tech "improved" or "highly improved" after instruction.

Data Sources and Collection: Instructors of target classes will administer in-class skills tests (Indicator 2a) and collect end-of-term surveys (Indicator 2b) from students in classes. The Project Director will then collect anonymized data for Indicators 2a and 2b from instructors using a reporting template.

Timing: The Project Director will collect anonymized data from instructors at the end of each term (beginning with pilot classes in Winter Term 2021 and Spring Term 2021, if any, and beginning in Summer Term 2021 then each term thereafter). The Project Director will compile data for indicators for quarterly, mid-point, and end-of-project review and reporting.

Findings and Lessons Learned: The Project Director will share findings on Project Outcome 2 at Quarterly Project Team Meetings. This will facilitate use of data to assess project success, including progress on achieving project outcomes (i.e., meeting indicator targets), at regular intervals throughout the project. The Project Team will analyze results, identify strengths and challenges of project-related activities to date, and develop strategies to apply project learnings in current and future instruction. These findings and lessons learned will be documented in meeting notes.

Evaluation Question 3. Will programming created by PCC Multimedia and Video Production students using professional-quality equipment integrated into course curricula be appropriate for airing on community access channels? (See Project Outcome 3 in the ***Project Purpose*** section.)

Indicators: There are two indicators identified to address this question: 3a) Student projects (A/B roll documentaries, narratives, and other) completed; and 2b) Total hours of student productions aired on community access through OpenSignal.

Data Sources and Collection: Instructors will send the Project Director data on student projects completed in targeted courses and submitted to Open Signal. The Project Director will collect data on student programming broadcast on community access from Open Signal programming logs and records.

Timing: The Project Director will compile data for these indicators after the end of each term beginning in Winter Term 2021 or Spring Term 2021 (if pilot classes are offered) and in Summer Term 2021, then each term thereafter. The Project Director will also compile data for reporting to MHCRC as required.

Findings and Lessons Learned: The Project Director will include findings for Indicators 3a and 3b in quarterly data reports shared with the Project Team. See ***Evaluation Question 1, Findings and Lessons Learned***, above for information on Quarterly Project Team Meetings. The Project Team will analyze results for Indicators 3a and 3b to inform assessment of progress toward project success and to determine if adjustments in instruction are needed to support completion of more quality student projects and facilitate more student programming being broadcast through Open Signal.

Reporting. The Project Director will submit interim reports to MHCRC as required that summarize project success in addressing Evaluation Questions and meeting Project Outcomes to that point. He will also include summaries of project strengths, challenges, and learnings in the report(s). At the end of the grant period, the Project Director will compile project data for the Project Team's review. They will use the data to assess overall project success. The team will also discuss strengths and challenges of the project overall and how to use project data and learnings to improve future instruction and related activities. The Project Director will then submit a Final Project Report to MHCRC that will be informed by the final team meeting discussion.

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Project Partners

A "Project Partner" is defined as an organization that supplies cash or in kind resources and/or plays an active role in the planning and implementation of the project. You should present who your Project Partners are, their respective roles in the project, and specific contribution each partner will make to the project in the form of financial support, equipment, personnel, or other resources.

There are no formal Project Partners external to PCC for the *Connecting to Community: New Equipment and Tools for Improving Student Video Production Skills and Workforce Readiness (C2C)* project. However, the proposed project will partner with Open Signal to broadcast student-produced programming on community access channels. The project will also collaborate with internal PCC partners to support the project, faculty, and student participants. The Office of Institutional Effectiveness will provide information systems use support, technical advice, and project evaluation support. Offices such as Advising, Disability Services, and student resource centers (Multicultural Center, Women's Resource Center, etc.) will support recruiting PCC students for project courses and will offer student support resources for participants. PCC's Facilities Management Services will provide maintenance services. Multimedia and Video Production at PCC also partners with other departments to coordinate new video productions profiling various campus offices and activities (for example, PCC's Paralegal Department, Sonic Arts Program, Multicultural Resource Centers, Non-Credit Community Education program, and Athletics).

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PROJECT FEASIBILITY SECTION includes: Technical Design, Implementation Plan, Organizational Capacity and Project Budget (see Final Application Budget form)

Technical Design

The Technical Design should specify in detail the proposed technology and equipment to be employed; the rationale in selecting the particular technology; how the technical design supports the projects use of the community access channels; and the plans for maintaining and upgrading the system or equipment in the future.

The PCC *C2C* project will expand on video production technology currently used at PCC by providing students with updated curricula and technology within existing and new courses.

New UHD/4K camera and recording technology will be integrated in five courses (MM 261, MM262, MM 263, MM 267, and MM 275) where students currently use high-definition Panasonic AG-HMC150 and AG-AC160 camcorders, and Canon C100 camcorders that do not match newer cameras (UHD, 4K) used by industry. This project will provide four new camcorder kits in durable cases for student use in the field or studio. Three bags (Porta Brace Semi-Rigid Cargo-Style) will include 4K/HD professional camcorders (Panasonic AG-CX350) with extra batteries and SD memory cards (64GB). Another case designed for the camcorder and accessories will include a cinematic camcorder (Canon Cinema EOS C300 Mark II camcorder body with touch focus kit - EF Mount), lenses (Canon EF-S 17-55mm f/2.8 IS USM; Rokinon 16mm T2.2 Cine), card reader for cFast, cFast memory cards (128GB), and batteries to facilitate faster and more accurate autofocusing learning experiences. The PCC C2C project will also provide a cinema camera kit (Canon C100 Mark II Cinema EOS with Dual Pixel CMOS AF) along with batteries and SD memory cards (64GB) in another cargo-style bag for learning industry camera tools and applying that to creating stories (documentary and narratives) that reflect their community. Students will be able to check out new industry-standard tripods to use with camcorder and camera kits: three two-stage aluminum tripods (Sachtler Ace M Fluid Head with mid-level spreader) and one carbon fiber tripod (Sachtler System FSB 8 Fluid Head with Sideload Plate, Flowtech 75 with mid-level spreader and rubber feet). Instructors will familiarize and train students on the new technology. Individuals and teams will be able to check out camcorder and camera setups and tripods from their instructor to complete student projects using the new gear.

Lighting technology will add LED options for the same five courses (MM 261, MM262, MM 263, MM 267, and MM 275). A new Kino Flo Diva-Lite LED 20 DMX 2-light kit with flight case will facilitate student learning experiences with lights that feature variable color temperature, multi-voltage power supply, and DMX control. Two chain-mounted overhead tungsten LED lights (Mole-Richardson 400W LED Spacelite 2) will provide the same color rendition and optics as 2K incandescent lights along with a 60° reflector that helps control where the light falls, one-channel DMX input/output with manual address selection for flicker-free dimming from 0-100%. Two half skirts for the Spacelight (Mole-Richardson Half Black Skirts) will provide students an opportunity for additional practice with professional lighting techniques. An additional LED lighting fixture kit (LiteGear LiteMat PLUS FOUR Hybrid Complete Kit-DC Gold Mount) will support student learning experiences with professional cinema lighting that is becoming industry standard. Finally, *C2C* proposes to acquire a grip/electric cart for lighting support (Backstage EZ-Load) for students to safely store and transport the technology in a horizontal position. The cart will also contribute to efficient and safe use of classroom, location, and studio spaces.

As part of its match, PCC will purchase a larger, permanent greenscreen and curtain system that will be used by studio, animation, and greenscreen/special effects classes. This will be integrated in six courses (MM 258, MM 261, MM262, MM 263, MM 267, and MM 275) as part of the PCC *C2C* project. Multimedia faculty have been depending on a single portable greenscreen system of 10-foot width to support student learning. It accommodates only one or two on-camera talent, shot from one direction. The new greenscreen system will support multiple talent, shooting from two directions. Expansion of greenscreen in PCC's studio learning/production facility is a significant enhancement to visual effects and animation learning opportunities that will support students seeking employment in these industries and PCC's new VFX/Animation program.

New animation technology will be integrated in two courses (MM 215 and MM 231). It will also be available for additional animation courses currently being planned. The project will provide ten 10.2" iPads (7th Gen, 128 GB) and bluetooth keypads (Dragonframe 4+) along with a dozen iPad tripods and iPad tripod mounts will be used as a low-stress and accessible platform to help students learn basic principles of stop-motion animation, a filmmaking technique in which objects are physically manipulated in small increments between individually photographed frames. Two DSLR camera and lens setups (Canon EOS 6D Mark II with EF 100mm f/2.8L Macro IS USM lens) with extra batteries, AC power adapters, tripods and USB controllers (Dragonframe 4) will be used by students to learn advanced workflows in stop-motion animation. Students will also use three armatures (plastic ModiBots) upon which students will build (using clay, plasticine, other media) miniature puppets/characters for animation, and five copy stands to support cameras for 2D animation of flat art. The project will also provide 20 desk lamps and bulbs for animation students to light stop-motion and 2D animation projects. The new animation technology along with studio improvements identified above will support students seeking new skills to address growing employment opportunities in animation and special effects industries and enhance the new VFX/Animation program.

Students will benefit from meaningful updates to professional-quality cameras, camcorders, lighting; studio improvements; and animation tech through the *PCC C2C* project. This will enable new learning opportunities in up-to-date production practices

using current 4K camera tech for distributions that require it; reframing and recomposing 4K to HD in editing; creating better composites of animation, green screened actors, and backgrounds; learning contemporary energy-efficient lighting technology; and expanded learning in special effects and animation. This technology will build on upgrades of camcorders, monitoring, and lighting accomplished as part of PCC's earlier *Expanding Horizons by Developing Video Production Skills* project (funded by MHCRC) by updating systems in use in more advanced video production instruction to recording UHD/4K.

PCC's *C2C* project will revise curricula/instruction in eight courses total to integrate the new technology discussed above. Although instructors will not need additional (formal) training and education to develop curricula integrating new technology into courses, informal peer training and curriculum discussions will take place among Multimedia faculty and staff. The project timeline has technology acquisition/assembly/installation taking place in summer and fall of 2020, followed by faculty/staff training as well as curriculum revision to integrate technology in student learning.

The project's technical design supports the use of community access channels by building on PCC's existing relationship with Open Signal, thereby broadening and deepening the community engagement of students in video production courses. The project's commitment to establishing consistency in PCC's relationship with Open Signal will have student and community benefits past the project's end because the relationship between PCC and Open Signal will be sustained into the future. The relationship with Open Signal, including PCC faculty maintaining Producer Agreements with Open Signal for student projects, will create a consistent flow of student projects to community access. For students, this will promote greater awareness of community access programming needs and opportunities. The project will help students understand the potential for community benefits through their productions.

PCC possesses significant infrastructure and staffing to sustain the accomplishments and impacts of the *C2C* project into the future. PCC employs lab technicians, teaching assistants, and faculty with industry experience to support student learning in video production courses, including routine maintenance to sustain equipment. Faculty and staff maintain tech on a daily basis, with the goal of keeping gear in the hands of students rather than on the shelf. Despite their best efforts, the technology is subject to hard use. This is true of any multi-user environment. In addition to daily maintenance, Multimedia and Video Production also employs an independent video engineer for repairs as needed and regularly cycles broken technology to manufacturers' service departments for repair. Funding for maintenance of facilities and existing technology is supported through PCC's Multimedia department budget. Department, campus, and institutional approval for the *C2C* project and grant proposal represents PCC's commitment to maintaining technology purchases after the project/grant ends.

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Proposed Project Start and End Date:

Projects may include timelines of up to 36 months.

Proposed Start Date (month/year)   July/2020

Proposed End Date (month/year)   June/2022

Implementation Plan

The Implementation Plan should include major tasks and milestones in addition to detailed tasks needed to successfully implement the project.

The PCC *Connecting to Community: New Equipment and Tools for Improving Student Video Production Skills and Workforce Readiness (C2C)* project will be led by PCC Multimedia and Video Production faculty. The core of the Project Team will be the instructors who teach the eight courses targeted by the project. In addition to serving on the Project Team, they will be responsible for curricular revisions needed to integrate the project's new tech into the courses they teach (see below). Erik Fauske and Seth Bloombaum will continue to lead the project planning phase and Erik will serve as the Project Director. Beth Fitzgerald (see below), as Multimedia and Video Production's Department Chair, will provide administrative coordination regarding course offerings, curricula updates, and faculty.

PCC's Multimedia and Video Production course schedule has been affected by the state-wide restrictions on meeting in large groups, and the governor's directives for higher education institutions. At the time of application, Spring Term 2020 (May-June), Multimedia is offering three of the courses listed in this application, a full schedule of prerequisite courses, and three related courses in Video Production. The course schedule in Summer Term 2020 will be lighter, as would be normal in any summer term. Because of the current restrictions and uncertainty over whether future terms might need to be offered remotely, the *C2C* project timeline has been adjusted some for the period from July 1, 2020 through Spring Term 2021 to allow more time for equipment and technology acquisition, assembly, and installation as well as faculty preparation to integrate use of new equipment and technology in their courses. These changes are noted as applicable throughout this application (see **Implementation Plan, Timeline** for a summary of project activities). PCC Multimedia and Video Production is currently reviewing check-out procedures to accommodate social distancing guidelines. Video tutorials will be created to accommodate remote learning of the equipment. Because of the current work to adapt to remote instruction when required, Multimedia and Video Production expects that it will be possible to adapt instruction should it be necessary to comply with restrictions and begin offering revised courses for the *C2C* project in Winter Term 2021.

Erik Fauske is the Multimedia Department's full-time lead Video Production faculty member and will serve as the *C2C* Project Director. He teaches intro, intermediate, and advanced pre-, principle-, and post-production courses. Erik is the Video Producer for the PCC Media team. He develops, directs, and films projects for PCC's clientele (offices, departments, student organizations, etc.). He has a background in documentary, narrative, and live event productions and works with Multimedia student interns on PCC productions to build industry skills. Of the target courses for the project, he teaches MM 261 Video Production II and MM 262 Video Production III. Erik will carry out curriculum revisions to integrate new tech/equipment for the two courses prior to course offerings. He will integrate new camera (camcorder), studio, and lighting equipment/tech into MM 261 and MM 262. Erik will then teach the revised courses for the first time in Summer Term 2021 (MM 261) and Fall Term 2021 (MM 262). If circumstances permit, he will pilot the use of new tech within MM 261 in Winter Term 2021 and/or MM 262 in Spring Term 2021.

Seth Bloombaum is a part-time faculty member and the Dual Credit Faculty Liaison for the Multimedia Department at PCC. He was the Project Director for PCC's previous MHCRC-funded project and co-lead for planning the *C2C* project. In addition to his faculty role in video classes he has developed, coordinated and edited new curriculum in video production, game development, creative coding, visual effects, animation, and UAS/Drone courses, certificates, and degrees. He will support faculty in curriculum revisions to integrate new camcorder, camera, and lighting tech for all courses in this project. He is an Open Signal producer, and will continue to facilitate broadcast of student projects on Community Access channels. Seth is an award-winning producer/director with more than 35 years of industry experience in creating video and events for a variety of clients, including many Fortune 500 companies. He joined PCC in 1999 as an Industry Advisory Board member, and is currently teaching UAS, video, and digital media production at PCC and Northwest Documentary.

Beth Fitzgerald (full-time PCC faculty member) is the PCC Cascade Multimedia Department Chairperson. Beth's multimedia talents include live productions and video experience. She provides overall coordination of Multimedia and Video Production instruction and related activities. She will provide advice and assistance to the project regarding course revisions (curriculum development).

Scott Ballard teaches MM 263 Cinematography/Lighting up to twice each academic year. He will be responsible for curriculum revisions in order to integrate new camcorder, camera, curtain/greenscreen system, and lighting tech (equipment) into MM 263 by Fall Term 2021 and will teach the revised course for the first time in Winter Term 2022. If circumstances permit, he will pilot the use of new tech within MM 263 in Winter Term 2021. Scott is an award-winning Portland-based Director, Producer, and Director of Photography. His credits include Director of Photography for nine feature films, producer of six feature films, and Writer/Director/Producer of three feature films. His most recent work has won multiple nominations and awards in film festivals worldwide. Currently, he is producing a feature-length documentary, and is in pre-production for a documentary series and for

his fourth narrative feature film. He teaches at PCC, NW Film Center, and Portland State University.

Kevin Forrest teaches MM 275 Music Video up to twice each academic year. He works closely with Erik Fauske, J Bills, Chris Dreger, and Scott Ballard in supporting student crews in Multimedia and Video Production in addition to teaching. Kevin will be revising MM 275 in Summer Term 2021 to integrate new video monitoring and lighting tech (equipment) and will teach the revised course for the first time in Fall Term 2021. If circumstances permit, he will pilot the use of new tech within MM 275 in Spring Term 2021. Kevin is a freelance director, cinematographer, and independent filmmaker who is part of the Great Notion Filmmakers Collective. His recognized ability to create stunning visual images has gained him entry into numerous national film festivals.

John-Michael "J" Bills teaches MM 267 Special Effects: Greenscreen. J will be revising MM 267 by Winter Term 2022 to integrate the new curtain/greenscreen system and lighting tech (equipment) and will teach the revised course for the first time in Spring Term 2022. If circumstances permit, he will pilot the use of new tech within MM 267 in Spring Term 2021. He is a filmmaker and graphic designer who began his career in Kansas City and New York as a Compositor and 2D Supervisor, including at artist collective Psyop by day while teaching compositing & VFX (visual effects) at the School of Visual Arts by night. He later worked at Weta Digital on the *Lord of the Rings* trilogy, *King Kong*, *Avatar*, *X-Men 3*, *Iron Man 3*, and *Man of Steel*. Locally, he has worked on Laika and Gus Van Sant projects such as *Coraline*, *Virginia*, and *ParaNorman*, and NBC's *Grimm*.

Chris Dreger teaches MM 215 Stop-Motion Animation I, MM 231 2D Animation I, and MM 258 Video Compositing & Editing II. He will be revising these courses to integrate the new stop-motion iPad tablets, cameras, copy stands, and armatures for use in Winter Term 2021 and greenscreen systems in Spring Term 2021. Chris has been successfully teaching college courses for over 16 years, and is unique in having taught and worked in both traditional fine arts and digital commercial arts for over 25 years. He works in video production and post-production, including compositing & VFX, shooting, editing, color correction, and animation for clients such as Oregon Public Broadcasting, Three Flames Pictures, Bent Image Lab, and Whitehorse Interactive. At the time of PCC's MHCRC *Pre-Application* submission, the plan was to have training and curriculum revisions completed to start piloting the use of technology in some classes as early as Winter Term 2021. Due to the COVID-19 crisis and continuing uncertainty (at this time) regarding PCC course offerings and modalities beyond Fall Term 2020, those plans have been revised (see Implementation Timeline below) to allow for more time for preparation by faculty before student use of new technology. This new timing calls for the project to be fully-implemented in classes beginning Summer Term 2021. This will still allow for a full year (Summer 2021 though Spring 2022) for implementation of the project and outcomes tracking, but has led to more conservative projections of student impact than those included in the *C2C Pre-Application*.

The overall implementation plan for the proposed project (see the ***Implementation Timeline*** below) will involve acquisition of equipment and integration of new equipment into course curricula in advance of offering the target courses with revised curricula. The first class offering will be MM 231, MM 261, and MM 263 in Summer Term 2021. All three of these courses are usually offered twice per year (winter and summer). If circumstances permit, some or all of these three courses will pilot the use of new tech with students in Winter Term 2021. Faculty will become familiar with new equipment/tech and begin planning for integration of tech in their classes beginning in Fall Term 2020. They will complete curricular revisions to integrate the new tech in their classes before the first offering of the class as part of this project. In some cases (such as MM 261 and MM 262) this might occur as early as Winter Term 2021, but the project implementation plan calls for class offering Summer Term 2021 through Spring Term 2022 regardless of faculty ability to pilot use of tech in Winter 2021 and/or Spring Term 2021. Classes incorporating curricular revisions are scheduled to be offered at least twice in Summer 2021 through Spring 2022 except for MM 215 and MM 267 (offered only in Spring Term). Multimedia and Video Production students will produce student projects in MM 215, 261, 262, 267, and 275 that will be submitted by faculty to Open Signal for broadcasting on a community access channel.

The ***Implementation Timeline*** below for PCC's *C2C* project provides a chronological overview of project implementation, including major tasks, milestones, and detailed tasks of the project. Project evaluation plans are integrated with implementation plans throughout the project (see the ***Evaluation Plan*** section for more information). Instructors will carry out activities related to project evaluation within their classes each term after the first revised offering. These activities will include assessing students on their knowledge, skills, and abilities related to new tech as well as administering student surveys to collect data on student perceptions of learning in revised classes. Instructors will forward data from their class(es) to the Project Director at the end of each term and will participate in Quarterly Project Team Meetings to discuss aggregated data from the previous term, cumulative data, and progress on meeting project outcomes. A Final Project Team Meeting will also provide faculty with

opportunities to discuss and document accomplishments, challenges, and lessons learned through the project to inform continuing success for Multimedia and Video Production students in classes and careers.

Implementation Timeline	
Timeline	Major Tasks/Milestones
Detailed Tasks	Responsible
Summer Term 2020	Technology (Equipment) Acquisition Begins
	Project Director (in collaboration with Multimedia and Video Production faculty, staff, and Chair) will order project equipment.
Project Director (Fauske)	Assembly and Installation of New Technology (Equipment) Begins
Assembly of cameras, camcorders, tripods, and iPads with accessories; curtain/screen system installation; lighting assembly and installation	Multimedia Faculty and Technical Staff
Fall Term 2020	Technology (Equipment) Acquisition Completed [Milestone]
	Project Director (in collaboration with Multimedia and Video Production faculty, staff, and Chair) will order project equipment.
	Project Director (Fauske)
	Assembly and Installation of New Technology (Equipment) Continues
	Assembly of cameras, camcorders, tripods, and iPads with accessories; curtain/screen system installation; lighting assembly and installation
Multimedia Faculty and Technical Staff	Preparation for Integration in Classes (curriculum development) Begins
Faculty will learn about and become acquainted with use of new equipment/ tech and explore potential uses for student learning	Multimedia Faculty and Technical Staff
Evaluation Activities	Instruments and processes for collection and analysis of students data are finalized
	Project Director (Fauske), Project Team
Quarterly Project Team Meeting to review activities and assessment data for summer and fall, identify accomplishments and challenges, plan for future activities, etc.	Project Director (Fauske), Project Team
January 2020	Evaluation Activity
Project Director Submits Semi-Annual (6 month) Progress Report to MHCRC	Project Director (Fauske)
Winter Term 2021	Assembly and Installation of New Technology (Equipment) Completed [Milestone]
	Assembly of cameras, camcorders, tripods, and iPads with accessories; curtain/screen system installation; lighting assembly and installation
	Multimedia Faculty and Technical Staff

	Preparation for Integration in Classes (curriculum development) Continues
	Faculty will learn about and become acquainted with use of new technology and explore potential uses for student learning
Multimedia Faculty and Technical Staff	Possible piloting of MM 231, MM 261, and/or MM 263
If feasible, faculty will pilot teaching a revised course(s)	Multimedia Faculty
Data Collection (if pilot courses offered)	Faculty collect data on students in target classes and forward to Project Director at end of term
Instructors	Evaluation Activity
Quarterly Project Team Meeting to review activities and assessment data to date, identify accomplishments and challenges, plan for future activities, etc.	Project Director (Fauske), Project Team
Spring Term 2021	Preparation for Integration in Classes (curriculum development) Concludes [Milestone]
	Faculty will learn about and become acquainted with use of new tech and explore potential uses for student learning
	Multimedia Faculty and Technical Staff
	Curricular Development (integration of new equipment) for courses to be offered Summer 2021
	Curricula for MM 231, MM 261, and MM 263 updated and revised to integrate new tech
Multimedia Faculty	Possible piloting of MM 215, MM 258, MM 262, MM 267, and/or MM 275
If feasible, faculty will pilot teaching a revised course(s)	Multimedia Faculty
Data Collection (if pilot courses offered)	Faculty collect data on students in target classes and forward to Project Director at end of term
Instructors	Evaluation Activity
Quarterly Project Team Meeting to review activities and assessment data to date, identify accomplishments and challenges, plan for future activities, etc.	Project Director (Fauske), Project Team
June 2021	Evaluation Activity
Project Director Submits Semi-Annual (6 month) Progress Report to MHCRC	Project Director (Fauske)
Summer Term 2021	Beginning of Full Implementation Phase of C2C [Milestone]
	All target courses offered this term and after will be updated and revised to integrate new technology
	Project Director (Fauske), Project Team
	Classes Offered with New Equipment Use Integrated
	Updated (revised) courses (MM 231, MM 261, and MM 263) offered
Multimedia Faculty	Curricular Development for Fall 2021 Courses
Curricula for courses (MM 258, MM 262, and MM 275) updated and revised to integrate new tech	Multimedia Faculty

	Project Director (Fauske), Project Team
Faculty collect data on students in target classes and forward to Project Director at end of term	Multimedia Faculty
Fall Term 2021	Classes Offered with New Equipment Use Integrated
	Updated (revised) courses (MM 258, MM 262, and MM 275) offered
	Multimedia Faculty
Project Director gathers and organizes data to date and creates reports for Project Team Project Director (Fauske)	Evaluation Activities
Quarterly Project Team Meeting to review activities and assessment data to date, identify accomplishments and challenges, plan for future activities, etc.	Project Director (Fauske), Project Team
Faculty collect data on students in target classes and forward to Project Director at end of term	Multimedia Faculty
January 2022	Evaluation Activity
Project Director Submits Semi-Annual (6 month) Progress Report to MHCRC	Project Director (Fauske)
Winter Term 2022	Classes Offered with New Equipment Use Integrated
	Updated (revised) courses (MM 231, MM 261, and MM 263) offered
	Multimedia Faculty
	Curricular Development for Project Completed [Milestone]
	Curricula for courses (MM 215 and MM 267) updated and revised to integrate new technology
Multimedia Faculty Project Director gathers and organizes data to date and creates reports for Project Team Project Director (Fauske)	Evaluation Activities
Quarterly Project Team Meeting to review activities and assessment data to date, identify accomplishments and challenges, plan for future activities, etc.	Project Director (Fauske), Project Team
Faculty collect data on students in target classes and forward to Project Director at end of term	Multimedia Faculty
Spring Term 2022	Classes Offered with New Equipment Use Integrated
	Updated (revised) courses (MM 215, MM 258, MM 262, MM 267, and MM 275) offered
	Multimedia Faculty
Project Director gathers and organizes data to date and creates reports for Project Team Project Director (Fauske)	Evaluation Activities
Quarterly Project Team Meeting to review activities and assessment data to date, identify accomplishments and challenges, plan for future activities, etc.	Project Director (Fauske), Project Team

Faculty collect data on students in target classes and forward to Project Director at end of term	Multimedia Faculty
Late June 2022	Summative Project Evaluation [Milestone]
Project Director gathers and organizes data to date and creates reports for Project Team	Project Director (Fauske)
Final Project Team Meeting to review activities and assessment data to date for project, identify accomplishments and challenges; plan for future activities, etc.	Project Director (Fauske), Project Team
July 2022	Final Report Due [Milestone]
Final grant report on grant activities due to MHCRC	Project Director (Fauske)

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Organization Capacity

The applicant should demonstrate the Organization's capacity to successfully integrate the project into the organization.

PCC possesses the organizational capacity to successfully integrate the *Connecting to Community: New Equipment and Tools for Improving Student Video Production Skills and Workforce Readiness (C2C)* project into the Multimedia and Video Production program at Cascade Campus and into the institution. Multimedia and Video Production instructors Seth Bloombaum (part-time faculty) and Erik Fauske (full-time faculty) led project planning activities. Other Multimedia and Video Production faculty will participate on the Project Team (see Implementation Plan above for more information on faculty involved). The project is supported by the PCC Cascade Multimedia Department Chair, Beth Fitzgerald; PCC Cascade Arts and Professions Division Dean, Dan Wenger; PCC Cascade Dean of Instruction, Kurt Simonds; PCC Cascade President, Dr. Karin Edwards; and PCC District administrators. The PCC President's Cabinet approved the proposed project at its meeting on May 8, 2020. PCC's commitments to the *C2C* project are manifested in the matching funds being provided specific for this project and in additional resources (infrastructure) that support all PCC students and faculty that were not quantified in the total project budget. The Arts and Professions Division is allocating in-kind staffing (match) to support the coordination of the project by Erik Fauske as the Project Director. PCC has a funding process to support the curriculum revision needed to integrate new technology as well as to maintain the equipment after installation. Multimedia and Video Production is supported by a 2,000 square foot acoustically treated studio classroom with adjacent secure storage that is accessible only to faculty and staff. The program has been offering instruction leading to accredited certificates and degrees since 2006. As part of PCC's support, PCC's Institutional Effectiveness office will provide technical advice, and assistance as needed, to the Project Director regarding data collection, reporting, and interpretation for the project.

Fiscal management for the PCC *C2C* project will be performed in accordance with federal, state, and institutional policies. PCC uses accounting procedures consistent with generally accepted accounting principles, applicable state and federal laws, including FERPA, and Uniform Grant Guidelines relating to grant-funded programs. PCC has a specialized Contracts and Grants Accounting Office, staffed by professional accountants, who are responsible for all accounting and billing related to grant programs. An accountant will be assigned to work closely with the Project Director to ensure effective fiscal management. Staff members ensure that appropriate accounting practices and fiscal controls are used. Only purchases directly attributable to a program are charged to that program and discrete accounting records are maintained for grant expenditures. PCC has an annual external audit and internal reviews of grant programs are also conducted to ensure appropriate administrative and fiscal management. The PCC Grants Office also supports project directors once a grant is awarded. A Post-Award Grants Officer is available to assist with initial grant implementation and reporting as needed.

After the *C2C* project ends, PCC faculty and staff will maintain revised curriculum, technology, and equipment. All of the target courses for the project (MM 215, MM231, MM 258, MM 261, MM 262, MM 263, MM 267, and MM 275) are taught one or two times per year, so the impact of the new technology plus curricular revisions that are part of the project will be felt after the project's end, including more educational opportunities in special effects and animation. Student projects will continue to be produced and aired through Open Signal (community access) and PCC TV (educational television). In fact, Multimedia and Video Production expects that the integration of updated gear for instructional use and student projects as well as improved community connections and programming through Open Signal will encourage increased interest in Multimedia and Video Production at PCC that will lead to larger enrollment in classes and more community-oriented student programming on public access. Multimedia and Video Production also expects that the project will improve the quality of program graduates and professional employment prospects of those graduates beyond the grant period.

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Measurable Project Outcomes

What project outcomes do you hope to achieve for the identified community or targeted beneficiaries through the use of the proposed technology?

There are three project outcomes for PCC Multimedia and Video Production students expected to result from implementation of the *Connecting to Community: New Equipment and Tools for Improving Student Video Production Skills and Workforce Readiness (C2C)* project within the grant period. The project planners have also identified evidence (indicators) of achievement for each project outcome as well as additional (long-term) outcomes that will result from implementation of the *C2C* project.

Project Outcome 1: *Credits Earned and Credential Completion.* Students will benefit from revised curricula, new courses, and new technology that will prepare them for the workforce. This will be measured by college credits earned in the eight project courses and credential completion by those students. Summer Term 2021 through Spring Term 2022 will be the one year period of full project implementation, although some piloting of new technology in classes may begin as early as Winter Term 2021 (see **Implementation Plan, Timeline** for more details). All 180 enrolled Multimedia, Video Production, and VFX/Animation students will increase their employment prospects as evidenced by:

1a) 180 students will earn credit toward Multimedia, Video Production, and VFX/Animation certificates and degrees (A, B, C, and Pass grades); and

1b) 8 of these students will complete a certificate or degree in Multimedia, Video Production, and VFX/Animation during the grant period.

Project Outcome 2: *Student Skills Mastery.* Students will benefit from learning with new, up-to-date technology that will prepare them for today's multimedia careers. This will be measured by students gaining new multimedia, video production, and/or animation knowledge, skills, and abilities in classes offered with revised curricula integrating new equipment and technology (see **Implementation Plan, Timeline** for projected schedule of offerings). All 180 students in target classes will gain new knowledge, skills, and abilities in multimedia, video production, special effects, and animation and increase their employment prospects as evidenced by:

2a) 85% of students will earn at least 80% score on practical skills tests on new technology; and

2b) 90% of students surveyed will rate their knowledge, skills, and abilities regarding new technology "improved" or "highly improved" after instruction.

Project Outcome 3: *Video Production Projects Aired through Open Signal.* Student video production projects will be completed and suitable projects aired through Open Signal (community access channel). This will be measured by completed student projects and student-produced programs aired from Summer 2021 through Spring 2022. Students will gain real-world experiences, skills, and abilities in video production and increase their workforce readiness as evidenced by:

3a) a total of 25 student projects (A/B roll documentaries, 11; Narratives, 7; Other, 7) completed; and

2b) a total of six hours of student productions aired on community access through OpenSignal.

Outcomes beyond the Grant Period: The targets for project outcomes identified above will be part of evaluation within the grant award period. However, longer-term benefits for students are also anticipated. An additional 175-250 students per year will complete revised courses and use updated technology after the grant award period ends. The target for graduates during the grant period is only 8 because the full implementation period of the proposed project is just one year and historical data shows that most Multimedia and Video Production students attend school part-time and take more than one year to complete a credential. However, that number of PCC students who earn Multimedia, Video Production, and VFX/Animation certificates or degrees after completing classes integrating *C2C* equipment and technology will likely increase to approximately 20 per year by 2022-2023.

Budget Narrative

Budget Narrative

PERSONNEL

Project Director. The Project Director will coordinate all aspects of the grant project. Responsibilities will include ensuring that budget and timeline targets are met, coordinating installment of equipment, project evaluation, and preparing project reports. The Project Director will work 70 hours at the Special Project Rate of $31.83 per hour, plus benefits. The cost to the project will be $3,031.

Grant Funds: $0

Match: $3,031

Instructors. Faculty will teach each of the revised Multimedia (MM) courses during the grant period at least once. Seven 4-credit courses and one 3-credit course will be taught for a total of 54 credits during the grant period, at an average of $1,616 per credit in salary and benefits.(see Implementation Plan, Implementation Timeline, for a complete list of anticipated target class offerings during the grant award period). The cost to the project will be $90,312.

Grant Funds: $0

Match: $90,312

Total Personnel Costs: $93,343

EQUIPMENT

The following equipment will support updated Multimedia and Video Production curricula, give access to professional video production technology to PCC students, and expanded community connections. Costs were obtained through competitive bids for any piece of equipment over $5,000 per item, per College policy. Equipment under that threshold was priced by single source pricing from a vendor with a track record of competitive pricing for educational institutions.

Camera and Recording Technology. Canon EOS C100MK II Camera with lens kit - $3,399; Panasonic AG-CX350 Camcorders - 3 @ $3,695 = $11,085; Sachtler Ace Fluid Head Tripod - 3 @ $686 = $2,058; Panasonic Lithium-Ion Battery - 3 @ $269 = $807; Porta Brace Camera Case - 4 @ $131 = $525; SanDisk 64GB Extreme Pro Memory Cards - 6 @ $20 = $120; Canon Cinema EOS C300 Mark II Camcorder - $8,999; Canon BP-A60 Battery Pack - 2 @ $429 = $858; Canon EF-S 17-55mm f/2.8 IS USM Lens - $1,596; SanDisk 128 GB Extreme Pro cFast memory cards - 2 @ $289 = $578; SanDisk Extreme Pro CFast 2.0 Reader/Writer - $50; Camera case for Cannon C300 - $210; Sachtler FSB 8 Fluid Head with Sideload Plate Tripod - $2,822. Total cost to project is $33,106.

Grant Funds: $33,106

Match: $0

Lighting Technology. Kino Flo Diva-Lite LED 20 DMX 2-Light Kit with Case - $4,603; Mole-Richardson 400W LED Spacelite 2 - 2 @ $2,330 = $4,660; Mole-Richardson Half Black Skirt - 2 @ $156 = $312; LiteGear LiteMat Plus Four Hybride Complete Kit - $3,100; Backstage EZ-Load Grip/Electric Cart - $1,990. Total Cost to project is $14,665.

Grant Funds: $14,665

Match: $0

Animation Technology. Apple iPad 10.2" 7th Gen 128 GB - 10 @ $409 = $4,090 (Match); IPOW iPad Tripod Mount - 12 @ $10 = $120; Fotopro iPad tripod - 12 @ $30 = $360; ModiBot Mo Armatures - 3 @ $70 = $210; Stop-Motion Production Stands (FabLab Build) - 5 @ $30 = $150; Dragonframe 4+ Bluetooth Keyboard - 10 @ $135 = $1,350; Dragonframe 4 Download+ USB Controller - 2 @ $125 = $250; Lepower Metal Desk Lamp - 20 @ $17 = $340 (Match); E26 A19 LED Light bulb 4-pack - 6 @ $10 - $60 (Match); Canon EOS 6D Mark II DSLR Camera - 2 @ $1,199 = $2,398; Canon EF 100mm f/2.8L Macro IS USM Lens - 2 @ $699 = $1,398; Canon AC-E6N AC Adapter & DC Coupler Kit - 2 @ $144 = $288; Canon LP-E6N Lithium-Ion Battery Pack - 4 @ $61 = $244; Manfrotto MK290XTA3WIS Tripod - 2 @ $142 = $284. Total cost to project is $11,542.

Grant Funds: $7,052

Match: $4,490

Green-screen/Curtain System. Larger, permanent green-screen and curtain system to upgrade the filming and production studio to allow for multiple performers and camera angles. Total cost to the project is $12,983.

Grant Funds: $0

Match: $12,983

Total Equipment Costs: $72,296

Statement of Matching Resources

A project will not be considered eligible for funding unless the applicant documents the capacity to supply matching resources of at least 50 percent (50%) of the total project cost.

The Statement of Matching Resources is essential to understanding which project costs identified in the Budget Narrative and the line Item Budget will be supported by the applicant organization and which project cost will be supported by Project Partners.

STATEMENT OF MATCHING RESOURCES

Resources contributed by Portland Community College:

• $3,031 in salary and fringe for the Project Director

• $90,312 in salary and fringe for Course Instruction

• $17,473 for Equipment

Total contribution: $110,816

Line Item Budget

Cost Category	Grant Funds	Match Amount	Project Total
Personnel	$0.00	$93,343.00	$93,343.00
Education and Training	$0.00	$0.00	$0.00
Travel	$0.00	$0.00	$0.00
Contractual	$0.00	$0.00	$0.00
Equipment	$54,823.00	$17,473.00	$72,296.00
Infrastructure/Facilities Construction	$0.00	$0.00	$0.00
Miscellaneous	$0.00	$0.00	$0.00
Overhead	$0.00	$0.00	$0.00
Totals	**$54,823.00**	**$110,816.00**	**$165,639.00**

Final Application Signature

Signature of Duly Authorized Representative	Sylvia Kelley
Date	05/21/2020
Title	Executive Vice President
Phone	971-722-4335
E-mail	sylvia.kelley@pcc.edu

Supplemental Material Attachments

Partner Commitment Letter(s)