

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name: Media Arts: Multimedia, Animation & Game Art

Academic Year: 2022 - 23

1. Has your program mission or primary function changed in the last year?

No, the mission and primary function have remained the same.

The Multimedia program provides a comprehensive foundation in the media arts at the core of our increasingly audio-visual culture. Our project-based multimedia training fosters artistic and technical skills in digital media including imaging, video, audio, animation, and interactive interface design. Multimedia students can build their own emphasis in web design, video post-production, or animation through their choice of electives.

The A.S. degree in Multimedia aligns with foundation courses taught in four-year programs in digital media and prepares students for entry-level employment in the creative technology industries.

The A.S. degree in Animation & Game Art aligns with foundation courses in animation and prepares students for entry-level employment in creative technologies industries such as 3D modeling and character creation for games, motion graphics, and 2D and 3D animation.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

Multimedia A.S. Degree: These program modifications were submitted, and I anticipate them being approved by the chancellor's office before fall 2023. Modifications to the program include removing the co-requisite lab courses because the lecture course curriculum has been expanded to incorporate the related lab course. The lecture/lab units have been modified to reflect this change. Required core units will be reduced from 29 to 28. GRPH 111 Digital Imagery Lab, and the MMAC 102 Multimedia Processes Lab are removed. The unit for MMAC 102 has been added to MMAC 101. Once these courses and the program are approved, GRPH 111, MMAC 102, and 127 will be sunset.

The reduction in these labs is a result of the District's decision in the pandemic to support students through access to technology. This access to technology includes loaner laptops, which students can check out for the entire semester, as well as

licenses to the Adobe design suite, and digital drawing tablets for checkout. This access to technology has positively impacted students and helps ensure learning outside our dedicated teaching spaces and computer labs. District investment in loaner MacBook Pro laptops, Adobe "named licenses", and Wacom digital drawing tablets for checkout, offer opportunities for socio-economically disadvantaged students to continue to work outside the classroom and serves equity in the classroom.

Animation & Game Art A.S. Degree: Program modifications were submitted, and I anticipate them being approved by the chancellor's office before fall 2023. Like the Multimedia degree, modifications to the program include removing the co-requisite lab course in the core where that curriculum has been incorporated into the related lecture course. These are GRPH 111 and MMAC 102, which have been omitted from core units and will be deactivated upon approval of this program. The reduction in these labs is a result of the District's decision during the pandemic to support students through access to technology. This has positively impacted students and helps ensure learning outside our dedicated teaching spaces and computer labs. District investment in loaner MacBook Pro laptops and Adobe "named licenses" offers opportunities for socio-economically disadvantaged students to continue to work outside the classroom and serves equity in the classroom.

In addition, the core classes now include two additional courses : 3D Modeling for Production (GRPH 130) and Game & App Design (MMAC 114) . This brought the core units from 22 to 27 after all changes are accounted for. Optional units have been reduced from 12 to 9 to balance this increase. Motion Graphics was also included in all elective options for the Animation & Game Art degree. This field of animation is growing and used in many fields, including tech, education, and business. The increase in the core units and the placement of Motion Graphics in all elective areas is important to ensure these critical subjects are covered by students in the program.

Learning Outcomes Assessment

3. Please summarize key results from this year's assessment.

As a new full-time faculty member who started in January 2023, I am establishing the rubrics and course mapping for the SPOL system to effectively capture meaningful data for this program.

Additionally, Multimedia has five program learning outcomes and Animation and Game design has four categories to track. While I was able to capture some data points, not all were covered. However, in order for all 9 PLOs to reach 30 data points per update cycle, 45 data points should be collected each year. This year, I have

captured only 30, however this is due to just starting in January and I am confident that in subsequent years I can capture the required data points from fall and spring classes. Data was also influenced by small class size this semester in the MMAC114 Game & App Design class.

- a. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

For the Animation (Art 115/Film 115/MMAC 115 and MMAC 116/Film 116), the success of students seems to be tied to whether they checked out a Wacom Cintiq drawing tablet for home use so they could work on their projects outside of class time. Animation, particularly hand drawn animation, is a time-consuming endeavor, and access to Wacom digital drawing tablets for home use, and having students check them out, are key to their success.

- b. Please summarize recommendations and/or accolades that were made within the program/department.

In terms of accolades, the proposed modifications for the Multimedia AS and the Animation & Game Art AS are on the verge of being approved by the chancellor's office. These changes will make the programs align better with CSU transfer options and skills needed for entry-level employment. Nancy Jo Ward worked on these modifications this year to bring them to fruition.

Additionally, I was very happy that I was able to create reels of student work in 3D modeling and 2D animation for the spring show. The reels comprised of student work from the first eight weeks of class and contained portfolio and show-worthy work. In addition, four games from the Game & App design class were able to be shown as well. Having these reels and games on display help promote the programs to other students, as well as selection to the show can be used in student's resumes.

Recommendations

As for recommendations, these are from the 2021 - 22 year, and are still in the works: Two degrees are in development: the Multimedia "Transfer Option" AS Degree and the Animation "Transfer Option" AS Degree for students who want to transfer to CSUs. These programs/maps will include courses in Fine Arts, Art History, Media Arts, Photography and Film that align with lower-division coursework at CSUs. Currently, most CSUs do not support an ADT for Media Arts because of the portfolio requirement. This effort will engage existing and newly proposed Articulation agreements with CSUs that have Media emphasis or concentrations within the BA or BFA programs.

- Recommend sunseting MMAC 127 and substituting GRPH 116 Digital Portfolio for that course.

- Recommend developing the Multimedia “Transfer Option” AS program
- Recommend developing the Animation “Transfer Option” AS program
- Recommend developing Multimedia AS and Certificate of Achievement (Core and elective courses only, no GE)
- Recommend developing Animation Certificate of Achievement (Core and elective courses only, no GE)

Completions:

CALIFORNIA COMMUNITY COLLEGE PIPELINE

Cal-Pass Launchboard Data 2020-2021 for Digital Media 0614

- 104 Students enrolled in Multimedia programs.
 - 92% are Economically Disadvantaged
- No data, yet on:
- Retention Rate from Fall to Spring
 - Completions
 - Employment in a related field based on regional labor market information

Cal-Pass Launchboard Data 2019-2020 for Digital Media 0614

- 129 Students enrolled in Multimedia programs
 - 88% are Economically Disadvantaged
 - 87% Retention Rate Fall to Spring
- No data, yet on:
- Completions
 - Employment in a related field based on regional labor market information

Cal-Pass Launchboard Data 2018-2019 for Digital Media 0614

- 139 Students enrolled in Multimedia programs
- 91% are Economically Disadvantaged
- 84% Retention Rate Fall to Spring
- 15 students completed their AS degree
- 51% are employed in a related field based on regional labor market information

Cal-Pass Launchboard Data 2017-2018 for Digital Media 0614

- 126 Students Enrolled
- 90% Economically Disadvantaged
- 81% Retention Rate Fall to Spring
- 62% Persistence Rate
- 18 Students Completed their AS in this program
- 62% Graduates employed two semesters after obtaining a degree

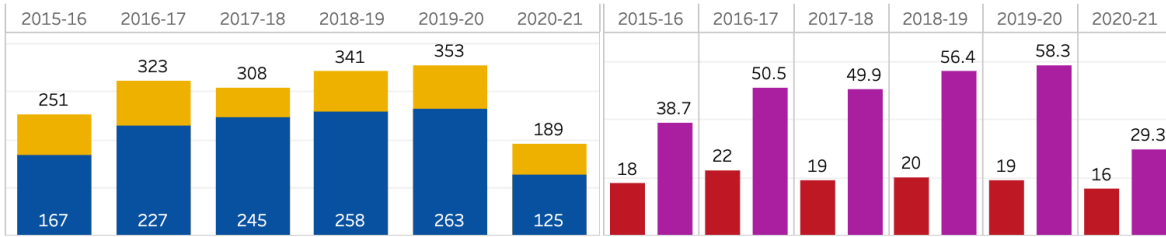
Hancock College Tableau Data

This data is a screen grab from the Tableau software from IE.

Quick Program Facts

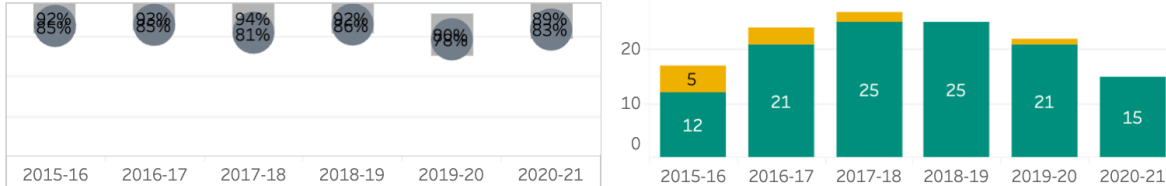
Headcount (undup)=Blue | Enrollment (dup)=Gold

Sections=Red | FTES=Purple



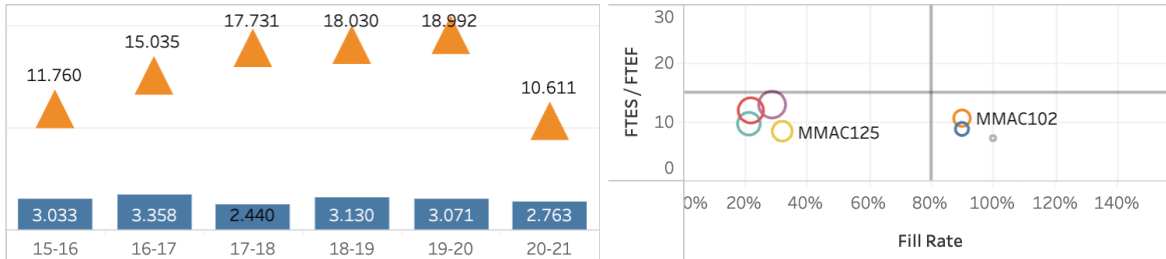
Retention=square | Success=circle

Credit Awards - Gold=Cert | Green=AA/AS/Pink=ADT



FTEF=Bar | FTES/FTEF=Triangle

Program Efficiency Fall 2020



Data Source: Student-MIS; Award, Major & Faculty-Banner | Headcount-unduplicated students; Enrollment-duplicated students; Retention-students who receive a grade in the course; Success-students who receive a passing grade in the course; FTES/FTEF target is 15+; Fill Rate target is 80%+

6 Degree/Certificate Applied Design Media, Applied Design/Media, Media Arts

Program Desc	Degree	Degree Major	Degree Desc (group)	Academic Year Graduation Desc						
				2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	
Unduplicated	Applied Design Media	AS	Animation	Associate in Science	2	6	9	5	7	
		C1NA	Website Design	Certificate of Accomplishment	5	3	2		1	
	Applied Design/Media	AS	Graphics	Associate in Science	6	7	8	11	7	
			Multimedia Art & Communica..	Associate in Science	3	3	7	1	2	
			Photography	Associate in Science	1	5	1	8	5	
	Media Arts	AS	Media Arts: Animation	Associate in Science						2
			Media Arts: Graphics	Associate in Science						8
			Media Arts: Multimedia	Associate in Science						2
			Media Arts: Photography	Associate in Science						3
	Duplicated	Applied Design Media	AS	Animation	Associate in Science	2	6	9	5	7
C1NA			Website Design	Certificate of Accomplishment	5	3	2		1	
Applied Design/Media		AS	Graphics	Associate in Science	6	7	8	11	7	
			Multimedia Art & Communica..	Associate in Science	3	3	7	1	2	
			Photography	Associate in Science	1	5	1	8	5	
Media Arts		AS	Media Arts: Animation	Associate in Science						2
			Media Arts: Graphics	Associate in Science						8
			Media Arts: Multimedia	Associate in Science						2
			Media Arts: Photography	Associate in Science						3
Unduplicated		Total				15	24	21	25	20
Duplicated	Total				17	24	27	25	22	15

- c. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

As a new instructor who started in January, I have been working on organizing the list of PLO associations (attached MMAC Program Learning Outcomes Map). This document is a work in progress and the work will continue over the next year. I was also able to get MMAC 114 added into the new online system as well as some cross-listed classes placed under the umbrella MMAC 115 animation course.

4. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

Yes, the 2-year map is in place for Multimedia, Animation and Game Art.

Challenges arise when core courses that are only offered once a year are cancelled and students cannot complete their educational goals within the timeframe they want or need. This semester the program was given support for low-enrolled classes in order to keep the planned schedule so students could enroll and graduate on time. My hope is that as I grow the program as a new full-time faculty member, this kind of support will be needed less and less in the future.

5. Were there any staffing changes?

Yes, a new full-time faculty member was hired for the spring 2023 semester. I am new to Allan Hancock College and have been learning all about this great institution. My background is in 3D modeling and animation from CSU East Bay.

As a full-time faculty member, my goals are to support essential duties needed to support student access, achievement, and success both inside and outside the classroom:

- Provide consistent learning experiences in 21st-century media arts coursework
- Participate in the scheduling of essential interdisciplinary Media Arts classes
- Review curriculum currency and program development
- Assist in the recruitment, oversight, mentoring, and evaluation of part-time faculty
- Recruit, train, and schedule student lab assistants
- Assist in recommending, maintaining, and installing equipment and technology
- Build bridges to high schools and universities
- Graduation and transfer guidance
- Help students get jobs in the industry and support our veterans with credit for prior learning opportunities
- Support the Media Arts Advisory Committee activities.

In addition, this position will provide students with additional educational opportunities in Multimedia and Animation & Game Art through our Media Arts Student Club: exhibition opportunities, professional guest artists, internships, CWE, and job opportunities. As a new full-time faculty member, I hope to provide

consistent access to students and support student success through mentoring and role-model relationships.

6. What were your program successes in your area of focus last year?

A new full-time faculty member was hired for the spring 2023 semester.

Nancy Jo Ward worked on the revision and approval of the Multimedia & Animation and Game Art degrees, which were approved by AP&P and we expect these changes will be in the catalog for fall 2023. These updates better serve students transferring to CSU programs and will help them to enter the job market.

Another success this semester was bringing representatives from Industrial Light & Magic (ILM) to the introduction to animation and intermediate animation class, we also invited the Portfolio and Multimedia 101 courses. The ILM representatives talked about the history of ILM in working on some of the best movie franchises over the years, including Star Wars, Fast & Furious, Marvel, and hundreds of other movies and shows. Students were excited to learn about visual effects, 3D modeling and animation, and the film industry. Kim Paris also noted software and books that are important to the industry (see industry recommendations at the end of this update).

Additionally, Jeff Barnes, formerly of Cafe FX a visual effects studio, came to our class and gave a fantastic presentation on his company's work on visual effects for over 50 movies including Spiderman, Pan's Labyrinth, and The Kite Runner. Exposing students to industry opportunities early will hopefully motivate them to pursue internship opportunities and to better understand the broad range of opportunities in industry.

CTE two-year review of labor market data and pre-requisite review

7. Does the program meet documented labor market demand?

Yes. Courses are designed to provide students opportunities to build skills and have relevant experiences that serve entry level job opportunities as described in the following areas of employment:

Data from the Bureau of Labor & Statistics from the Program Review > CTE labor data page.

27-1014.00 - Special Effects Artists and Animators

Create special effects or animations using film, video, computers, or other electronic tools and media for use in products, such as computer games, movies, music videos, and commercials.

Sample of reported job titles: 3D Animator, 3D Artist, Animator, Artist, Digital Artist, Graphic Artist, Illustrator, Motion Graphics Artist, Multimedia Producer

US MEDIAN WAGES 2021 - \$78,790 per year, \$37.88 per hour

CA MEDIAN WAGES 2021 - **\$98,680** annual

SLO/SB/VEN COUNTY WAGES 2021 - \$77,470 annual
PROJECTED GROWTH - Average (4% to 7%)

27-2012.05 - Media Technical Directors/Managers *

Coordinate activities of technical departments, such as taping, editing, engineering, and maintenance, to produce radio or television programs.

Sample of reported job titles: Broadcast Director, News Technical Director, Newscast Director, Operations Director, Production Director, Production Manager, Studio Director, Technical Director

US MEDIAN WAGES 2019 - \$79,000 annual

CA MEDIAN WAGES 2021 - **\$107,280** annual

SLO/SB/VEN COUNTY WAGES 2021 - \$77,730 annual

PROJECTED GROWTH - Faster than average (8% to 10%)

27-4032.00 - Film and Video Editors *

Edit moving images on film, video, or other media. May work with a producer or director to organize images for final production. May edit or synchronize soundtracks with images.

Sample of reported job titles: Editor, Film Editor, News Editor, News Video Editor, News Videotape Editor, Non-Linear Editor, Online Editor, Tape Editor, Television News Video Editor, Video Editor

US MEDIAN WAGES 2021 - \$60,360 per year, \$29.02 per hour

CA MEDIAN WAGES 2021 - **\$63,100** annual

SLO/SB COUNTY WAGES 2021 - **no data listed**

PROJECTED GROWTH – Much faster than average (12% or higher)

15-1255.00 - Web and Digital Interface Designers *

Design digital user interfaces or websites. Develop and test layouts, interfaces, functionality, and navigation menus to ensure compatibility and usability across browsers or devices.

May use web framework applications as well as client-side code and processes. May evaluate web design following web and accessibility standards and may analyze web use metrics and optimize websites for marketability and search engine ranking. May design and test interfaces that facilitate the human-computer interaction and maximize the usability of digital devices, websites, and software with a focus on aesthetics and design. May create graphics used in websites and manage website content and links.

Sample of reported job titles: Technology Applications Engineer, Web Architect, Web Design Specialist, Web Designer, Web Developer, Webmaster

US MEDIAN WAGES 2021 - \$38.41 hourly, \$79,890 annual

CA MEDIAN WAGES 2021 - **\$100,290**.annual

SLO/SB COUNTY WAGES 2021 - \$79,440 annual

PROJECTED GROWTH – Much faster than average (11% or higher)

15-1255.01 - Video Game Designers *

Design core features of video games. Specify innovative game and role-play mechanics, story lines, and character biographies. Create and maintain design documentation. Guide and collaborate with production staff to produce games as designed.

Sample of reported job titles: Design Director, Designer/Writer, Game Designer, Lead Designer, Lead Game Designer, Lead Level Designer, Mid Level Game Designer, Senior Game Designer, World Designer

US MEDIAN WAGES 2021 - \$38.41 hourly, \$79,890 annual
CA MEDIAN WAGES 2021 - **\$100,290** annual
SLO/SB COUNTY WAGES 2019 - **\$98,640** annual
PROJECTED GROWTH – Much faster than average (11% or higher)

** This occupation is expected to grow rapidly.*

Source: Bureau of Labor Statistics [2021 wage data](#) and [2021-2031 employment projections](#).
"Projected growth" represents the estimated change in total employment over the projections period (2021-2031). "Projected job openings" represent openings due to growth and replacement.

References: <https://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm>

<https://www.onetonline.org/link/summary/27-1014.00>

Found on oNet online data on the program review site > CTE Labor Data

8. How does the program address needs that are not met by similar programs?

Each of the Media Arts programs: Multimedia, Animation & Game Art, Photography, Graphic Design, and Web Design are very specific to the history, theories, process, and technology related to each of those programs. While labs, software, and technology may be shared, the actual programs and experiences are exclusive and offer students the opportunity for specialized study based on their interests.

9. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

The employment outlook as indicated in #9 above shows that 4 out of the 5 employment areas (Media Technical Directors & Managers, Film & Video Editors, Web & Interface Designers, and Video Game Designers) are expected to grow rapidly.

Cal-Pass Launchboard Data 2020-2021 for Digital Media 0614

- 104 Students enrolled in Multimedia programs.
- 92% are Economically Disadvantaged

No data, yet on:

- Retention Rate from Fall to Spring

10. Have recommendations from the previous report been addressed?

Yes, here are the updates:

1) Strengthen transfer (professional) paths along with vocational (trade) paths:

- CSU transfer programs have been surveyed and are guiding the Transfer Program Maps mentioned in #2 above
- Additional articulation agreements with CSUs have been proposed
- Transfer paths with articulations with CSUs and UCs have been proposed
- Identified a need for adding AR, VR, and video gaming to curriculum

2) Streamline degrees as paths to transfer, graduation

- Review and modify degrees as needed, sunset unnecessary courses
 - Review, add or modify concurrent enrollment agreements
 - Review and update Program Maps annually, publish in print and digital formats
- 3) Improve communication with community including industry representatives and prospective students
- Communicate with counseling changes/ needs of Media Arts programs
 - Continue industry advisory meetings, include a rep from Counseling
 - Review and update program web pages
 - Establish a Social Media presence
- 4) Improve program facilities and support
- The new Fine Arts Building supports the current and future needs of Multimedia and Animation & Game Art students
 - Explore tutorial services for Media Arts students - I have recommended students who could be tutors in 3D modeling, Game & App Design, and Animation. This gives students the opportunity to pass along their knowledge, take leadership positions, get paid, and build their resumes.
 - Budget augmentation was requested in the spring of 2023.

Validation for Program Planning Process:

11. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

Supporting information used in these findings include Nancy Jo Ward's analysis of CSU transfer and major programs (attached AHC Multimedia + Animation CSU Degree Analysis). Nancy Jo Ward is related faculty in Media Arts and Graphic Arts.

Media Arts Advisory Committee, including Jeff Barnes of Light Field Lab & Cafe FX.

Industry guest speaker, Kim Paris, Industrial Light & Magic.

12. Are there specific recommendations regarding the core topic responses from the validation team?
- Teach students how to: get work in their area of interest, keep jobs, take feedback, and find and apply for internships
 - Staying current with media technology used in the industry is critical to students getting jobs
 - Wacom drawing tablets are industry standard. We should endeavor to choose the highest resolution and larger screen size as those tablets will last 5 more years and minimize pre-mature obsolescence. From our current inventory 10 tablets were purchased in 2020 and 20 were purchased 8/2021.
 - In Kim Paris's virtual visit to our classroom, she identified software programs that have opportunity in the industry: Unreal Engine for games and film/tv production, Houdini for VFX, and Nuke for compositing. She also said that while they use Maya

for production and animation, their concept artists use Blender for 3D concept art ideation, and it is becoming more accepted in industry. She also identified ZBrush for 3D sculpture. She also identified three books central to VFX.

- Jeff Barnes identified software programs that are important in the industry: Unreal Engine for games and film/tv production, Nuke for compositing, and Toon Boom for animation.
- Develop portfolios and reels for students to transition to CSUs and employment; According to Jeff Barnes, the design of the portfolio and reel can make a huge impact on employers (font selection, packaging, layout, and overall presentation)
- Incorporate written and verbal communication aspects to projects.
- Incorporate critical thinking skills into coursework.
- Encourage students to pursue unique, innovative solutions to projects rather than replication or imitation.
- Update technology for students to gain experience with the tools and processes they need to get jobs.
- Provide access to recordings of demonstrations and links to training videos for students to revisit as necessary to support equity in the classroom.
- Offer practice-based courses in face-to-face and hybrid teaching modalities to accommodate collaborative learning and hands-on activities.
- Embrace professional practices and software apps/tools in the classroom that support communication and collaboration.

Area of Focus Discussion Template

CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

Possible topics:

- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

Media Arts: Multimedia and Animation & Game Art programs

Media Arts Education encompasses digital arts + interconnectivity across aesthetic, artistic, and academic forms, disciplines, and domains for learning, creating, and informing. Media arts are intrinsically interdisciplinary, integrative, and student-centered around their culture and interests. Interdisciplinary education enables students to identify and apply authentic connections between two or more disciplines and to understand essential concepts that transcend individual disciplines.

Media Arts projects include animation, graphics, photography, music, video, motion graphics, web design, interactive apps, and game design; 3D modeling, installations, and immersive environments; TV, internet broadcasting; and, virtual and augmented reality and virtual worlds, etc.

1. What data were analyzed and what were the main conclusions?

Data sources were collected with two objectives: 1) to explore higher education partnerships and align lower-division curriculum for transfers, 2) to explore current employer needs, and 3) to align curriculum to support opportunities to get work in the Media Arts field and sustain a livable wage. This research informed revisions to the Multimedia and Animation programs and courses this year.

Curriculum Design based on CSU Research:

- i. Data was collected by Nancy Jo Ward from eleven CSUs that offer Multimedia and Animation concentrations as part of a BA or BFA degree. Required lower-division course numbers and descriptions were documented and listed in a spreadsheet as a crosswalk to compare CSU programs with courses currently part of the Multimedia and Animation programs at Hancock College.

- ii. Nancy Jo Ward's CSU research revealed patterns of interdisciplinary connections with courses in the areas of Visual Arts, Media Design, Film, Sound Technology, and Photography. It also informs changes in the Multimedia and Animation AS degrees and Certificates of Achievement.

See Attachment – AHC Multimedia + Animation CSU Degree Analysis spreadsheet data by Nancy Jo Ward

Curriculum and Program Modifications Approved in Spring 2023

Media Arts: Multimedia AS:

- **Electives Option C:**
 - **MMAC / FILM 127** (*curriculum was updated in 2017, and when it was last taught, it seemed to have a lot of duplication with GRPH 116 Web Portfolio & Social Media*). This course has been removed from the required core courses. Recommended to sunset course in 2023-24.
 - **Sunset GRPH 360, 361, 362 Open Labs** (*when District purchased loaner laptops, the need for the Open Lab courses decreased and these were eliminated.*
 - **Remove MMAC 112 as an elective – it is in the CORE section of Multimedia**

Media Arts: Animation & Game Art - AS

- **Core courses - increased units from 25 to 28:**
 - **Added FILM 115** (*Cross-listed with ART 115, MMAC 115 – already part of the list of CORE courses*)
 - **Sunset MMAC / FILM 127** (*see note in MMAC above*) this course needs to be discontinued. The core was revised because new technology and processes made it obsolete, and as the revised course was recently taught, it became a duplication of the GRPH 116 Web Portfolio & social media course.
 - **Added MMAC 114 Game & App Design to required core courses.**
 - **Added GRPH 130 3D Modeling as a core class for Animation & Game Art**
- **Electives – decrease units from 9 to 6**
 - **Added MMAC 126 Introduction to Motion Graphics** to electives for option B
 - **Omitted MMAC Game & App Design** as an elective because it was added to the core

Curriculum Design based on industry needs:

Media Artists Jobs Listings Research: Education and Skills Required

1. **CGI Director** – Education: BFA in Fine Arts, Digital Media Advertising, or work equivalent, Minimum of 3 years of experience as an Art Director with experience on photo shoots
 - Storytelling and concept development
 - Creating presentations
 - Video and photography skills

- Creative direction on sets and shoots
 - Collaboration with creative peers
 - Initiative to identify and solve problems with drive
 - Flexibility in tools and processes
 - Resourcefulness for working independently
 - Support staff and executives to meet visual goals
2. **Motion Graphics Artist** – Education: Bachelor of Arts, Graphic Design, Motion Graphics Design or comparable field experience is encouraged; 5+ years agency experience focusing on brands and entertainment-based clients
- Excellent conceptual designer and thinker
 - Innovative thinking and brainstorming
 - Collaborate and communicate with the creative team and other team members
 - Animation design and production of cohesive assets
 - Strong motion graphics design and technical skills
 - Experience with Rotoscoping and VFX Compositing
 - Must be highly proficient in Adobe After Effects
 - Proficiency in Cinema 4D (Maya and Nuke experience a plus)
 - Accurately estimate and time manage your workday
 - Stay up-to-date with the latest motion graphics design, creative solutions, and trends

Main Conclusions

Review input from faculty teaching courses and advisory committee members for course modifications:

- Recommend developing the Multimedia “Transfer Option” AS program for students who are transfer oriented.
 - Recommend developing the Animation “Transfer Option” AS program for students who are transfer oriented.
 - Recommend developing Multimedia AS and Certificate of Achievement (Core and elective courses only, no GE)
 - Recommend developing Animation Certificate of Achievement (Core and elective courses only, no GE)
 - Recommend developing stackable certificates for Animation, Game Art, Multimedia, and Motion Graphics (all 9 unit certificates), applications to AP&P must be completed by October of each year
2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?
1. MMAC 115 Intro to Animation’s COR should be reviewed to update it to current industry practices, which will help our potential for transfer agreements.
 2. We need to support transfer students with articulation agreements with the CSUs that serve both disciplines.
 - Continue working with the articulation officer to request articulation agreements.
 - Request articulation agreements with CSUs. If they reject articulation with required courses, explore CCCs with articulation agreements and request the

CCC's comparable course outline of record (COR) to adjust our practices for better alignment.

3. Update Program Learning Outcomes, map to courses, and document assessments
 - Review and revise Learning Outcomes (if necessary) for better alignment with CSUs, HS pathways, and industry.
 - Support part-time faculty to participate in data collection and reporting for assessments.
4. Additional challenges include staying current with industry practices to help ensure students are using in-demand software and their portfolios are up to date. Recommend attending conferences and developing more industry contacts to ensure the program is staying on top of technology changes.
5. Continue to support students with accessible technology. Loaner laptops, loaner Wacom drawing tablets, and software are critical to the programs' success.

3. What are your plans for change or *innovation*?

See the notes for each item above.

4. How will you *measure* the results of your plans to determine if they are successful?

- i. We now have a full-time faculty member working for student success who can mentor students, implement new technology, and track program development.
- ii. More students will attain a livable wage – as indicated by the CTEOS surveys, and LMI data
- iii. We will have more engagement from our Industry Advisors to mentor and support these programs and students.
- iv. We will be granted more articulation agreements with CSUs
- v. We may have more dual-enrollment opportunities
- vi. Courses will not be scheduled in a way to compete against other core Media Arts courses and in consideration of other inter-disciplinary programs
- vii. Students will spend less time at AHC earning degrees and certificates
- viii. Students will have more opportunities for AHC degrees and certificates
- ix. We will have more students transferring to CSUs and UCs
- x. We will have more students engaged in work-based learning, offered internships, and entry-level employment in Media Arts jobs.

5. What practices are used in your program's DE (distance education) courses that support or demonstrate regular and substantive interaction?

The program has one current DE course, Responsive Web Design (MMAC 112). It is an Online Live synchronous course where students have regular and substantive interaction with the instruction. The instructor monitors the discussion boards, holds live lectures, engages in live discussions, and assess student work during class.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested.***

ONGOING INITIATIVES: New initiatives are outlined on the next pages. However, with the recent hire of a full-time faculty member, it is important to outline ongoing initiatives that will require support.

- i. Continued financial support for new and replacement technology that is current with Media Arts practices in the industry. Continuing support for software licenses for Adobe’s design & 3D suite is imperative for the ongoing health of our program.
- ii. Continued financial support for the Wacom drawing tablets for the Animation program. These are key elements to the program. The current tablets: 10 of the tablets were purchased in 2020, and 20 were purchased in 2021.
- iii. Financial support for MMAC 114 – Game and App Design prototyping tools and materials, such as 3D printers and the filament for the machines. Additional funding for filament was requested in a budget augmentation 3/2023. Request for a Glowforge laser cutter machine is in the requests below. This would aid students to laser cut game pieces and game boards, etch materials, and create custom designed game pieces.
- iv. Support from the articulation officer on continued efforts for CSU course articulations
- v. Support staff in Academic Affairs office who can assist with efficient processes for program and course modifications.
- vi. Support from the District for continuing education and training for the Instructional Media Technician to ensure the equipment is installed, maintained, and functioning for students and faculty.
- vii. Support from Advisory Committee members to inform the coursework and technology necessary for the student’s success in these programs.
- viii. Communication and support from ITS staff regarding purchasing, updating, and repairing computers, as well as updating and installing software that is requested by program faculty and used in industry so that students learn on equipment that is current with industry best practices.
- ix. Jeff Barnes, one of our Advisory Committee Members suggested that we explore using Toon Boom Harmony for animation in the future. Currently we use Adobe Animate but will consult industry professionals and see what they are recommending in future years (2024-25).

Outline of one mission for Multimedia and Animation & Game Art: *Expand Student access to Industry & Internships*

	Definition	Sample
Mission		The mission of the Media Arts program, with its two focuses in 1) Multimedia and 2) Animation & Game Art is to develop students' design, graphics, animation, 3D, motion graphics, and multimedia skills by providing opportunities for critical thinking, research, and project-based learning. Moreover, the program affirms its promotion of equity and diversity among the

		community by preparing students for transfer to 4-year universities, as well as preparing them for internship and entry-level opportunities in industry.
Goals	The general aims or purposes of the program and its curriculum. Effective goals are broadly stated, meaningful, achievable and can lead to assessable outcomes.	Enable students to create multimedia art including photography, video, audio, animation, and motion graphics. Enable students to create game art including 3d models, backgrounds, and animations.
Program planning initiatives	Program planning initiatives are specific activities that a program would need to complete in order to achieve goals and mission.	Develop greater industry ties and pipelines for internship opportunities for our students, which will help historically underrepresented populations.
Actions/Resource Request	These are the specific actions/resources needed to complete a planning initiative.	Utilize professional development resources to participate in conferences such as GDC, Litebox, and CTN to meet and network with industry professionals. Follow up with industry professionals, invite them to remote and local events on campus. \$3,000/year funds from existing professional development funding for 2023-24

NEW PROPOSALS: the tables below address the following new proposals:

1. Request for 133" projector screen for F-206.
2. Request for 4 additional tables for F-206 so workstations can be spread out.
3. Glowforge laser cutter for MMAC 114
4. Set of 27" Cintiq drawing tablets for MMAC F-206 lab to use in place of the monitors.

New Program Planning Initiative	
Title:	Request for 133" projector screen in F-206.
Planning years:	2023-2024
Description: 133" projector screen	
Students need to be able to see complex software menus and submenus during lectures. The current projector screen is 106" in diagonal and difficult for students to read, particularly for complex 3D modeling and animation software. This proposal is to lift the current projector screen in F-206 and increase it to the maximum size available for the space. According to Brenden Robertson in IT Services, a 133" diagonal screen is the maximum size that would fit, given the layout of the room. This would require a different lens for the Christie projector as well.	

Resources: 133" projector screen
Priority Level: Low <u>Medium</u> High
Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials
Quantity: 1
Per Item Price: \$1,400 Price with taxes/shipping, etc:
Description: Draper projector screen in the 133" size
Resources: Christie lens for projector
Priority Level: Low <u>Medium</u> High
Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials
Quantity: 1
Per Item Price: \$2,000 Price with taxes/shipping, etc:
Description: In order for the projector to be able to display correctly, a different lens would need to be ordered. According to Brenden Robertson, the lens would cost \$2,000
Resources: Facilities Staff for Installation
Priority Level: Low <u>Medium</u> High
Resource Type: Equipment <u>Staff</u> Faculty Supplies and Materials
Quantity:
Per Item Price: TBD Price with taxes/shipping, etc:
Description: IT and facilities staff would be needed to lift and reinstall the projector screen as well as the lens for the projector.

New Program Planning Initiative	
Title:	Additional Tables for F-206
Planning years:	2023-2024
Description:	
<p>In the current configuration of tables in F-206, there are three islands of computers. I propose increasing these to 4 islands so that the laptop/monitor stations can be spread out so there are 6 students per island. There are currently 8 students per island. The additional space would mean that the laptop computers and monitors could be placed side-by-side, rather than overlapping. Students would have better access to both the monitor and the laptop. The additional tables could be placed</p>	

on the edges of the room or positioned as a fourth island. Consultation with Rick Rantz, Bridget Tate, Steve Marshall, and John Hood on this has occurred.

Resources:

Priority Level: Low Medium High

Resource Type: Equipment Staff Faculty Supplies and Materials

Quantity: 3

Per Item Price: \$951 (approximate)

Price with taxes/shipping, etc: \$1050 (estimate)

Description:

We have one extra table already, so we need 3 additional tables - 24" by 72" with electrical outlets and wheels - same as the existing tables in F-206 - item # PAFR2472T-74P. These tables can be found at the bottom of page 8 on the KI inventory list (click on the link).

New Program Planning Initiative

Title: Purchase of Glowforge Laser Cutter & Air Filter

Planning years: 2023 - 24

Description: Glowforge Laser Cutter and Air Filter

Prototyping tools and materials are important to our Game and App Design class, MMAC 114. This semester, students utilized our 3D printers to create game pieces. A Glowforge laser cutter machine would aid students in order to laser cut game pieces and game boards, etch materials (such as game tokens), and create custom-designed game pieces.

The additional air filter would enable us to place the Glowforge in spaces without existing ventilation. Alternately, we could place the Glowforge in the spray booth room on the 2nd floor, which is equipped with ventilation. Facilities resources would be needed to attach it to the ventilation.

Resources: Glowforge Pro

Priority Level: Low Medium High

Resource Type: Equipment Staff Faculty Supplies and Materials

Quantity: 1

Per Item Price: \$6,995

Price with taxes/shipping, etc: Shipping \$350

Description:

The Glowforge Pro is a laser cutter that can etch and cut. It can print enormous objects with the Pro Passthrough slot, and has upgraded cooling for all-day use. It also features upgraded components and increased laser power to print up to 50% faster than the Glowforge Plus.

Resources: Glowforge Air Filter

Priority Level: Low Medium High

Resource Type: Equipment Staff Faculty Supplies and Materials

Quantity: 1

Per Item Price: \$1295 **Price with taxes/shipping, etc:** Shipping \$250

Description:

The Glowforge Air Filter lets you use your Glowforge anywhere in the home, school, or office. The size of a recycle bin, it cleans the air coming out of your Glowforge. If you don't use an Air Filter, your Glowforge comes with everything you need to vent through a window or through the ventilation in the spray booth on the second floor of the Fine Art building.

Resources:

Priority Level: Low Medium High

Resource Type: Equipment Staff Faculty Supplies and Materials

Quantity:

Per Item Price: **Price with taxes/shipping, etc:**

Description:

This includes staff time to help us install the Glowforge and set it up in the spray booth with ventilation there or in the room with our existing 3D printers, F-207.

New Program Planning Initiative

Title: 27" Wacom Cintiq Tablets & Stands for F-206 Multimedia lab

Planning years: 2023-24

Description:

Wacom Cintiq drawing tablets are an industry standard tool that is ubiquitous in industry today. By using industry-standard tools, students gain experience and familiarity with the technology commonly used in 2d animation, 3D animation, and motion graphics studios. This prepares them for future careers and increases their employability. The tablets could be used by students in animation, 3D animation, motion graphics, and 3D modeling. The 27" size is large, so students can draw and see the entire software interface on one tablet, which is important with today's software, which has complex systems of menu trees.

The new model of the 27" Wacom Cintiq Pro tablets has benefits over the smaller sizes available - first, the bezel (or shoulder of the screen) on this tablet is significantly smaller than the 22" and 24" Wacoms, such that these tablets take up similar desk space, with the benefit of having a larger drawing area and area for the software interface. Next, this model has a new generation of Wacom pen, 3rd gen, which will soon be the standard for years to come. It will not become obsolete in 5 years. In contrast, if we purchased the smaller models, that would be a risk. Finally, it can be used as a 27" monitor. The existing 27" monitors in that room can be used in F-208, as these monitors are higher resolution than those.

Resources: Wacom Cintiq 27" Cintiq Pro

Priority Level: Low Medium High

Resource Type: Equipment Staff Faculty Supplies and Materials

Quantity: 25 (24 for students & 1 for the instructor station)

Per Item Price: \$3099 from B&H education pricing

Price with taxes/shipping, etc: TBD

Description:

27" Cintiq Pro Wacom drawing tablets released in 2023.

Resources: Wacom Pro Stand

Priority Level: Low Medium High

Resource Type: Equipment Staff Faculty Supplies and Materials

Quantity: 25 (24 for students & 1 for the instructor station)

Per Item Price: \$423.11 from B&H education prices

Price with taxes/shipping, etc: TBD

Description:

The **Wacom Cintiq Pro 27 Stand** allows you to maximize your comfort while using your creative pen and touch display. With it, you can quickly adjust the height and angle of your display. You can also rotate the display 20 degrees in either direction to draw with natural hand movements.

Resources:

Priority Level: Low Medium High

Resource Type: Equipment Staff Faculty Supplies and Materials

Quantity:

Per Item Price:

Price with taxes/shipping, etc:

Description:

Would need staff to help set up the tablets in F-206.

Program Review Signature Page:



Program Review Lead

Jun 7, 2023

Date



Program Dean

Jun 7, 2023

Date



Vice President, Academic Affairs

Jul 20, 2023

Date

AHC to CSU Analysis - Multimedia Articulations

updated 7/29/21

SUMMARY

AHC Courses total with possible articulation agreements to CSU's
11 CSU's with Degrees/Options for Multimedia or Animation

Course	CSU Chico	CSU East Bay	CSU Fresno	CSU Fullerton	CSU Long Beach	CSU Los Angeles	CSU Northridge	CSU San Bernardino	CSU San Jose	CSU San Marcos	Cal Poly SLO	Total		MEDIA	ANIMATION	INTERACTION, GAME/APP
ART 101 Art Appreciation											ART 111	1		Required		
ART 107 Introduction to Digital Art			ART 37							AMD 102	ART 182	3		RE - Option	RE - Option	RE - Option
ART 110 Design 1 (C-ID Arts 100) or ART 108 Design 1 on the Computer		ART 102		ART 103	ART 130	ART 1030	ART 140	DES 1110	ART 12	AMD 120		8		Required	Required	RE - Option
ART 112 Design Color Theory			ART 16			ART 2330			ART 14			2				
ART 113 Three-Dimensional Design		ART 103	ART 14	ART 104	ART 131	ART 1090	ART 141				ART 148	6				
ART 120 Drawing 1		ART 100	ART 20	ART 107A	ART 181	ART 1590	ART 124A		ART 24	AMD 101	ART 101	9			Required	
ART 121 Drawing 2												0				
ART 122 Life Drawing				ART 117	ART 184	ART 2440	ART 124B		ANI 13			5			Required	
ART 123 Life Drawing 2				ART 217					ANI 121			1			RE - Option	
ART 151 Painting 1				ART 107B	ART 287							2				
ART 103 Art History: Medieval to Renaissance			ARTH 10	ART 201A	AH 111A	ART 1011		ART 1221				5				
ART 104 Art History: Renaissance to Modern			ARTH 11	ART 201B	AH 111B	ART 1013	ART 110	ART 1222	ARTH 708			7				
ART 108 Art of the 20th Century			ARTH 132									2		Required		
ART 170 Survey of Asian Art		ART 120					ART 114					2				
MMAC 101 & 102 Multimedia processes		ART 104				ART 1800				AMD 203	ISLA 240	4		Required	Required	
MMAC 112 Responsive Web Design	MADT 222	ART 352						DES 3205				3		Required		Required
MMAC 114 Game and App Design		ART 251						DES 2405				2		RE - Option	RE - Option	Required
MMAC/FILM/ART 115 Introduction to Animation		ART 244	ART 181	ART 253A	ART 291	ART 3800	ART 263		ANI 31			7		RE - Option		
MMAC/FILM 116 Intermediate Animation			ART 184			ART 3780	ART 363A		ANI 131			4			Required	
MMAC /FILM 117 3D Computer Animation 1		ART 246	ART 186	ART 354		ART 4940	ART 364	DES 2600	ANI 61			7		RE - Option	Required	
MMAC /FILM 118 3D Computer Animation 2			ART 187A	ART 354A			ART 365	DES 4825	ANI 161			5		RE - Option	RE - Option	
MMAC/FILM 126 Introduction to Motion Graphics								DES 3600				1		RE - Option	RE - Option	RE - Option
MMAC/FILM 128 Intermediate Motion Graphics		ART 245										1		RE - Option		
MMAC /FILM 127 Digital Video Post-Production															Required	
MMAC /GRPH 129 Digital Tools for Visual Media		ART 181						DES 1100			ART 183	3		Required		RE - Option
FILM 101 Film as Art & Communication	MADT 146									AMD 251		2		Required		
FILM 102 Hollywood and the American Film	MADT 344											1				
FILM 105 Film & Television Writing	MADT 103W											1				
FILM 107 History of World Cinema											ENGL 370	1				
FILM 110 Intro to Motion Picture & Video Prod	MADT 146	ART 243	ART 188							AMD 122	ISLA 341	5		Required	RE - Option	
FILM 111 Intermediate Motion Picture & Video Prod														RE - Option		
FILM 119 Great Directors of Cinema											ENGL 372	1		RE - Option		
FILM/MMAC 125 Computer Video Editing	MADT 226							DES 3615			ART 383	2		RE - Option	RE - Option	RE - Option
PHTO 101 History of Photography										AMD 123	ART 314	2				
PHTO 110 Basic Photography		ART 101										1				
PHTO 170 Digital Photography	MADT 206		ART 30							AMD 105	ART 122	4		Required		
GRPH 110 Intro to Graphic Design								DES 4015		AMD 204		2				
GRPH 111/112 Digital Imagery														Required	Required	Required
GRPH 113/114 Digital Illustration									ANI 11			1				
GRPH 115 Design for Digital Publishing								DES 3020				1				
GRPH 116 Web Portfolio & Social Media														RE - Option		
GRPH 117 Typography					ART 223			DES 2005				2				
GRPH 118 User Interface Design		ART 152								AMD 104	ART 288	3		RE - Option		Required
GRPH 130 3D Modeling for Production			ART 80			ART 3830		DES 3800	ANI 141			4		Required	RE - Option	
MUS 115 Introduction to Sound Recording & Mixing																
MUS 116 Sound Production Techniques	MADT 216	ART 242										2		RE - Option		
MUS 117 Electronic Music MIDI Recording														RE - Option		
MUS 118 Intro to Electronic Music															RE - Option	
CS 102 Intro to Computing with HTML											CSC/CPE 123	1				Required
CS 111 Fundamentals of Programming 1												0				
DRMA 104 Acting 1									TA 5			1				

COURSE INFORMATION:					Program Learning Outcomes									
Course Name	Faculty	Course is core to these programs: Graphic Design AS, Graphic Design Cert, Visual Design Cert, Web Design Cert, Multimedia AS, Multimedia Cert, Animation AS, Animation Cert, Photo AS, or Photo Cert	Semester Offered	Modality	Course Name	PLO1: Generate multiple character designs and stories in response to a specific concept.	PLO2: Design and animate characters and environments for narrative and interactive projects.	PLO3: Plan and storyboard animated sequences for traditional and digital formats.	PLO4: Use animation techniques and principles expressively in creating short animated films.	PLO5: Analyze and explain diverse multimedia products in terms of design, techniques, and point of view.	PLO6: Employ a range of software programs to create and manipulate digital imagery, audio, animation, and video.	PLO7: Design, build, test and present animations, motion graphics sequences, interactive applications and website designs.	PLO8: Plan and prepare a project proposal for presentation to a client.	PLO9: Produce work for a reel or digital portfolio that showcases individual multimedia competencies.
MMAC 101 Introduction to Multimedia	Brian Tippitt	Multimedia AS, Anim & Game AS	F/S	F2F, Online Live	MMAC 101 Introduction to Multimedia					I	I		I	
MMAC 112 Responsive Web Design	Kevin Condi	Multimedia AS	S	F2F, Online Live	MMAC 112 Responsive Web Design							I	D	I
MMAC 114 Game & App Design	Sian Geraghty	Anim & Game AS	S	F2F, Online Live	MMAC 114 Game & App Design					I		D	I	I
MMAC 115 Introduction to Animation	Sian Geraghty	Anim & Game AS	F/S	F2F, Online Live	MMAC 115 Introduction to Animation	I, D	I	I	I		I	I		I
MMAC 116 Intermediate Animation	Sian Geraghty		F/S	F2F, Online Live	MMAC 116 Intermediate Animation	M	D	M	D		D, M	D		D, M
MMAC 117 3D Computer Animation 1	Sian Geraghty	Anim & Game AS	F	F2F, Online Live	MMAC 117 3D Computer Animation 1	I	I	I	I			I		I
MMAC 118 3D Computer Animation 2	Sian Geraghty		F	F2F, Online Live	MMAC 118 3D Computer Animation 2	D	D	D	D			D		D, M
MMAC 125 Computer Video Editing (Film top coded)	Robin Smith		F/S	F2F, Online Live	MMAC 125 Computer Video Editing (Film top coded)									
MMAC 126 Introduction to Motion Graphics	Sian Geraghty		F	F2F, Online Live	MMAC 126 Introduction to Motion Graphics	I	I	I	I	I		I	I	I
MMAC 128 Intermediate Motion Graphics	Sian Geraghty		F	F2F, Online Live	MMAC 128 Intermediate Motion Graphics	D	D	D,M	D,M	D,M		D	D, M	D, M
MMAC 129 Digital Tools for Visual Media (GRPH top coded)	Nancy Jo W	Multimedia AS	F	F2F, Online Live	MMAC 129 Digital Tools for Visual Media (GRPH top coded)						I			

COURSE INFORMATION:						Institutional Learning Outcomes https://www.hancockcollege.edu/e/learningoutcomes.php?locale=en#ILOs							
Course Name	Faculty	Course is core to these programs: Graphic Design AS, Graphic Design Cert, Visual Design Cert, Web Design Cert, Multimedia AS, Multimedia Cert, Animation AS, Animation Cert, Photo AS, or Photo Cert	Semester Offered	Modality	Course Name	ILO1: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.	ILO2: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.	ILO3: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.	ILO4: Information Literacy Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information. Technology Literacy Proficiency in a technology and the ability to choose the appropriate tools.	ILO5: Use mathematical concepts and models to analyze and solve real life issues or problems.	ILO6: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.	ILO7: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.	
MMAC 101 Introduction to Multimedia	Brian Tippitt	Multimedia AS, Anim & Game AS	F/S	F2F, Online Live	MMAC 101 Introduction to Multimedia				X				
MMAC 112 Responsive Web Design	Kevin Condit	Multimedia AS	S	F2F, Online Live	MMAC 112 Responsive Web Design								
MMAC 114 Game & App Design	Sian Geraghty	Anim & Game AS	S	F2F, Online Live	MMAC 114 Game & App Design	X			X				
MMAC 115 Introduction to Animation	Sian Geraghty	Anim & Game AS	F/S	F2F, Online Live	MMAC 115 Introduction to Animation			X					
MMAC 116 Intermediate Animation	Sian Geraghty		F/S	F2F, Online Live	MMAC 116 Intermediate Animation	X		X				X	
MMAC 117 3D Computer Animation 1	Sian Geraghty	Anim & Game AS	F	F2F, Online Live	MMAC 117 3D Computer Animation 1								
MMAC 118 3D Computer Animation 2	Sian Geraghty		F	F2F, Online Live	MMAC 118 3D Computer Animation 2							X	
MMAC 125 Computer Video Editing (Film top coded)	Robin Smith		F/S	F2F, Online Live	MMAC 125 Computer Video Editing (Film top coded)								
MMAC 126 Introduction to Motion Graphics	Sian Geraghty		F	F2F, Online Live	MMAC 126 Introduction to Motion Graphics				X	X			
MMAC 128 Intermediate Motion Graphics	Sian Geraghty		F	F2F, Online Live	MMAC 128 Intermediate Motion Graphics	X			X	X		X	
MMAC 129 Digital Tools for Visual Media (GRPH top coded)	Nancy Jo Ward	Multimedia AS	F	F2F, Online Live	MMAC 129 Digital Tools for Visual Media (GRPH top coded)								











2022-23 MMAC Curriculum and Teaching Design_6.06.23

Final Audit Report

2023-07-20


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