YEARLY PLANNING DISCUSSION TEMPLATE
General Questions

MMAC: Multimedia and Animation & Game Art Programs

Academic Year 2023 - 24

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

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

   The Animation & Game Art program provides a comprehensive foundation in the media arts at the core of our increasingly visual culture. Our project-based animation and game art training fosters artistic and technical skills in digital mediums including animation, motion graphics, interactive interface design, imaging, video, audio, 3D modeling, 3D animation, and game design. Animation & Game Art students can build their own emphasis in animation, motion graphics, or game art through their choice of electives.

   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, 2D animation, video editing and production, motion graphics, level design for games, and game design.

   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.

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

   Animation & Game Art A.S. Degree: Program modifications were submitted in 2022/23 and we approved by the chancellor's office for 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 were deactivated in Curriqunet and pending approval.

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.

These technology investments support the Educational Master Plan *Goal E: Transition to Transfer and/or Gainful Employment* and Strategies:

- E.1 Evaluate, improve, and expand career education programs ensuring alignment with changing labor market needs.
- E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce.

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, entertainment, education, social media, 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. Motion Graphics is one of the five fundamental types of animation and one of the pillars of animation used in business.

New proposed Certificates of Achievement: Animation & Game Art

The Animation & Game Art program has only had an A.S. degree up to this point. Three new Certificates of Achievement have been proposed and approved by our Advisory Committee for the Animation & Game Art Program. The certificates include two "stackable" certificates and then one larger certificate. These stackable certificates will help the college mission of success, retention, and completion. The next step is to create the proposals in the summer for approval in the 24-25 school year.

Proposals are being created for:

- Animation Foundation - Certificate of Achievement (18+ units)
- Game Art & Design Foundation - Certificate of Achievement (18 units)
- Animation & Game Art - Certificate of Achievement (36 units)

The objectives of the Certificates are:

- Align the program with other existing programs at California community colleges to provide an increase of certificates of completions.
- To create certificates relevant to current employment trends.
- To provide occupational skills to students interested in animation, game art, multimedia, motion graphics and other entertainment industries.
- To provide access to a curriculum that traditionally is found mostly in more expensive 4-year colleges or higher-ed private institutions.
- To match student interest and abilities with employment needs by grouping courses based on career-based disciplines.
- Offer a clear path to completion and stackable certificates
- Utilize existing resources currently available in the Multimedia and Animation & Game Art programs
- Create portfolio-worthy work, so students can apply for transfer programs with a portfolio requirement and apply for entry level positions in the game, animation, motion graphics, and entertainment industries

Steps to create certificates include:

- Launching proposals for any new courses for the program
- Submitting a notice of intent to the Regional Consortium
- Collecting advisory committee meeting minutes that recommend the program by name - *done*
- Submitting labor market information requests to the Center of Excellence - *done*
- Submitting a recommendation request to the Regional Consortium
- Creating the proposal and launching in CurriQunet

Multimedia A.S. Degree: Program modifications submitted in 2022/23 were approved by the chancellor's office and implemented in the 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 were 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. MMAC 102 and MMAC 127 have been requested to be sunset in CurriQunet.

New proposed Certificates of Achievement: Multimedia

The Multimedia program has only had A.S. degrees up to this point. Two new Certificates of Achievement have been proposed and approved by our Advisory Committee. These certificates will help the college mission of success, retention, and completion. The next step is to create the proposals in the summer for approval in the 24-25 school year.

Proposals are being created for:

- Multimedia Foundation - Certificate of Achievement (19 units)
- Multimedia - Certificate of Achievement (37 units)

The objectives of the Certificates are:

- Align the program with other existing programs at California community colleges to provide an increase of certificates of completions.
- To create certificates relevant to current employment trends.
- To provide occupational skills to students interested in animation, game art, multimedia, motion graphics and other entertainment industries.
- To provide access to a curriculum that traditionally is found mostly in more expensive 4-year colleges or higher-ed private institutions.
- To match student interest and abilities with employment needs by grouping courses based on career-based disciplines.
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Steps to create certificates include:

- Launching proposals for any new courses for the program
- Submitting a notice of intent to the Regional Consortium
- Collecting advisory committee meeting minutes that recommend the program by name - *done!*
- Submitting labor market information requests to the Center of Excellence - *done!*
- Submitting a recommendation request to the Regional Consortium
- Creating the proposal and launching in CurriQunet

Additional changes recommended at the Advisory Committee for this upcoming year:

Revising of MMAC 114: Based on two years teaching this course and receiving feedback from students, I will propose to change this class to be a semester long course in Game Design, removing the app design component. Game design is a complex subject and merits a full semester devoted to it. Further, according to Jeff Barnes who is an industry professional on our advisory committee, developing skills in visual scripting and C++ is an important component and in demand skill. By removing the app component, the course could spend more time on these areas. In

addition, the current top code for MMAC 114 is 0614.00 – Digital Media. However, according to Deborah Pirman, 0614.20 – Electronic Game Design may be more appropriate. The course name would be changed from MMAC 114 Game & App Design to MMAC 114 Game Design.

Create Course: MMAC 131: 3D Character Creation - There are two valuable skills students must learn in game art. The first is hard-surface modeling, which covers 3D modeling for props, environments, and industrial objects. The second is organic modeling, which covers character creation and 3d sculpting techniques. This proposed course will be an introduction to 3D character creation, 3D sculpture, and organic modeling.

3D character creation techniques also cover fundamental design principles in addition to digital sculpting techniques. This course will be similar to a course currently offered at Santa Monica College. Students will explore the aesthetic aspects of character design to create appealing 3D character and creature concepts. Students will also learn the technical and theoretical aspects of creating 3D character assets from using or creating concept art, distinguishing stylized characters from realistic ones, and techniques associated with each. This course will teach character modeling in industry-standard 3D sculpture tools, such as ZBrush or Blender.

A 3D character creation course will prepare students for entry-level positions in the game and entertainment industries. The proposed course supports *the Educational Master Plan, Goal E: Transition to Transfer and/or Gainful Employment.*

> *E.1 Evaluate, improve, and expand career education programs ensuring alignment with changing labor market needs.*
> *E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce.*
> *E.8 Work with community and industry partners to develop and maintain programs that support emerging and ongoing community workforce needs.*

Revise GRPH 130 to MMAC 130 - 3D Modeling for Production has been under the purview of the Graphics program since its inception. However, 3D modeling is taught by the Animation & Game Art professor and is more directly applicable to game art and design. In conjunction with Nancy Jo Ward, the head of Graphic Design, we will be looking into recategorizing this course into the MMAC top code as well as modernizing the course to make sure it meets the needs of students and the industry. This will also help the MMAC program to more accurately reflect enrollment in our data in the future. This change will take time to implement, and so the proposal will be submitted in the fall of 2024 for the change to appear in the 2025 - 2026 course catalog, with the course offering in January 2026.

The course supports the *Educational Master Plan, Goal E: Transition to Transfer and/or Gainful Employment.*

E.1 Evaluate, improve, and expand career education programs ensuring alignment with changing labor market needs.
E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce.
E.8 Work with community and industry partners to develop and maintain programs that support emerging and ongoing community workforce needs.

The reduction in the MMAC 102 lab 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. These technology investments support the Educational Master Plan *Goal E: Transition to Transfer and/or Gainful Employment* and Strategies:

- E.1 Evaluate, improve, and expand career education programs ensuring alignment with changing labor market needs.
- E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce.

Articulation requests for both programs: This spring, I have worked with Dave Degroot to make articulation requests for MMAC courses at a number of CSU schools. They are:

- CSU Fullerton
- CSU East Bay
- CSU San Marcos
- Cal Poly SLO
- CSU Long Beach

Additionally, Dave Degroot helped update our list of MMAC (Multimedia & Animation & Game Art) articulations that already exist. Please see the attached document entitled 2024 AHC Multimedia + Animation Degree Analysis.xlxs.

3. 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 both Multimedia and Animation & 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. Last spring semester (January 23) the program was given support for low-enrolled classes in order to keep the planned schedule so students could enroll and graduate on time. This academic year, the programs have grown and no additional support was needed. In addition, a summer class in Animation is at capacity and all fall class have met minimum enrollment requirements. My hope is that as the programs grow our courses will continue to meet the planned schedule.

4. Were there any staffing changes?

Julio Rojo was extended to a 12-month contract for the 2024 summer. His work over the summer will directly support the Introduction to Animation course that has been offered this summer for the first time. Julio will help with equipment checkouts for equitable support for all students. He will also help with changes made to the F-206 lab due to recent purchases.

Continual support for his work in instructional support in the summer, will help support the growth of our Animation & Game Art program.

Also, this was my first full academic year as a full-time faculty member and was hired in January 2023. This first full year included fall review and extension for another year. I also participated in orientations and learned more about the college.

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 and teaching 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.

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

Animation & Game Art: The Animation & Game Art A.S. degree was approved by AP&P and the chancellor's office and in the catalog for fall 2023. This update better serves students transferring to CSU programs and will help them to enter the job market.

Multimedia: The Multimedia A.S. degree was approved by AP&P and the chancellor's office and in the catalog for fall 2023. This update better serves students transferring to CSU programs and will help them to enter the job market.

Purchases & Lab Upgrades

There were notable purchases made this school year. 27" Wacom drawing tablets were proposed in last year's program review and approved for purchase this year. The tablets will be installed in the Multimedia lab F-206 at the end of May before the summer break. Three additional tables were purchased, which will enable students to spread out and have more room to work at their lab stations. The current 16" Wacom tablets will be used for semester-long check outs to animation students. This will greatly increase equitable access to technology for our students. Additionally, the 27" monitors that were in the lab before are now going to be used by Photography, saving additional purchases there.

Also approved, and still in the purchasing process, is a new projection screen for F-206 and a corresponding projector lens for F 206. This will increase the size of the large projector screen, making it easier for students to see live demonstrations. Many of the software used in the classroom have detailed interfaces and tiny icons. The additional projector size will help students be able to see. If for some reason this purchase does not go through this year, MMAC would like to resubmit it for 2024-25.

MMAC 102 and MMAC 127 were submitted to be sunsetted to reflect the updated requirements in the Multimedia A.S. and Animation & Game Art A.S. degrees.

Additionally, I was very happy that I was able to create reels of student work for the spring show. Student work in motion graphics, 2D and 3D animation, Game and App Design contained portfolio and show-worthy work. 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.

Articulations: Please see the attached spreadsheet for articulated courses as well as courses identified for articulation. Requests for Articulation were made by David Degroot this spring and will include updates to articulation in next year's program

review. Articulations are imperative to help our students graduate faster and repeat less courses once they have transferred.

Spreadsheet of potential transfer programs was created. Please see the attached document. Identifying potential transfer programs is more difficult that initially thought, as many art programs also have options that include animation, motion graphics, 3D, and multimedia. I researched individual public programs in California and noted the sub-specialties that may interest our students.

Learning Outcomes Assessment

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

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. The purchase of the 27" Wacom tablets this year will free up the 16" drawing tablets so students can continue to have equitable access next year.

Additionally, for the Game & App Design course students created either an Unreal Engine 3D game level or they created board games. Of the students that created board games, 3 of the 4 (75%) cited not having a powerful enough computer to work at home. Two of the students were using the Art department loaner laptops, but the computers were struggling to keep up with Unreal Engine. While these students passed, students may have made different decisions on what games to produce based on access to stronger loaner laptop computers. These findings have led me to ask for a collection of 12 loaner laptops with additional RAM and faster processors to help provide equitable access to students in this class as well as in the motion graphics and intermediate animation classes. Please see my request at the end of this document.

Multimedia students on the whole had 80%+ success rate in their PLOs. Issues with SPOL not showing spring 2024 classes and outdated PLOs in the system has hindered reporting in SPOL, however I am tracking the data for the both the Animation & Game Art and Multimedia programs and will enter it this summer.

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

Equipment and software technology (Apple computers, Adobe software, drawing tablets, and check out equipment including microphones and cameras) are vital for positive outcomes. As stated above, the importance of Wacom tablet access for home use has been recognized in the findings. Access to Wacom digital drawing tablets for home use, and having students check them out, are key to their success. Thanks to the purchase of the 27" Wacom tablets for F-206, the older 16" tablets will now be used for checkouts.

Based on the findings of the Game and App Design course, students who did not have a powerful enough computer to work on at home chose to make physical board games, rather than game engine (Unreal Engine) 3D games. This year's program purchase request is for 12 M3 max Macbook Pros so that students will have equitable access to the technology needed for games. Please see the New Program Planning Initiative at the end of this document.

Access to checkouts throughout the semester or summer term supports changing needs over the semester. Julio's instructional support is vital throughout the semester and summer.

Faculty should pursue methods to support student participation, motivation, and engagement in classes.

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

As stated previously:

Accolades: Purchases & Lab Upgrades

There were notable purchases made this school year. 27" Wacom drawing tablets were proposed and approved for purchase this year. They will be installed in the Multimedia lab F-206 at the end of May before the summer break. 3 additional tables were purchased, which will enable students to spread out and have more room to work at their lab stations. The current 16" Wacom tablets will be used for semester-long check outs to animation students. This will greatly increase equitable access to technology for our students.

Also approved, and still in the purchasing process, is a new projection screen for F-206 and a corresponding projector lens for F 206. This will increase the size of the large projector screen, making it easier for students to see live demonstrations. Many of the software used in the classroom have detailed interfaces and tiny icons. The additional projector size will help students be able to see. If for some reason this purchase does not go through this year, the MMAC would like to resubmit it for 2024-25.

Additional accolades: the proposed modifications for the Multimedia and Animation & Game Art AS degrees were approved by the chancellor's office in June of 2023.

These changes make the program align better with CSU transfer options and skills needed for entry-level employment. Nancy Jo Ward worked on these modifications to bring them to fruition.

MMAC 102 and MMAC 127 were sunsetted to reflect the updated requirements in the Multimedia AS and Animation & Game Art A.S. degrees.

Additionally, I was very happy that I was able to create reels of student work for the spring show. Student work in motion graphics, 2D and 3D animation, Game and App Design contained portfolio and show-worthy work. 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

Please see question 2 for descriptions of these recommendations that are in progress:

- **Introduce three Certificates of Achievement for Animation & Game Art**. For Animation & Game are this includes two stackable certificates that are low units and then 1 certificate that include everything in our Animation & Game Art A.S. degree, but without the general ed requirements. The names of the certificates are:
  - Animation Foundation - Certificate of Achievement (18+ units)
  - Game Art & Design Foundation - Certificate of Achievement (18 units)
  - Animation & Game Art - Certificate of Achievement (36 units)
  - These certificates were approved by 14 advisory committee members this spring
- **Introduce two Certificates of Achievement for Multimedia**. For multimedia, this includes one stackable certificate that is low units and then 1 certificate that include everything in our Multimedia A.S. degree, but without the general ed requirements. The names of the certificates are:
  - Multimedia Foundation - Certificate of Achievement (19 units)
  - Multimedia - Certificate of Achievement (37 units)
- **Revise MMAC 114**: Game & App Design to MMAC 114: Game Design. This will enable the course to focus on level and game design.
- **Recategorize GRPH 130** to MMAC 130: Introduction to 3D Modeling. This will bring the 3D modeling course into the program. Language for the course will be updated.
- **Introduce MMAC 131**: 3D Character Creation - this will teach students 3D sculpture techniques vital to the 3D, game, and entertainment industries.

As for additional recommendations, these are from the 2021 - 22 year, but are still in the works: Develop an Animation & Game Art “Transfer Option” AS Degree for students who want to transfer to CSUs. Create programs/maps that 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. If implemented, this effort will

engage existing and newly proposed Articulation agreements with CSUs that have Media emphasis or concentrations within the BA or BFA programs. This recommendation will be delayed until after the stackable certificates of achievement are created and approved.

- Recommend developing the Multimedia "Transfer Option" AS program
- Recommend developing the Animation & Game Art "Transfer Option" AS program

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

Attached is an updated 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. I am still working to get cross-listed courses for MMAC 126, 128, 117, and 118 included in the SPOL system. I am continuing to to enter data into SPOL (spring data was unable to be entered).

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

N/A for Multimedia, Animation & Game Art

a. Which courses were reviewed for regular and substantive interactions (RSI)?

N/A

b. What were some key findings regarding RSI?

N/A

- Some strengths:

N/A

- Some areas of possible improvement:

N/A

c. What is the plan for improvement?

N/A

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

a. Does the program meet documented labor market demand?

Yes, special effects artists and animators are part of O*net's "bright outlook" careers and is applicable to both Animation & Game Art and Multimedia programs.

Special Effects Artists and Animators

27-1014.00

Bright Outlook | Updated 2024

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 (Three-Dimensional Animator), 3D Artist (Three-Dimensional Artist), Animator, Artist, Digital Artist, Graphic Artist, Motion Graphics Artist, Multimedia Producer

In addition, software used in our MMAC programs, including Adobe's Creative Cloud software and After Effects in particular is identified as a "hot technology" that are more frequently included across all employer posting.

Technology Skills

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- **Computer aided design CAD software** — Autodesk 3ds Max Design; Autodesk AutoCAD Civil 3D ; AutoDesSys form Z; solidThinking
- **Desktop publishing software** — Adobe InDesign ; QuarkXPress
- **Development environment software** — Adobe ActionScript; C ; Unity Technologies Unity ; XML User Interface XUI
- **Graphics or photo imaging software** — Adobe Creative Cloud software ; Adobe Illustrator ; Adobe Photoshop ; Trimble SketchUp Pro
- **Object or component oriented development software** — C++ ; jQuery ; Object-oriented programming languages; Python
- **Operating system software** — Apple macOS ; Microsoft Windows ; UNIX
- **Spreadsheet software** — Microsoft Excel
- **Video creation and editing software** — Adobe After Effects ; Apple Final Cut Pro; Pixar RenderMan Studio; YouTube
- **Web page creation and editing software** — Adobe Dreamweaver; Google Sites; Social media sites
- **Web platform development software** — AJAX ; Cascading style sheets CSS ; Drupal ; PHP

Hot Technologies are requirements most frequently included across all employer job postings.
See all 28 Hot Technologies for this occupation.

In Demand skills are frequently included in employer job postings for this occupation.
See all 12 In Demand skills for this occupation.

In addition, video game designers are also a Bright outlook career:

Video Game Designers

15-1255.01

Bright Outlook | Updated 2024

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, Environmental Artist, Game Design Consultant, Game Designer, Gamemaster, Level Designer, World Designer

Skills that are hot technologies include Autodesk's Maya, Adobe Creative Cloud,and After effects:

Technology Skills

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- **Data base user interface and query software** — Blackboard software; Microsoft SQL Server ; Structured query language SQL
- **Development environment software** — Adobe ActionScript; C ; Microsoft Visual Studio ; Simple DirectMedia Layer SDL
- **Graphical user interface development software** — Graphical user interface GUI design software; Microsoft Expression Blend
- **Graphics or photo imaging software** — Adobe Creative Cloud software ; Adobe Illustrator ; Adobe Photoshop ; Autodesk Maya
- **Object or component oriented development software** — C# ; Objective C ; Oracle Java ; Perl
- **Operating system software** — Job control language JCL; Linux
- **Project management software** — Atlassian JIRA ; Microsoft Project
- **Spreadsheet software** — Microsoft Excel
- **Video creation and editing software** — Adobe After Effects ; Autodesk 3ds Max; Sound development software
- **Web platform development software** — Hypertext markup language HTML ; JavaScript ; PHP ; Ruby on Rails

Hot Technologies are requirements most frequently included across all employer job postings.
See all 29 Hot Technologies for this occupation.

Data from the Bureau of Labor & Statistics from O*Net Online:

27-1014.00 - Special Effects Artists and Animators (Both MMAC Programs)
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 2023 - $47.63 hourly, $99,060 annual
CA MEDIAN WAGES 2023 - **Workers on average earn $130,460.**
SLO/SB/VEN COUNTY WAGES 2023: No data available
PROJECTED GROWTH - Bright Outlook

Bright Outlook: Special Effects Artists and Animators

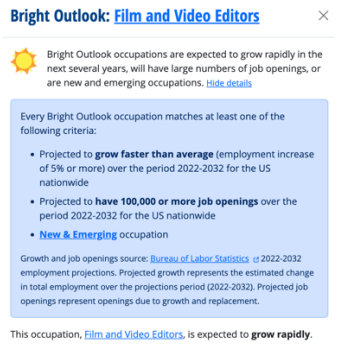
Bright Outlook occupations are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations. More details...

This occupation, Special Effects Artists and Animators, is expected to **grow rapidly**.

27-2012.05 - Media Technical Directors/Managers (Both MMAC programs)*
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 2023 - $39.67 hourly, $82,510 annual
CA MEDIAN WAGES 2023 - **Workers on average earn $105,080.**
SLO/SB/VEN COUNTY WAGES 2023 - Workers on average earn $88,440.
PROJECTED GROWTH - Bright outlook

27-4032.00 - Film and Video Editors * (Both MMAC programs)

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 2023 - Workers on average earn $66,600.
CA MEDIAN WAGES 2023 - **Workers on average earn $82,600.**
SLO/SB COUNTY WAGES 2023 - **no data listed**
PROJECTED GROWTH – Bright outlook



15-1255.01 - Video Game Designers (Animation & Game Art)
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
Wage data for Web and Digital Interface Designers, which video game designers are a new subset fo:
US MEDIAN WAGES 2023 - Workers on average earn $98,540.
CA MEDIAN WAGES 2023 - **Workers on average earn $127,760.**
SLO/SB COUNTY WAGES 2023 - - **Workers on average earn $76,010.**
PROJECTED GROWTH – Bright Outlook

27-4011.00 - Audio and Video Technicians Bright Outlook (Multimedia)
Set up, maintain, and dismantle audio and video equipment, such as microphones, sound speakers, connecting wires and cables, sound and mixing boards, video cameras, video monitors and servers, and related electronic equipment for live or recorded events, such as concerts, meetings, conventions, presentations, podcasts, news conferences, and sporting events.
Sample of reported job titles: Audio Technician, Audio Visual Specialist (AV Specialist), AV Tech (Audio Visual Technician), Media Technician, Operations Technician, Stagehand, Video Technician

2023:
In San Luis Obispo-Paso Robles-Arroyo Grande, CA: Workers on average earn $44,030.

In California: Workers on average earn $61,030.
In the United States: Workers on average earn $51,640.

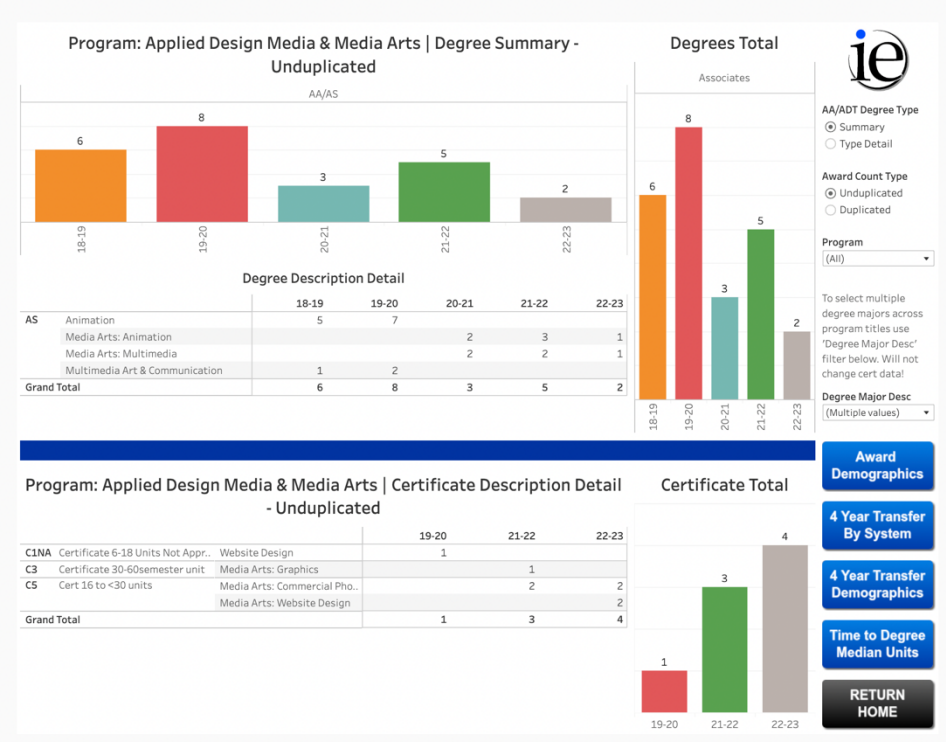
b. How does the program address needs that are not met by similar programs?

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.

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

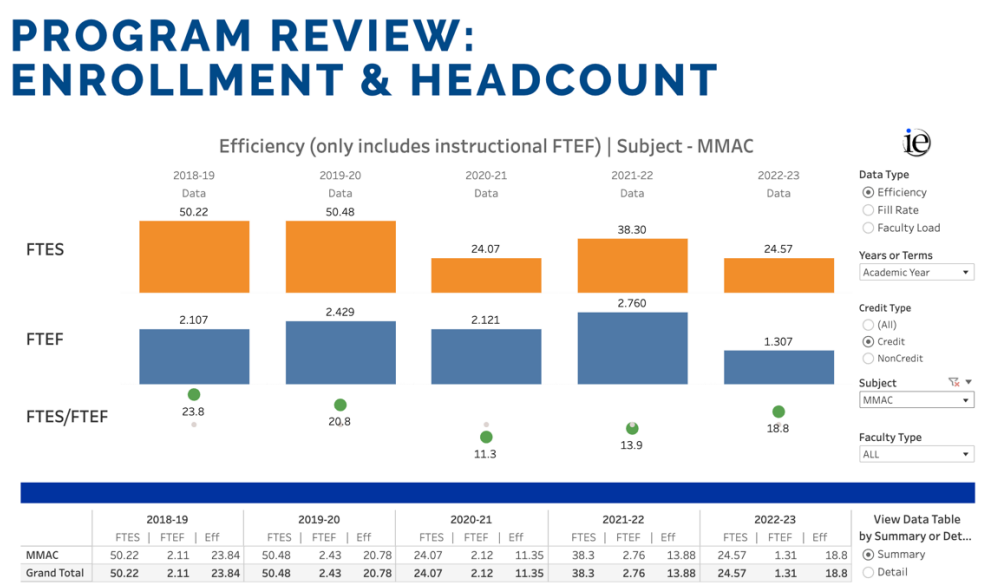
Per part A of this section, employment data indicates this program has a bright outlook in potential careers in California. Success data and enrollment data indicate program effectiveness, despite not having a full-time faculty member for the years in which data are available. The latest Institutional effectiveness data is from the 2022-2023 school year. I started in January of 2023 and increases in enrollment occurred at the start of the 2023-2024 academic year. Will report on the change that having a full-time faculty member to oversee the program in my program review next year. With a full-time faculty member, graduation and enrollment are expected to grow.

May 2024 Degree Summary Data from Tableau



FTE data is starting to be corrected to include courses that are TOP coded to MMAC, and run by MMAC faculty, in MMAC labs, and on MMAC equipment. I am still working to ensure this

data is accurate (enrollment in MMAC/Film 116 is not showing, there are issues with EFF's) but current statistics show:



	2018-19			2019-20			2020-21			2021-22			2022-23		
	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff
MMAC	50.22	2.11	23.84	50.48	2.43	20.78	24.07	2.12	11.35	38.3	2.76	13.88	24.57	1.31	18.8
Grand Total	50.22	2.11	23.84	50.48	2.43	20.78	24.07	2.12	11.35	38.3	2.76	13.88	24.57	1.31	18.8

	2018-19			2019-20			2020-21			2021-22			2022-23		
	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff
MMAC101	3.04	0.27	11.44	2.98	0.27	11.2	2.27	0.27	8.52	2.46	0.27	9.25	2.46	0.27	9.25
MMAC102	4.87	0.35	13.84	4.77	0.35	13.54	3.63	0.35	10.3	3.94	0.35	11.19	3.94	0.35	11.19
MMAC112				1.92	0.31	6.22				1.4	0.31	4.53	1.07	0.0	
MMAC114										1.85	0.31	5.99	1.01	0.31	3.27
MMAC115	11.81	0.73	16.18	13.06	0.73	17.88	9.74	0.73	13.34	9.53	0.0		9.33	0.0	
MMAC116	0.0	0.0		0.0	0.0		0.0	0.0		0.0	0.0		0.0	0.0	
MMAC117	3.42	0.37	9.37	5.39	0.37	14.76	3.52	0.37	9.65	3.32	0.0		2.28	0.0	
MMAC118							0.0	0.0					0.0	0.0	
MMAC125	0.0	0.0		0.0	0.0		0.0	0.0		0.0	0.0		0.0	0.0	
MMAC126	22.83	0.38	59.93	22.27	0.38	58.45	4.92	0.38	12.9	15.8	1.52	10.37	4.48	0.38	11.8
MMAC127	4.14	0.0													
MMAC128	0.0	0.0		0.0	0.0		0.0	0.0							
MMAC129													0.0	0.0	
MMAC189	0.1	0.01	7.47	0.1	0.03	3.74	0.0	0.03	0.0						
MMAC381	0.0	0.0													
MMAC382	0.0	0.0													

a. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

MMAC, Multimedia and Animation and Game Art courses do not have prerequisites, only advisories.

Review of courses in CurriQunet is underway, but will take some time, as there was no full-time faculty member for Multimedia and Animation and Game Art for several years, and thus no one who was a subject-matter expert to update information, so the courses need a thorough review to ensure all areas of the course outline are current. I have identified the last time that these courses were reviewed in the chart below. This is a very big project, and I will undertake this process in July and in the next academic school year when I hope to have time.

Course Number	Last Outline Revision or Technical Review	Catalog Approval
MMAC 101	02/13/2023	2023-24
MMAC 112	04/30/2021	2022-23
MMAC 114	04/30/2021	2022-23
MMAC 115 /Art 115/Film 115	11/19/2020	2021-22
MMAC 116/FILM 116	12/06/2019	2020-21
MMAC 117/Film 117	04/30/2021	2022-23
MMAC 118/Film 118	04/13/2022	2023-24
MMAC 125	10/31/2022	2023-24
MMAC 126/Film 126	04/13/2022	2023-24
MMAC 128/Film 128	6/8/21; Books updated 2023	2022-23
MMAC 129	04/12/2018; Senate approval 2020	2019-20
MMAC 102	Requested deactivation	
MMAC 127	Requested deactivation	

d.

e. 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 as seen in the Transfer Options Only attachment
   - Additional articulation agreements with CSUs have been assessed and proposed
   - Identified a need for adding more visual scripting to video gaming to curriculum

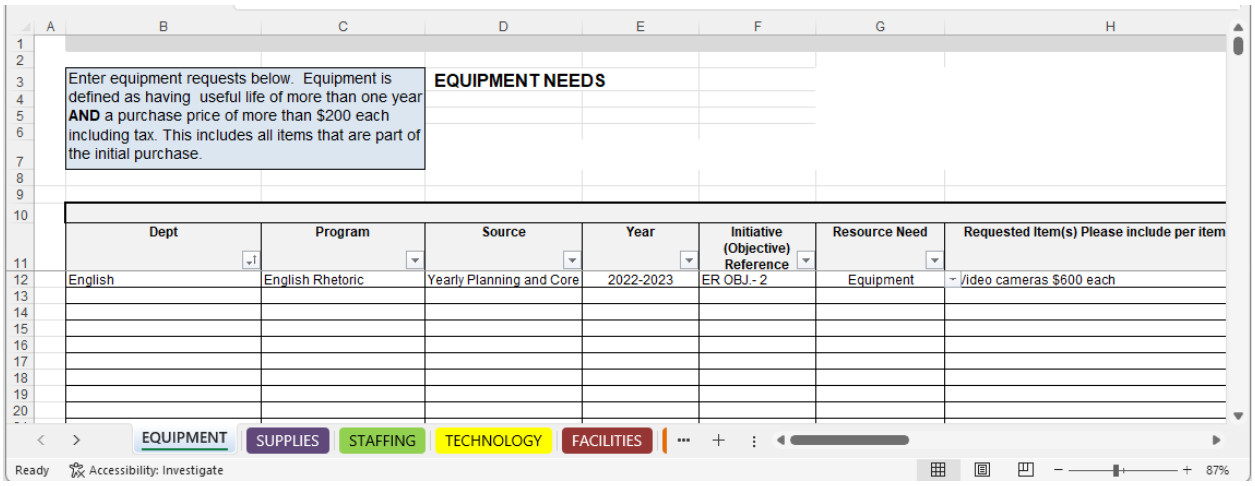
2) Streamline degrees as paths to transfer, graduation
   - Review and modify degrees as needed, sunset unnecessary courses
   - Review and update Program Maps annually, publish in print and digital formats
   - Propose and create stackable certificates of achievement for programs

3) Improve communication with community including industry representatives and prospective students
   - Communicate with counseling changes/ needs of Media Arts programs
   - Continue industry advisory meetings
   - Review and update program web pages

4) Improve program facilities and support
   - The new Fine Arts Building supports the current and future needs of Multimedia and Animation & Game Art students
   - Wacom drawing tablets will serve animation, motion graphics, multimedia, and game art students for years to come
   - Older Wacom tablets will be available to students, increase equitable access for all.
   - 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.

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics.** ***This section is only used if there are new planning initiatives and resources requested.***

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

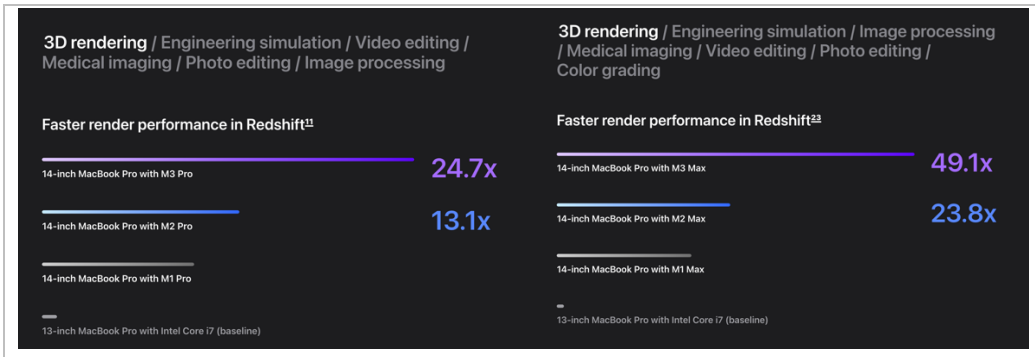


New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	12 laptops for Game Design, Motion Graphics & Advanced Animation Checkout
Planning years:	*2024-2025*

Description:

The Multimedia and Animation & Game Art programs request the purchase of 12 Macbook Pro laptops with higher processing power and RAM for students in the Game Design, Motion Graphics, and Intermediate Animation courses to be able to check out. Providing more powerful loaner laptops will help ensure equity for all students in the course.

Here is a comparison of 3D rendering times between the M1 Macbook Pros with the M1 Pro chip (which is much faster than the base chip that our current loaner laptops have) that we currently check out to students vs. the M3 Pro vs the M3 Max.



Because these computers will be used for students to do 3D rendering in real time, as well as motion graphics (which combines video editing and animation), and intermediate animation in which students make animated shorts, I am recommending the M3 Max chip. This will last the longest for students and be a powerful machine for its 5-year life cycle and possibly beyond.

Additionally, the current minimum requirements to run Adobe After Effects specify a minimum of 16GB of RAM with 32 GB recommended. The laptops with the Max chip have a base of 32GB of RAM standard. After Effects and game development engines were identified in the O*Net career information has hot technologies that are most requested by employers. These software packages are intensive and require the boosted processing power.

This proposal supports the *Educational Master Plan, Goal E: Transition to Transfer and/or Gainful Employment.*
E.1 Evaluate, improve, and expand career education programs ensuring alignment with changing labor market needs.
E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce.
E.8 Work with community and industry partners to develop and maintain programs that support emerging and ongoing community workforce needs.

Additionally, this initiative supports: *Guided Pathways Pillar 3: Help Students Stay on Path, Pillar 4: Ensure Learning*

The specs are on the next page:

14-inch MacBook Pro - Space Black — 1 — $2,899.00

Education Savings

Pay 0% APR for 12 months: $241.58/mo.

Hide product details — Remove

Hardware

- Apple M3 Max chip with 14-core CPU, 30-core GPU, 16-core Neural Engine
- 36GB unified memory
- 1TB SSD storage
- 14-inch Liquid Retina XDR display²
- 96W USB-C Power Adapter
- Three Thunderbolt 4 ports, HDMI port, SDXC card slot, headphone jack, MagSafe 3 port
- Backlit Magic Keyboard with Touch ID - US English
- Accessory Kit

Software

- Photos, iMovie, GarageBand
- Pages, Numbers, Keynote
- macOS

AppleCare+ for 14-inch MacBook Pro (M3) — $249.00

Pay 0% APR for 12 months: $20.75/mo.

Automatically registered with your Apple hardware.

Education Savings — Remove

Total cost per laptop: $3,427.45 including tax
Quantity of 12 total: $41,129.40

What college plans are associated with this Objective? (Please select from the list below):

[x] **Ed Master Plan** [ ] **Student Equity Plan** [x] **Guided Pathways** [ ] **AB 705/1705**

[ ] **Technology Plan** [ ] **Facilities Plan** [ ] **Strong Workforce** [ ] **Equal Employment Opp.**

[ ] **Title V**

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	Introduce five certificates of achievement for MMAC programs.
Planning years:	*2024-2025*

Description:

As stated in the program review. Introduce three certificates of achievement for Animation & Game Art and two certificates of achievement for Multimedia.

Animation & Game Art:

- Animation Foundation - Certificate of Achievement (18+ units)
- Game Art & Design Foundation - Certificate of Achievement (18 units)
- Animation & Game Art - Certificate of Achievement (36 units)

Multimedia:

- Multimedia Foundation - Certificate of Achievement (19 units)
- Multimedia - Certificate of Achievement (37 units)

What college plans are associated with this Objective? (Please select from the list below):

[x] **Ed Master Plan** [ ] **Student Equity Plan** [ ] **Guided Pathways** [ ] **AB 705**

[ ] **Technology Plan** **Facilities Plan** [ ] **Strong Workforce** [ ] **Equal Employment Opp.**

[ ] **Title V**

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	Create New Course - MMAC 131: 3D Character Creation
Planning years:	*2024-25*

Description:

Create Course: MMAC 131: 3D Character Creation - There are two valuable skills students must learn in game art. The first is hard-surface modeling, which covers 3D modeling for props, environments, and industrial objects. The second is organic modeling, which covers character creation and 3d sculpting techniques. The proposed course will be an introduction to 3D character creation, 3D sculpture, and organic modeling.

3D character creation techniques cover fundamental design principles in addition to digital sculpting techniques. This course will be similar to a course currently offered at Santa Monica College. Students will explore the aesthetic aspects of character design to create appealing 3D character and creature concepts. Students will also learn the technical and theoretical aspects of creating 3D character assets by using or creating concept art, distinguishing stylized characters from realistic ones, and techniques associated with each. This course will teach character modeling in industry-standard 3D sculpture tools, such as ZBrush or Blender.

The 3D character creation course will prepare students for entry-level positions in the game and entertainment industries. The proposed course supports *the Educational Master Plan, Goal E: Transition to Transfer and/or Gainful Employment.*

E.1 Evaluate, improve, and expand career education programs ensuring alignment with changing labor market needs.
E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce.
E.8 Work with community and industry partners to develop and maintain programs that support emerging and ongoing community workforce needs.

What college plans are associated with this Objective? (Please select from the list below):

[x] **Ed Master Plan** [ ] **Student Equity Plan** [ ] **Guided Pathways** [ ] **AB 705**

[ ] **Technology Plan** **Facilities Plan** [ ] **Strong Workforce** [ ] **Equal Employment Opp.**

MEDIA ARTS: Multimedia and Animation & Game Art PROGRAM MAPS & ASSESSMENT TOOLS

Program Name:	Media Arts: Multimedia and Media Arts: Animatic
Department:	Fine Arts
Lead Faculty:	Sian Geraghty
Email:	sian.geraghty@hancockcollege.edu
Phone:	415-216-8643 M |. x3825 Office

Mapping Codes: I= Introduced D = developed, reinforced, an opportunity to practice M = Mastery at the exit level

COURSE INFORMATION:					Program Learning Outcomes								
					Animation & Game Art A.S. PLOs				Multimedia A.S. PLOs				
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**	**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 116: Final Project; MMAC 126 styleframes	MMAC 101 Poem, MMAC 126 Visualising music & final,	I	I, Animated Poem or Foley Project - 20/24	I, Poem Project	I	
MMAC 112 Responsive Web Design	Daniel Sambrano	Multimedia AS	S	F2F, Online Live							I	D	I
MMAC 114 Game & App Design	Sian Geraghty	Anim & Game AS	S	F2F, Online Live		I, level design, spring 24,			I, Game Review Paper		D, App Design, Game Design	I	I
MMAC 115 Introduction to Animation	Sian Geraghty	Anim & Game AS	F/S	F2F, Online Live	I, D, bouncing ball from fall 2023 used; lateror Rubber Hose used before plus potential for walk cycle, final project	I, bouncing ball, walk cycle	I	I	I, Studio Presentation	I, rotoscoping	I		I, final project
MMAC 116 Intermediate Animation	Sian Geraghty		F/S	F2F, Online Live	M, final project proposals	D	M, Final Project, Storyboarding Project	D		D, M	D		D, M final project
MMAC 117 3D Computer Animation 1	Sian Geraghty	Anim & Game AS	F	F2F, Online Live	I	I	I	I, final project			I		I, final project
MMAC 118 3D Computer Animation 2	Sian Geraghty		F	F2F, Online Live	D	D	D	D, final project, body mechanics			D		D, M
MMAC 125 Computer Video Editing (Film top coded)	Robin Smith		F/S	F2F, Online Live									
MMAC 126 Introduction to Motion Graphics	Sian Geraghty		F	F2F, Online Live	I	I	I, Styleframes	I, visualizing music	I, Studio Presentation	I, Final Project	I	I	I, final project
MMAC 128 Intermediate Motion Graphics	Sian Geraghty		F	F2F, Online Live	D	D	D,M, Styleframes	D,M	D,M, Studio Presentation	D, Final Project	D	D, M	D, M
MMAC 129 Digital Tools for Visual Media (GRPH top coded)	Nancy Jo Ward	Multimedia AS	F	F2F, Online Live						I			
**Your assessment tool may connect to several outcomes that you would like to differentiate in this map. Feel free to add those details to your assessment in order to represent those learning opportunities.*													

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s)	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
English	English Rhetoric	Yearly Planning and Core Topic	2022-2023	ER OBJ.- 1	Staffing	Hire FT faculty	Ongoing	1 = High	$ 100,000.00
Fine Arts	MMAC	Yearly Planning Only	2024-2025	E-2	Staffing	Instructional Technician - Fine Arts to a 12-month contract	Ongoing	1 = High	

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) please include per item cost	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
English	English Rhetoric	Yearly Planning and Core Topic	2022-2023	ER OBJ.- 3	Technology	New software program	One-time	1 = High	$ 400.00
Fine Arts	MMAC	Yearly Planning Only	2024-2025	Educational Master Plan: E1, E2 & E8; Guided Pathways Pillar 3: Help Students Stay on Path, Pillar 4: Ensure Learning	Technology	Software: 10 Toon Boom: Storyboard Pro licenses - $200 each, for $2,000 total.	Ongoing	1 = High	$ 2,000.00

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item cost	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
English	English Rhetoric	Yearly Planning Only	2022-2023	ER OBJ.- 2	Equipment	5 Video cameras $600 each	One-time	1 = High	$ 3,000.00
Fine Arts	MMAC	Yearly Planning and Core Topic	2024-2025	Educational Master Plan: E1, E2 & E8; Guided Pathways Pillar 3: Help Students Stay on Path, Pillar 4: Ensure Learning	Equipment	12 Macbook Pro Laptops for Game & App Design & Motion Graphics Students: M3 Max 14" laptop. Cost $3,427.45 each including tax and Apple Care.	One-time	1 = High	$41,129.40

CSU Analysis - Multimedia Articulations

updated 5/19/24

SUMMARY

AHC Courses total with possible articulation apreements 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	CSU Channel Islands	UC Santa Cruz	CSU Monterey	Total	MEDIA	ANIMATION	INTERACTION, GAME/APP
MMAC 101 - 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	CAGD 230	ART 244	ART 181	ART 255B	ART 291	ART 3800	ART 263		ANI 31			Art 206			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	CAGD 441	ART 246	ART 186	ART 354		ART 4940	ART 364	DES 2600	ANI 61				CMPM 26		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		ART 245			ART 365			DES 3600							1	RE - Option	RE - Option	RE - Option
MMAC/FILM 128 Intermediate Motion Graphics		Art 345													1	RE - Option		
GRPH 130 3D Modeling for Production	CAGD 230		ART 50		DESN 156	ART 3830		DES 3800	ANI 141				CMPM 25*		4	Required	RE - Option	

	A	B	C	D	E	F
1	**School**	**Program Name**				**KEY**
2	Cal Poly Humboldt	Art Studio: Digital Arts + Graphic Design (web & multimedia)				**Animation**
3	Cal Poly Pomona	Visual Communications Design, BFA				**Game Art & 3D**
4	Cal Poly SLO	Art & Design, BFA: Graphic Design (motion, ui)				**Multimedia**
5	Channel Islands	Art, Studio Art (has variety; animation, multimedia, 3d, compositing/vfx, storyboarding)	Minor in Computer Game Design	Certificate in Digital Media Arts		**UX/UI, Interaction Design**
6	CSU Chico	Computer Animation & Game Development B.S.	BA in Media Arts with option in Production	Communication Design, BFA (web design, graphic design, motion graphics)		**Spans multiple areas / offers flexibility**
7	CSU East Bay	Art, B.F.A.: 3D Art & Design Concentration	Art, B.F.A.: Interaction & Game Design Concentration	Art, B.F.A.: Video & Animation Concentration		**Motion Design / Motion Graphics**
8	CSU Fresno	Art - Animation Intermedia				
9	CSU Fullerton	Game Art, Animation & Immersive Media	Entertainment Art/Animation	Graphic & Interactive Design	Creative Photography & Experimental Media	
10	CSU Long Beach	Animation	Graphic Design (includes Motion Graphics)	Sculpture/4D	Design, B.A.	Cinematic Studies, B.A.
11	CSU Los Angeles	Bachelor of Arts in Art (Animation Option)	Bachelor of Arts in Art (Graphic Design/Visual Communication Option)	BA in Television, Film & Media Studies		
12	CSU Monterey Bay	Film, Television, and Electronic Media BA (animation, multimedia, motion graphics (?))		Cinematic Arts & Technology (multimedia, motion graphics, animation)		
13	CSU Northridge	Animation: 2D	Animation: 3D	Game Art	Communication (Graphic) Design - Motion Graphics	Cinema & Television Arts: Multimedia Production
14	CSU San Bernadino	BFA Design: Interface Design	BFA Design: 3D Design	BFA Design: Motion Design	BA: Design Studies	
15	CSU San Jose	Animation & Illustration BFA	Art, Digital Media Art Concentration, BFA	Creative Arts, BA		
16	CSU San Marcos	Art and Visual Culture (AVC)	Digital and Media Art (DAMA) - Multimedia, Web Design			
17	CSU Stanislaus	BA Art (includes classes in multimedia, animation, motion graphics)				
18	SDSU	BA in Design: Emphasis Multimedia (contains options for classes in graphic design, web design, motion graphics, interaction, compositing/vfx)	Art, Emphasis in Multimedia, B.A. in Applied Arts and Sciences			
19	SFSU	Cinema Arts, minor in Animation	Visual Communication Design (interaction, motion graphics, web design)			
20	UC Davis	Cinema & Digital Media (games, animation, 3D, sound, film, multimedia)	Design (ux/ui, interaction, digital imaging, motion graphics, animation, variety)			
21	UC Santa Cruz	Art & Design: Games + Playable Media B.A.	Art B.A. (multimedia, intro to games, 3d, variety of studio classes. check requirements)			
22	UCLA	Design Media Arts, BA (includes 3d, motion, multimedia)				
23	UCSB	CCS: Art: Sculpture/Spatial Art	L&S: Art			

Area of Focus Discussion Template
EDUCATION AND INDUSTRY PARTNERSHIPS

Education and Industry Partnerships – review relationships with four-year institutions including preparation for transfer and changes in major requirements assess employment as well as review employment and the needs of employers and regional partners. Sample activities include the following:

Possible topics:

- Review academic transfers and associate degree for transfer alignments.
- Review articulation agreements.
- Review C-ID (course identification system) modifications.
- Integrate advisory committee recommendations and regional training needs.
- Review career and technical education (CTE) labor market information and trends.
- Explore collaborations, internships and externships, and cooperative work experience opportunities.

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

Review Articulation Agreements: I started with the spreadsheet that Nancy Jo Ward created for the Multimedia and Animation programs in 2021.This spring, I have worked with Dave Degroot to make articulation requests for Multimedia courses at a number of CSU schools. They are:

- CSU Fullerton
- CSU East Bay
- CSU San Marcos
- Cal Poly SLO
- CSU Long Beach

Additionally, Dave Degroot and I updated the list of MMAC (Multimedia & Animation & Game Art) articulations that already exist. Please see the attached document entitled 2024 AHC Multimedia + Animation Degree Analysis.xlxs. I also updated the spreadsheet to include additional courses that we can request articulation for (in blue) and will continue to work on articulation agreements next year. I am also researching articulation agreements other institutions have made for courses that I will be revising in the upcoming year.

Review Transfer Programs: I went through the major public institutions in California to identify a list of transfer programs with links to their program information and requirements. Programs were also categorized for animation, multimedia, game art, motion design, UX/UI/interaction design, web, as well as programs that span fields or offer flexibility to study multiple areas. That information was organized into a spreadsheet, called Transfer Options Only.xlxs which is attached.

I will continue to update these spreadsheets in 2024-25. Another goal for the next year is to develop a spreadsheet including each program's course requirements and portfolio requirements for the transfer institutions in 2024-2025.

Review C-ID modifications: There are no approved C-ID descriptors for Multimedia or Animation and Game Art courses at this time. There is not an ADT (Advanced Transfer Degree) for Multimedia or Animation & Game Art. I will keep abreast of any changes in the future. Source of C-ID courses. The site did have some recommended language for a character development course, which will be considered for incorporation into the 3D Character Creation course proposal.

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?

Current challenges include:
Articulation: making sure courses articulate so that students can complete their degrees without spending money on unnecessary courses or retaking courses they have already completed. This is also particularly important for students on financial aid, as that aid has a limit, so completing the right courses and articulating their Hancock College courses is important to ensure completion of their goals.

Course Revisions: There are several courses that need updating and revision. During these revisions, existing articulation agreements and potential to seek new articulation with institutions, will be strongly considered.

Another challenge for students is that the current A.S. degrees in Multimedia and Animation & Game Art are the only levels of completion that students can achieve. Many of our students are seeking to improve their career prospects and not necessarily transfer to a 4-year institution. In order to be equitable to those students, certificates of achievement should be added. The proposed certificates are listed in answer 3 below.

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

Add 5 certificates to the programs.

Multimedia

- **Multimedia Foundation** - Certificate of Achievement (19 units for foundational accomplishment)
- **Multimedia** - Certificate of Achievement (37 units - all courses except general education)

Animation & Game Art

- **Animation Foundation** - Certificate of Achievement (18 units for foundational accomplishment)
- **Game Art & Design Foundation** - Certificate of Achievement (18 units for foundational accomplishment)
- **Animation & Game Art** - (36 units - all courses except general education)

Revise GRPH 130 to MMAC 130 - 3D Modeling for Production has been under the purview of the Graphics program since its inception. However, 3D modeling is taught by the Animation & Game Art professor and is more directly applicable to game art and design. In conjunction with Nancy Jo Ward, the head of Graphic Design, we will be looking into recategorizing this course into the MMAC top code as well as modernizing the course to make sure it meets the needs of students and the industry. This will also help the MMAC program to reflect enrollment more accurately in our data in the future.

Create Course: MMAC 131: 3D Character Creation - There are two valuable skills students must learn in game art. The first is hard-surface modeling, which covers 3D modeling for props, environments, and industrial objects. The second is organic modeling, which covers character creation and 3d sculpting techniques. This proposed course will be an introduction to 3D character creation, 3D sculpture, and organic modeling. Similar courses can be found at Santa Monica College and LA City College.

3D character creation techniques also cover fundamental design principles in addition to digital sculpting techniques. Students will explore the aesthetic aspects of character design to create appealing 3D character and creature concepts. Students will also learn the technical and theoretical aspects of creating 3D character assets from using or creating concept art, distinguishing stylized characters from realistic ones, and techniques associated with each. This course will teach character modeling in industry-standard 3D sculpture tools, such as ZBrush or Blender.

A 3D character creation course will prepare students for entry-level positions in the game and entertainment industries.

The proposed course supports *the Educational Master Plan, Goal E: Transition to Transfer and/or Gainful Employment.*

E.1 Evaluate, improve, and expand career education programs ensuring alignment with changing labor market needs.
E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce.
E.8 Work with community and industry partners to develop and maintain programs that support emerging and ongoing community workforce needs.

4. How will you *measure* the results of your plans to determine if they are successful?
    - Increase in certificates achieved.
    - Increase in students transferring to 4-year institutions.
    - Increase in articulation agreements.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. 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)
2. Are there specific recommendations regarding the core topic responses from the validation team?

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 that pertain to the Core Topic only.***

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number:	Please see Annual Update
Planning years:	*(The academic years this will take to complete)*
Description: Please see the Annual Update for 3 program planning initiatives: 1) Certificates of Achievement 2) Purchase of 12 Macbook Pros 3) MMAC 131: 3D Character Creation	
What college plans are associated with this Objective? (Please select from the list below): ☐ **Ed Master Plan** ☐ **Student Equity Plan** ☐ **Guided Pathways** ☐ **AB 705/1705** ☐ **Technology Plan** ☐ **Facilities Plan** ☐ **Strong Workforce** ☐ **Equal Employment Opp.** ☐ **Title V**	

Program Review Signature Page:

Sian Geraghty	5/24/2024
Program Review Lead	Date
Rick Pauls	Jun 3, 2024
Program Dean	Date
	Jun 6, 2024
Vice President, Academic Affairs	Date