

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

MMAC: Multimedia and Animation & Game Art Programs

Academic Year 2025 - 26

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 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. New certificate options have been created and introduced this year to serve our broad range of students in addition to the A.S. degree.

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

The Animation & Game Art program also has two foundation-level certificates that were implemented this year. The Animation Foundation Certificate of Achievement and the Game Art & Design Foundation Certificate of Achievement.

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 Multimedia program also has two certificates that were introduced this year, the Multimedia Foundation Certificate of Achievement and the Multimedia Certificate of Achievement. The Multimedia Foundation Certificate is comprised of six courses that are the most important to the foundation of learning Multimedia. The full Multimedia Certificate offers students an achievement in Multimedia without the need for general education courses, offering an alternative to students

The Web Design Certificate of Achievement is a certificate designed to prepare students for entry-level employment or to start their own freelance business in Web Design in the local

community. This certificate provides a foundation in user interface, responsive web design, and HTML and CSS from courses in Graphic Design, Computer Science, and Multimedia. Students design, build, test, and present websites for a range of communication needs; and plan and budget a website project for a presentation to a client. Please note that this certificate was previously included in the Graphics program review, but will be included in the Multimedia program review going forward.

Required Program Teaching Spaces & Technology:

- High-quality, color-calibrated projector for instructional presentations
 - Large Wacom drawing tablets for students to use in 2D animation, visual development / concept design, and 3D modeling and animation. Drawing tablets also are used as second monitors for motion graphics, game design, and
 - The LAN School app pushes faculty demonstrations to individual student computer stations
 - High-performance Apple computers with large dual monitors suitable for processing-intensive design, motion graphics, 3D, animation, and game design work
 - Industry-standard design software: Adobe Creative Cloud (Photoshop, Illustrator, Animate, Substance Painter for texturing in 3D, etc.)
 - High-quality printers (networked color laser printer/digital press) for outputting student designs
 - Scanners and digital cameras for capturing images. Yeti microphones for recording audio for multimedia projects.
 - 3D printers for printing 3D modeling creations and 3D game pieces
2. Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements)

Yes, this was the first year for the MMAC 131: 3D Character Creation course to be taught. The course had a strong enrollment, finishing with 23 students. Students learned how to use Blender, a free 3D modeling, sculpting, and animation software to build characters for use in animation and game art. The new Game Art & Design Foundation Certificate of Achievement had approximately 10 graduates.

GRPH 130: Introduction to 3D Modeling was updated in Curriqunet to better articulate with CSU's and UCs. Also, MMAC 130 was added, which is a cross-listed version of GRPH 130 under the purview of MMAC. As a result of the updated course, and through continued efforts to update articulation, the following agreements were made this year:

ARTICULATION AGREEMENTS new for 2026-27

- CSU Fullerton - MMAC 130 / GRPH 130 for Art 255A Introduction to 3D Modeling
- CSU Fullerton - MMAC 117 for Art 255B Introduction to 3D Animation
- San Jose State University - MMAC 130 / GRPH 130 for Ani 41: Introduction to 3D Modeling
- CSU Northridge - MMAC 101 for Art 200
- CSU Northridge - Added Art History's Art 104 as an option for animation degree art history. Previously it was only Art 103 that articulated.

- UCSC's Art department has approved Allan Hancock's GRPH/MMAC 129 Digital Tools for Visual Media to articulate to our ART 80T Digital Tools for Contemporary Art Practice. This has been added to ASSIST and helps students trying to achieve an Art B.A.
- Allan Hancock's ART 115 for CSULB's ART 291 (Long Beach)

Articulations in Progress:

- CSU Chico - resubmitted GRPH 130/MMAC 130 for CADG 230 (May 2026)
- Asking for UC articulation, which will be submitted summer 2026, to get UCSC articulation for GRPH/MMAC 130.
- Asking for UC articulation for MMAC 126: Introduction to Motion Graphics and MMAC 101 Introduction to Multimedia. Once this step is done, will ask for articulation for these courses to Art 10F - 4D Foundation.

CERTIFICATES IMPLEMENTED:

Animation & Game Art: Three new certificate of achievement options launched this fall 'to serve our broad range of students:

- Animation Foundation Certificate of Achievement (18 units)
- Game Art & Design Foundation Certificate of Achievement (18 units)
- Animation & Game Art Certificate of Achievement (33 units)

The two foundation certificates are stackable, so students can elect to achieve the foundation level and then continue to work to achieve the larger Animation & Game Art Certificate of Achievement. By offering these certificates, students have a broader range of choices and will help the college's mission of success, retention, and completion. These certificates also prepare students seeking to enhance their portfolios and prepare for entry-level employment.

Animation & Game Art A.S. Degree: The last program modifications were in the fall of 2025 and were approved by the chancellor's office for the fall of 2026. Previous changes were submitted in 2022-23 and were approved by the chancellor's office for the fall of 2023. In the fall of 2025, I submitted revised program maps that were recently published into Curriqnet and integrated into the catalog. This revised program map puts Drawing 1 during the first semester (previously it was in semester 3) before Introduction to Animation (moved to semester 2), which should help students build skills and confidence in drawing, thanks to Hancock's stellar drawing instructors, before tackling 2D animation. This decision was supported by feedback from students as well as observation of student performance. This change may affect enrollment temporarily as students adjust to the new order of courses. An additional change to the program map was to move Life Drawing to semester 3 (up from semester 4), so students building portfolios for schools such as SJSU, CSU Long Beach, or CSU Fullerton, can have figure drawing sketches for their portfolios in time for their applications.

In the fall of 2025, I modified the A.S. program to add the new MMAC 131: 3D Character Creation class as an elective, as well as MMAC 126: Introduction to Motion Graphics as a requirement to the degree. Motion Graphics is a field of animation that is used in many industries, including tech, entertainment, education, social media, and business. Further, while it is one of the highest paying fields in animation, it is the least known by students and thus less likely to be chosen as an elective. Because of this, it was included as a core requirement for all animation

students. Finally, motion graphics uses Adobe's After Effects, which is consistently an in-demand software for entry level jobs in industry.

Multimedia A.S. Degree:

The last modifications for this program were submitted in 2022/23 were approved by the chancellor's office and implemented in the fall 2023. The current A.S. degree is 37 units. This fall, of 2026, I intend to modify this program to include the new MMAC 131: 3D Character Creation course as an elective. I am also going to evaluate if I can reduce the number of total units to 33 or 34 by reducing one of the required courses and turning it into an elective. This would help with the goal of success and retention.

New Approved Certificates of Achievement: Multimedia

Two new Certificates of Achievement were proposed and approved by the Chancellor's office for inclusion in the 2025-26 catalog and launched in the fall of 2026. These certificates will help the college mission of success, retention, and completion.

Proposals launched are:

- Multimedia Foundation - Certificate of Achievement (19 units)
- Multimedia - Certificate of Achievement (34 units)

Objectives:

The objectives for both the Multimedia A.S. and the Animation & Game Art A.S. degrees are to:

- Align the program with other existing programs at California community colleges to provide an increase of A.S. completions and transfers.
- 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 transfer to a 4-year university.
- 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.

Additional changes recommended at the Advisory Committee in 2025:

Creation of MMAC 120: Intermediate Game & App Design: This is based on three years teaching this course and receiving feedback from students, who wish to be able to continue focus on Game Design at an intermediate level. Further, according to Jeff Barnes in 2024, 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 allowing students the option of taking an intermediate level course, students could spend more time on these areas. In addition, the current top code for MMAC 114 is 0614.00 – Digital Media. However, 0614.20 – Electronic Game Design may be more appropriate. This course would be offered

at the same time as the introductory course MMAC 114: Game & App Design course so it would not require additional faculty. This course would be an elective and supplement course offerings to students in the area.

An Intermediate Game & App Design 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.

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

The 2-year map is in place for both Multimedia and Animation & Game Art. These were revised in the spring of 2025 with the transfer of the maps to Curriqnet in the fall of 2025.

The map for the **Web Design Certificate** has been challenged this year. In the spring of 2026, a required course, MMAC 112: Responsive Web Design was cancelled due to low enrollment. Students trying to achieve that certificate this year will have had issues. I expect that we will see lower completions as a result. To mitigate issues with low enrollment in the future, this course was submitted to Curriqnet to be eligible for distance learning and will be offered as a DE course in the spring of 2027, when it is due to be offered next. A similar course in this program, GRPH 118: User Interface Design, was moved to a DE offering and received a significant enrollment boost last year.

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. In the spring semester of 2023, when the full-time faculty member first joined the program, support for low-enrolled classes was given in order to keep the planned schedule so students could enroll and graduate on time. As a result, in the spring of 2025, we had a record number of graduations at 10 for the A.S. degree. Issues tracking completions will be discussed in a later section.

A summer class in Animation was offered in the summer of 2024 with enrollment of 20, and summer 2025 course had an enrollment of 13 but it unfortunately overlapped with the high school's final week. Current enrollment for summer 2026 is 17. The hope is that as the programs grow, our courses will continue to meet the planned schedule.

4. Were there any staffing changes?

Eric Hoff was added as a part-time instructor for the cross-listed MMAC/FILM/ART 115: Introduction to Animation. Eric has an MFA in Animation from the Academy of Art

University in San Francisco and has worked as a storyboard artist in the industry prior to joining Allan Hancock.

Julio Rojo was extended to a 12-month contract starting in the 2024 summer. His work over the summer directly supported the Introduction to Animation course that had been offered in the summer. Julio helped with equipment checkouts for equitable support for all students. He also helped with software updates and with the installation of the new Cintiq drawing tablets installed at the beginning of the summer 2024. He has been helping to better track checked out equipment and receive returns. Continual support for his work in instructional support in the summer, will help support the growth of our Animation & Game Art program.

I have been the full-time Animation & Game Art and Multimedia instructor since the spring 2023. 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, work experience and job opportunities. 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?

Graduation Rates:

Increase in graduation rates since a full-time faculty member has been added to the program in January 2023:

Animation A.S. & Animation & Game Art Graduates

2025-26: TBD (please see notes below about difficulty in tracking graduation)

2024-25: 10 (this information was tracked by the program coordinator)

2023-24: 5

2022-23: 1

2021-22: 3

2020-21: 2

2019-20: 7

Multimedia A.S. & Multimedia Art & Communication Graduates

2025-26: TBD (please see notes below about difficulty in tracking graduation)
2024-25: 3 (this information was tracked by the program coordinator)
2023-24: 3
2022-23: 1
2021-22: 2
2020-21: 2
2019-20: 2

Game Art & Design Foundation Certificate

2025-26: (TBD) but program coordinator tracked **10 graduates**

Animation Foundation Certificate

2025-26: (TBD) but program coordinator tracked 3 graduates

Animation & Game Art Certificate

2025-26: (TBD) no tracking information on this one

Multimedia Foundation Certificate

2025-26: (TBD) no tracking information on this one

Multimedia Certificate

2025-26: (TBD) no tracking information on this one

Web Design Certificate

2025-26: (TBD) no tracking information on this one

2023-24: 4

2022-23: 2

2021-22: 0

2020-21: 0

2019-20: 1

Issues with tracking the new certificates:

It is important to note that there were significant issues tracking the success of programs this year. The 5 new certificates were not added to the auto-awarding system so none of them were awarded automatically. Initially, in March, Admissions & Records reported that there were no graduates at all this year, in any of the programs, including the A.S. degrees. It was not until the program coordinator manually submitted a list of over 20 possible graduates in the foundation certificates that the issue was recognized in April.

Unfortunately, due to the interdisciplinary nature of the Multimedia program - the Multimedia A.S., Multimedia certificate, and Multimedia Foundation certificate - have classes in photography, film, graphics, multimedia, and sound design, these graduates were not easy to track, so unfortunately no foundation certificates were awarded this year. However, once the auto-awarding is fixed and these certificates are properly recognized in the system, these certificates should see more awarding in the future.

The biggest successes for this year were the implementation of the new 3D Character Creation course, the launch of the 5 new certificates to the program, and continued growth of the program. The Game Art & Design Foundation certificate did particularly well with 10

students completing the certificate. This is most likely because it was the first year of the new 3D Character Creation class, which is a required class in the certificate. Consequently, a number of students in that class were awarded that certificate. All of the certificates will help with the success, completion, and retention rates for students going forward.

In addition, I am particularly proud that the program has continued to encourage students to seek out internships in animation. Our students have continued internships with WonderMedia in the Santa Ynez Valley and have been hired by the company.

Other successes include a getting a supply of Mac laptops for students to check out. As discussed in last year's program review, student access to computers that can run Unreal Engine 5 and After Effects helps support their success in class, completions, and prospects after graduation. Continued support of these loaner laptops is vital for student equity and success.

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.

Learning Outcomes Assessment

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

In the spring of 2025 Institutional Effectiveness reworked the SPOL system to divide up the PLOs into the respective programs - Media Arts: Animation & Game Art (4 PLOs) and then Media Arts: Multimedia (5 PLOs). Prior to this, all nine of the outcomes were grouped together under a larger category.

Please see the attached MMAC Program Learning Outcomes Map for tracking in each of these two programs. 3 of the 9 categories are complete and two more are in progress.

The tracking for the Web Design Certificate of Achievement had been done by Nancy Jo Ward in the past, so will work on this tracking in the future.

Students have shown success in Introduction to Animation and Intermediate Animation thanks to their use of the new 27" Wacom drawing tablets. Students are able to complete their assignments in class as well as during open lab times during my office hours.

For the Game & App Design course, students created game levels in Unreal Engine 5. Students were using the Art department loaner laptops to complete work at home, but in the spring of 2025, 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 led me to ask for a collection of 12 loaner laptops with updated processors and additional to help provide equitable access to students in this class as well as in the motion graphics and intermediate animation classes. This spring, thanks to the updated loaner laptops, students who used these laptops had a much-improved success rate.

Our students on the whole had 70%+ success rate in their PLOs.

- 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 laptops, 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 are now being used for checkouts.

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, the biggest successes for this year were Game Art & Design Foundation Certificate completions as well as the articulations that we achieved for the rewritten GRPH / MMAC 130 Introduction to 3D modeling course. Articulation with CSU Fullerton and SJSU were big successes.

The addition of the new 3D Character Creation course, and the 5 new certificates to the program. All of these will help with the success, completion, and retention rates for students going forward.

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

Attached is a 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.

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 - next year, the MMAC 118: Responsive Web Design course will be DE and need to be reviewed. Its first offering in this modality will be Spring 2027.

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, see the O*net's careers below. Video Game Designers in particular remains a Bright Outlook career, which supports our choice to keep the MMAC 114: Game Art & Design (Unreal Engine) course and the MMAC 126: Introduction to Motion Graphics (After Effects) courses in the Animation & Game Art A.S. These two courses, along with Digital Imagery (Photoshop) help students learn employer-based hot technologies.

Additionally, the program coordinator is guided by the [Otis College Creative Economy Report](#) which highlights the challenges and opportunities in the industry today. In particular, notes on growth in New Media sector further supports decisions to lean into these technologies in these CTE programs. In addition this report has found that when AI is used, it is replacing specific tasks, rather than workers. Please see the two charts below.

Figure 1: The Creative Economy Has Shrunk in the AI Era

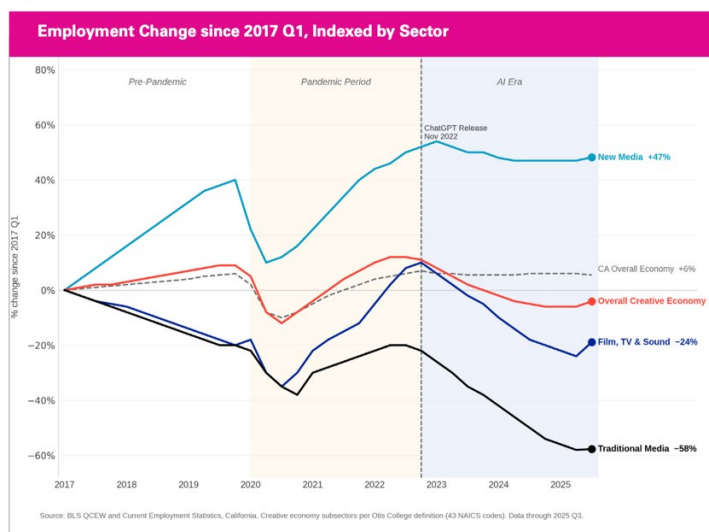
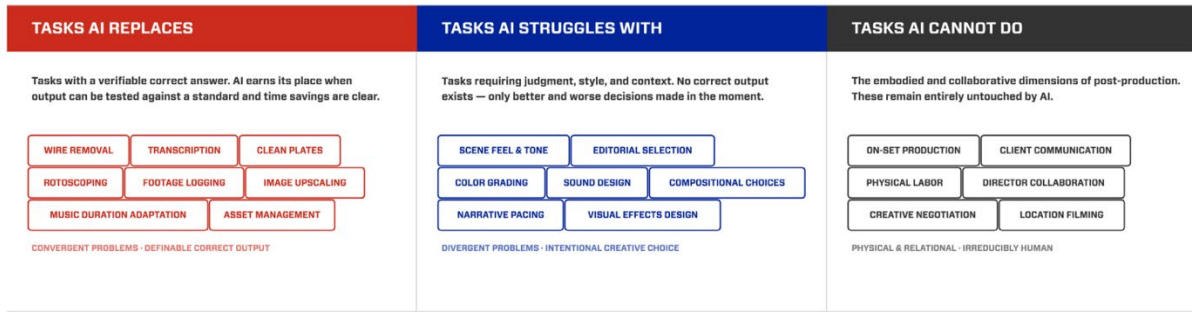


Figure 5. Post-Production Tasks Where AI Works, Struggles, and Fails



OTIS COLLEGE OF ART AND DESIGN · CREATIVE ECONOMY RESEARCH · 2026

Source: Author interviews, California creative economy, 2025-26

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

Special Effects Artists and Animators 27-1014.00

Updated 2026

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

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 2024 - \$47.98 hourly, \$99,800 annual

CA MEDIAN WAGES 2024 - **Workers on average earn \$128,360.**

SLO/SB/VEN COUNTY WAGES 2024: No data available

Oxnard/Thousand Oaks/Ventura County 2024: \$108,010

PROJECTED GROWTH - Slower than average 1% to 2% (downgraded from Bright Outlook in 2023)

Employer-Based Hot Technologies

27-1014.00 - [Special Effects Artists and Animators](#)

Save Table: [XLSX](#), [CSV](#)

28 software skills shown

Percentage	Software Skill
49	Adobe Photoshop
43	Adobe Illustrator
37	Adobe Creative Cloud software
32	Adobe After Effects
26	Adobe InDesign
17	Figma
15	Microsoft PowerPoint
10	Microsoft Office software
9	Hypertext markup language HTML
8	Cascading style sheets CSS
6	Microsoft Excel
6	Canva

From O*Net software includes:

- **Computer aided design CAD software** — Autodesk 3ds Max Design; Autodesk AutoCAD Civil 3D; AutoDesSys form Z; solidThinking
- **Development environment software** — Adobe ActionScript; C; Unity Technologies Unity; XML User Interface XUI
- **Graphics or photo imaging software** — Adobe Creative Cloud software ; Adobe Illustrator; Canva; Trimble SketchUp Pro
- **Video creation and editing software** — Adobe After Effects; Apple Final Cut Pro; Pixar RenderMan Studio; YouTube
- **Web platform development software** — AJAX [Hot Technology](#) ; Cascading style sheets CSS ; Hypertext markup language HTML ; PHP

National Associations

- [ACM SIGGRAPH](#)
- [American Film Institute](#)
- [Association for Computing Machinery](#)
- [Comic Art Professional Society](#)
- [National Association of Schools of Art and Design](#)

Accreditation, Certification, & Unions

- [International Cinematographers Guild](#)
- [The Animation Guild](#)

Video game designers are identified as a Bright outlook career:

Video Game Designers

15-1255.01

Bright Outlook

Updated 2025

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

Unreal Engine is in the list of In-demand technology and listed in 26% of postings for video game designers. This is taught in the MMAC 114: Game & App Design course:

Unreal Technology Unreal Engine



Description

In Demand

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

This skill was mentioned in over 26 percent of postings for Video Game Designers.

[See all 14 In Demand skills for this occupation.](#)

Source: [Lightcast](#) job postings data for the US nationwide. "Postings" represents the unique postings between January 1, 2024 and December 31, 2024 which mention the skill "Unreal Engine." "Percent" represents the ratio of "Postings" to all unique postings linked to the O*NET-SOC occupation.

[See all occupations related to this skill](#)

Software Skills

- **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
- **Graphics or photo imaging software** — Adobe Creative Cloud software [Hot Technology](#); Adobe Illustrator; Adobe Photoshop; Autodesk Maya [In Demand](#)
- **Object or component oriented development software** — C# ; Oracle Java; Perl; TypeScript
- **Video creation and editing software** — Adobe After Effects; Autodesk 3ds Max; Sound development software; Vulkan Graphics API

Employer-Based In Demand Software Skills

15-1255.01 - [Video Game Designers](#)  **Bright Outlook**

Save Table:  XLSX  CSV

7 software skills shown

Percentage	Software Skill
17	Unity Technologies Unity
14	Unreal Technology Unreal Engine
12	C++
9	Autodesk Maya
8	C#
8	Adobe Photoshop
6	Python

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

15-1255.01 - Video Game Designers (Both MMAC Programs)

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

Wage Data for [Web and Digital Interface Designers](#) listed on [Video Game Designers O*Net page](#)

US MEDIAN WAGES 2024 - \$47.16 hourly, \$98,090 annual

CA MEDIAN WAGES 2024 - Workers on average earn \$130,240.

San Luis Obispo-Paso Robles, CA Annual Median 2024: \$87,270

Santa Maria-Santa Barbara, CA 2024: \$100,130

PROJECTED GROWTH - Bright Outlook - Much faster than average - 7% - 2023-24 projected growth data

Bright Outlook: [Video Game Designers](#)



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, [Video Game Designers](#), is expected to **grow rapidly**.

[View all Bright Outlook occupations](#)

National Associations

- [Academy of the Interactive Arts and Sciences](#)
- [Association for Computing Machinery](#)
- [Computing Research Association](#)
- [Higher Education Video Game Alliance](#)
- [IEEE Computer Society](#)

27-1255.00 - Web & Digital Interface Designers (Both MMAC programs)

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.

Employer-Based Hot Technologies

15-1254.00 - [Web Developers](#)  **Bright Outlook**

Save Table:  XLSX  CSV

122 software skills shown

Percentage	Software Skill
47	JavaScript
35	React
33	Cascading style sheets CSS
27	Amazon Web Services AWS software
26	Hypertext markup language HTML
23	Oracle Java
22	TypeScript
22	Git
21	Python
21	Structured query language SQL
18	Node.js

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

Wage Data for **Web and Digital Interface Designers** listed on **Video Game Designers O*Net page**

US MEDIAN WAGES 2024 - \$47.16 hourly, \$99,090 annual

CA MEDIAN WAGES 2024 - **Workers on average earn \$130,240.**

San Luis Obispo-Paso Robles, CA 2024: \$87,270

Santa Maria-Santa Barbara, CA 2024: \$100,130

PROJECTED GROWTH - **Bright Outlook** - much faster than average (7% or higher)

National Associations

- [American Webmasters Association external site](#)
- [Association for Computing Machinery external site](#)
- [Association for Information Science and Technology external site](#)

- [Computer Graphics Society external site](#)
- [Computing Research Association external site](#)

Accreditation, Certification, & Unions

- [CompTIA external site](#)
- [International Web Association](#)

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 2024 - \$40.13 hourly, \$83,480 annual

CA MEDIAN WAGES 2024 - Workers on average earn \$122,150.

Santa Maria-Santa Barbara, CA - Workers on average earn \$77,950.

San Luis Obispo-Paso Robles, CA 2024 - \$77,820

PROJECTED GROWTH - Bright outlook -

Bright Outlook: [Media Technical Directors/Managers](#)



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, [Media Technical Directors/Managers](#), is expected to **grow rapidly**.

[View all Bright Outlook occupations](#)

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 2024 - Workers on average earn \$70,980 or \$34.12 hourly

CA MEDIAN WAGES 2024 - Workers on average earn \$83,200.

Santa Maria-Santa Barbara, CA 2024 - **\$80,800**

PROJECTED GROWTH – average

Employer-Based Hot Technologies

27-4032.00 - [Film and Video Editors](#)

Save Table: [XLSX](#), [CSV](#)

15 software skills shown

Percentage	Software Skill
37	Adobe After Effects
24	Adobe Photoshop
17	TikTok
17	Adobe Creative Cloud software
14	Adobe Illustrator
5	Adobe InDesign
4	Microsoft Office software

*After Effects, taught in MMAC 126 & MMAC 128, is the top hot technology

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

2024:

In Santa Maria-Santa Barbara, CA: Workers on average earn \$65,700.

In San Luis Obispo-Paso Robles, CA: Workers on average earn \$44,650









In California: Workers on average earn \$62,240.


In the United States: Workers on average earn \$54,830.

Projected growth: average

Software Skills

5 of 15 displayed

- **Data base user interface and query software** — Blackboard software; Microsoft Access 
- **Graphics or photo imaging software** — Adobe Illustrator ; Adobe Photoshop 
- **Operating system software** — Cisco IOS; Linux ; Microsoft Windows 
- **Video conferencing software** — Cisco Webex ; Zoom 
- **Video creation and editing software** — Adobe After Effects ; Apple Final Cut Pro; Corel Ulead DVD Workshop; YouTube

 Hot Technologies are requirements most frequently included across all employer job postings.
[See all 15 Hot Technologies for this occupation.](#)

 In Demand skills are frequently included in employer job postings for this occupation.
[See all 3 In Demand skills for this occupation.](#)

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.

Completion rates for Animation & Game Art and Multimedia have grown. The employment data above suggests that we are teaching in-demand technology for the fields above. I believe these all point towards program effectiveness and vitality.

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.

Course Efficiency / FTES / FTEF

According to our Fill Rate and FTE / FTES / FTEF for our cross-listed courses, the program had a strong fill rate. This data was probably bolstered by having a full-time instructor for the first time in several years.

But looking at enrollment in the different courses, you can see the growth in the past few years since the hiring of a full-time faculty member for MMAC. For example, MMAC 114 went from 6 students in the spring of 2023 to 24 in 2024. It was back down to 17 in the spring of 2025, and up to 21 in the spring of 2026.

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT

Efficiency (only includes instructional FTEF) | Subject - MMAC



	2021-22			2022-23			2023-24			2024-25		
	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff
Grand Total	29.33	2.0	14.68	24.57	2.18	11.27	38.52	2.61	14.74	42.14	3.42	12.31
Fine Arts	Total			Total			Total			Total		
	29.33	2.0	14.68	24.57	2.18	11.27	38.52	2.61	14.74	42.14	3.42	12.31
	MMAC			MMAC			MMAC			MMAC		
	29.33	2.0	14.68	24.57	2.18	11.27	38.52	2.61	14.74	42.14	3.42	12.31

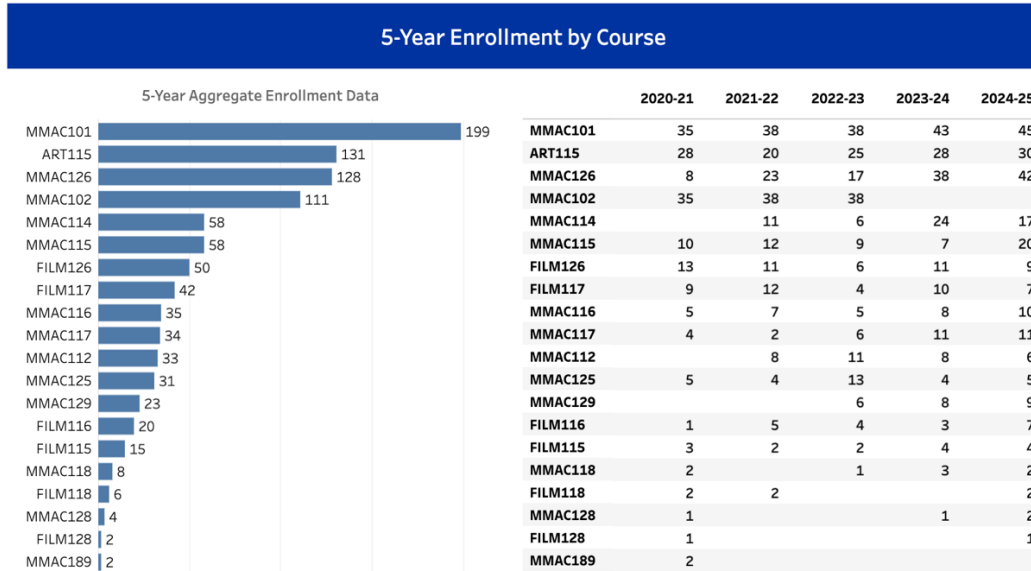
Courses that still have challenges include MMAC 112, which has switched to an online modality for the fall semester to boost enrollment.

Fill Rate | Subject - MMAC



	2021-22			2022-23			2023-24			2024-25		
	Enroll	Max Enroll	Fill%	Enroll	Max Enroll	Fill%	Enroll	Max Enroll	Fill%	Enroll	Max Enroll	Fill%
Grand Total	191.0	277.0	68.95	172.0	274.0	62.77	199.0	212.0	93.87	215.0	236.0	91.1
Fine Arts	Total			Total			Total			Total		
	191.0	277.0	68.95	172.0	274.0	62.77	199.0	212.0	93.87	215.0	236.0	91.1
	MMAC			MMAC			MMAC			MMAC		
	191.0	277.0	68.95	172.0	274.0	62.77	199.0	212.0	93.87	215.0	236.0	91.1

The average class size or headcount has challenges in tracking because of the cross-listing that courses have. For example, in 2024 fall's 2D animation class had 5 cross-listed courses that were all combined in one class (Introduction to Animation - Art 115/Film 115/MMAC 115 plus Intermediate Animation MMAC 116/Film 116). In addition, 3D animation was made up of 4 cross-listed courses (FILM 117/MMAC 117 plus FILM 118/MMAC118). Motion Graphics had a similar make-up of 4-cross-listed courses.



- d. 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. 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	04/03/2025	2026-27
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	11/25/2025	2026-27
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	deactivated
MMAC 127	Requested deactivation	deactivated
GRPH 130 / MMAC 130	fall 2025	2026-27

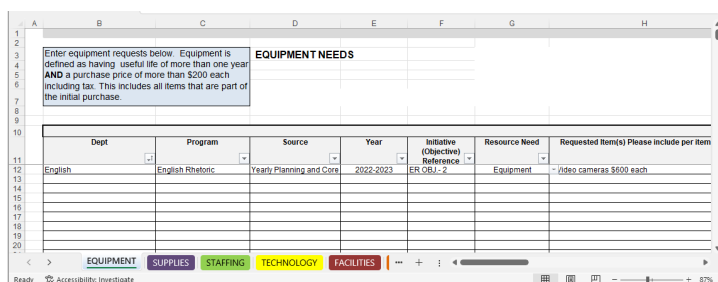
e. Have recommendations from the previous report been addressed?

Yes, here are the updates:

- 1) 5 new certificates of achievement have been proposed and approved
- 2) Streamline degrees as paths to transfer, graduation
- 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 maps
- 4) Improve program facilities and support
 - 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.



Please see the resource requests here and in the Core Topic at the end of the document.

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Purchase of 12 Loaner Laptops for Media Arts Students
Planning years:	2025-2026, 2026-27
Description:	
<p><u>REQUEST FOR CONTINUED SUPPORT OF LOANER LAPTOPS</u></p> <p>The reduction in many labs in the media arts program, such as MMAC 102, was 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.</p> <p>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.</p> <p>As the loaner laptops purchased in 2020 are reaching 5 years old and are starting to near the edge of their life span, further some are broken or missing, it is time to develop a sustainable plan for continuing support of students in CTE programs. Particularly for animation and game art courses, current computers are necessary for student success. With uncertainty in the budget, there are a few strategies that we can take. I believe that purchasing batches of 12 tablets per year can help our students keep access to computers without busting the budget.</p> <p>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 M5 pro chip with 32GB RAM. This will last the longest for students and be a powerful machine for its 5-year life cycle and possibly beyond.</p> <p>Additionally, the current minimum requirements to run Adobe After Effects specify a minimum of 16GB of RAM with 32 GB recommended. After Effects and Unreal Engine for game development were identified in the O*Net career information has in-demand technologies that are most requested by employers. These software packages are intensive and require the boosted processing power.</p> <p>This proposal supports the <i>Educational Master Plan, Goal E: Transition to Transfer and/or Gainful Employment.</i></p> <p><i>E.1 Evaluate, improve, and expand career education programs ensuring alignment with changing labor market needs.</i></p> <p><i>E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce.</i></p>	

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

NOTE: I did not get an estimate for Apple Care as their pricing policy has changed.

Total cost per laptop: \$2,222.04 including tax

Quantity of 12 total: \$28,886.52 + \$1,000 for laptop bags, mice, and USB adapters

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

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number):	Pin board for F-206 - \$1,000
Planning years:	2025-26

Description:

There is a back wall in F-206 that would be perfect to add a pin board for review of student work. The attached supplemental quote from Fabric-Mate would add an additional pinboard to the back wall to match the other one on the wall.

Proposal is for \$1,000 to add a 10' by 4' pin board.

The benefit of the pin board is to allow students to gather at the back of the room to discuss work as they would in a studio. This would also allow us to display work from classes as well.

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

- 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):	Trip to Lightbox Conference
Planning years:	2026-27
<p>Description: I would like to take students to the Lightbox conference in Pasadena, CA. This conference is the premiere conference for animation. Would like to book a bus for a one day trip. The following are ticket prices:</p> <p>Student Lightbox Conference tickets:</p> <p>LBX26 Friday Badge \$65.00 + \$13.94 Service Fee Total per ticket: \$78.94</p> <p>LBX26 Saturday Badge \$70.00 + \$14.93 Service Fee. Total per ticket: \$84.93</p> <p>QTY: 24*100 = 2,040</p> <p>Bus cost: Approximately \$5,500 (I have requested a quote from American Star Tours but have not received word back)</p> <p>Total cost: \$7,540</p> <p>This trip would support students who wish to learn more about conferences and conventions that are a mainstay in the industry. Students could see sessions put on by industry professional speakers, they could see how artwork is sold at conventions, and see what opportunities for partnerships are promoted at these conventions (many non-profits and animation-related projects are announced at Lightbox). This would also expose students to the industry, provide them with networking opportunities, opportunities for portfolio reviews, and seeing how the industry and other schools are in the Los Angeles area.</p> <p>This supports <i>the Educational Master Plan, Goal E: Transition to Transfer and/or Gainful Employment.</i></p> <p><i>E.1 Evaluate, improve, and expand career education programs ensuring alignment with changing labor market needs.</i></p> <p><i>E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce.</i></p> <p><i>E.8 Work with community and industry partners to develop and maintain programs that support emerging and ongoing community workforce needs.</i></p>	

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

- Ed Master Plan Student Equity Plan Guided Pathways AB 705
 Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number):	Create New Course - MMAC 120: Intermediate Game & App Design
Planning years:	2025-26, 2026-27

Description:

Create Course: MMAC 120: Intermediate Game & App Design - This would be a second level of the MMAC 114: Game & App Design Course that is currently offered each spring. It would be offered at the same time as MMAC 114 and allow students to further student level design, Unreal Engine, and incorporate visual scripting and C++.

The intermediate course will cost nothing as it will make use of current resources and faculty and be offered in conjunction with the level 1 course. It 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.

No cost.

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

- Ed Master Plan Student Equity Plan Guided Pathways AB 705
 Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Wayfinding Signage for the F-building
Planning years:	2025-26
<p>Description: <i>We have many events in the F-building as well as student and guest artwork on display. Would be great to have some sort of wayfinding signage so that we could help guests and students find their way while also promoting artwork.</i></p> <p><i>Cost TBD</i></p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input checked="" type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number): Updating Animation & Game Art A.S. to include additional electives to aid articulation

Planning years: 2026-27

Description:

If you look at the attached Excel document: Comparison of Transfer Program Requirements and Articulation Analysis you will see that the revised Animation & Game Art A.S. degree you will see that the revised A.S. degree articulates well to Animation programs at the following schools:

- CSU Fullerton
- SJSU
- CSU Northridge
- CSU Chico
- CSU Channel Islands
- CSU East Bay

And less well to:
- CSU Long Beach

However, after more analysis, this program could articulate even better by adding a couple more foundational art classes as choices in electives. As you can see from the attached spreadsheet, the following courses added to the degree as choices in electives, it may help with greater articulation and faster transfer:

Students would only be able to choose 1:

- Art 112: Design Color Theory
- GRPH 129: Digital Tools for Visual Media
- ART 151: Painting
- Art 164: Sculpture

I will further examine these courses and make a suggestion for revising the degree based on the analysis this year or next depending on bandwidth.

Cost: N/A

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

- Ed Master Plan
- Student Equity Plan
- Guided Pathways
- AB 705
- Technology Plan
- Facilities Plan
- Strong Workforce
- Equal Employment Opp.
- Title V

Area of Focus Discussion Template

ACADEMIC SERVICES AND SUPPORT

Academic Services and Support – assess and improve relationship with tutorial services, library, counseling, learning assistance program (LAP), etc. and evaluate co-curricular support courses.

Possible topics:

- Collaborate with student success team members to ensure institutional barriers are mitigated.
- Review and summarize student support options.
- Implement student surveys and evaluate results.
- Assess co-curricular support programs and services.

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

This year I worked to assess and improved the relationship with tutorial services, Counseling, the Career Center / WEE internship center.

Tutorial Services: This was the first year that we have had a student tutor our courses and they were a success. As a result of interest in tutoring, I have recommended additional students to become tutors for the next year, with a particular emphasis on students able to tutor the Game & App Design and Intro to Animation courses.

Counseling Services: During the spring 2026, the program coordinator presented the 5 new certificates and the revision to the Media Arts: Animation & Game Art A.S. degree for the fall of 2026 to the Counseling department at their weekly meeting. The coordinator spoke about how the revised A.S. degree now includes foundational art classes in its elective options in order to make the degree more transfer-friendly, while still being a strong preparation for entry level jobs in the industry.

It had been brought to the program coordinators' attention that students expressing a wish to transfer are frequently advised into the Studio Art ADT A.S. degree, which is 24 units, or 8 classes, 3 of which are electives. The issue is that the ADT degree only includes one class in Animation, so students that are in the ADT degree do not necessarily have the required portfolio in order to get into one of these competitive programs. At schools such as SJSU, Fullerton, and Long Beach, students are only given 2 opportunities to pass the portfolio review, so they must be ready if they transfer in. Further, transferring in and having to wait a semester or sometimes year to be accepted can be a significant financial burden.

Furthermore, students in the Animation & Game Art A.S are exposed to the breadth of animation and its potential opportunities - motion graphics, 3D modeling and animation, visual

development, storyboarding, color scripting, lighting, and 2D animation. And animation can be used in various applications, for example motion graphics is used in tech, advertising, communications, social media, educational content, and in games. 3D is used in background design, storyboarding for action sequences, layout, and games.

Finally, because of the many roles in animation, there are different skills and expertise that students must have. By exploring 3D modeling and 3D animation at AHC, they can better decide which direction is right for them. A 3D animation student may have much different skills than one interested in storyboarding or visual development. Further, they may want to choose to attend a different transfer school depending on their interest.

With that said, Counseling's concern that students not take too many units before transferring is a valid one, and is a concern shared by the program coordinator. Different schools have different transfer requirements. Please see the attached spreadsheet entitled Comparison of Transfer Program Requirements and Articulation Analysis for a breakdown of how the Animation & Game Art A.S. and the Art ADT compare for the major transfer schools. Thanks to the new articulation of the Introduction to 3D Modeling and 3D animation classes, the program articulates the most directly to CSU Fullerton, SJSU, and UC Santa Cruz, CSU Chico, and Channel Islands, and East Bay, and less to CSU Long Beach.

The 3 classes that do not transfer as well are: MMAC 126: Intro to Motion Graphics (After Effects), GRPH 112: Digital Imagery (Photoshop), and MMAC 114: Game & App Design (Unreal Engine). From the CTE labor market review, Photoshop is the number one hot technology for Special Effects Artist and Animators, and After Effects is the number 4, asked for in over 32% of job postings. Unreal Engine is not on the list, but used heavily in CG animation, virtual production, pre-production, and in games. By having our A.S. program expose students to this software, the program is helping students prepare for entry level jobs in the industry and for internships.

Employer-Based Hot Technologies

27-1014.00 - [Special Effects Artists and Animators](#)

Save Table: [XLSX](#), [CSV](#)

28 software skills shown

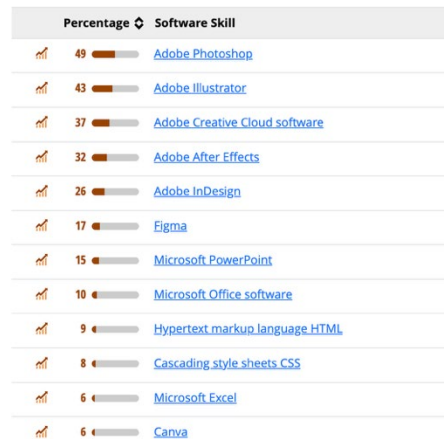


Chart from O*Net online.

Finally, our new 3D Character Creation course, which is an elective, teaches Blender and is not currently articulating to any specific course. However, it teaches a free, open-source software that is popular in independent animation production and games. It was used in the 2025 Oscar winning feature animation *Flow*. By teaching a software that is free to all, students wishing to stay local and start their own businesses here, are gaining knowledge of this powerful free tool and skills they can leverage. This software is also frequently cited by industry professionals as being used more and more.

The program coordinator will work this year to ensure that the three courses are updated in Curriqnet and will ensure that these courses articulate where they can. Finally, the program coordinator will keep an open dialogue with Counseling. The goal is for students to have the information they need to decide on a program that fits their personal and professional goals. By communicating this information to Counseling we can work together to best serve our students.

Career Center: The Career Center is an invaluable resource for our students. We have had them come to speak at our fall Portfolio Workshop (see information below). They have also helped our students with Work Experience Education courses for those students involved with internships. The WEE program coordinator has been particularly helpful for students as they find and complete internships. This program has helped students gain insights into the industry and opportunities in Santa Barbara County.

Transfer Center: AHC's Transfer Center is an invaluable resource for our students. They frequently help our students with their transfer goals and help guide them. They have attended the fall Portfolio Workshop and have helped students understand the timeline and work required for applications and portfolios. They are also an invaluable resource at AHC and we thank them for their work!

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?

Our biggest challenge this year is ensuring equitable access to technology. Animation & Game Art, Multimedia, and Web Design all require strong computer access and access to additional technology such as drawing tablets. During Covid, the college purchased loaner laptops to support equitable access to technology for all students. The college also encouraged the program to remove "lab courses" in favor of providing students with access to computers at home. This past year, due to budget cuts on a state and federal level, access to these critical resources may be reduced.

At our spring Media Arts Advisory Committee meeting, we had two current AHC students speak about the role the laptops and access to Adobe software meant to their education journey. Julinda Fredrickson and Natalya Ramirez succinctly encapsulated the reasons our students need

continued access to these resources. They have just graduated from AHC with their A.S. degrees and are transferring to 4-year universities. Their points:

- Loaner laptops increase accessibility especially to students who live further away or have outside life situations
- Having laptops helps with productivity at home and allows for students to make quality work necessary for their portfolios
- Laptops help reduce financial strain as college and multimedia technology is costly
- Adobe licenses needed to provide students with experience in industry-standard software
- The loaner laptops are much more powerful and can run Adobe's intense software
- Adobe licenses cannot be purchased using the bookstore like other course requirements
- Providing these resources to students shows them that their success is important to the school and they feel valued

To continue support for our students, please continue to support funding to purchase loaner laptops and Adobe licenses. Both are listed in the attached 2026-27 MMAC Resource Requests Excel Spreadsheet.

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

Continue the annual Portfolio Workshop for students. For the past two falls, the Fine Art Department has hosted a portfolio workshop over two Fridays in August and September. This workshop asks students to think and write down their career and education goals, research the portfolio requirements needed to achieve these goals, and then connects them with resources at AHC to help them achieve these goals. In the past, we have had guest speakers from the Career Center and Transfer Center to speak with students about their resources. The Transfer Center spoke to students about resources they have to help students apply for transfer, including help with funding application fees, writing applications, and in researching schools and requirements. The Career Center demonstrated how to use Jobspeaker to apply for jobs and to create their resumes. We are very thankful for these resources at AHC for our students.

Continued support from AHC in funding from Strong Workforce, Perkins, and SEEP to make this workshop a possibility for our students is invaluable.

Innovation Idea: Entrepreneurship Workshop for Artists, Designers & Animators:

In the attached BRIC Foundation report, the conclusion is advice to students to "Stop orienting your career around being chosen by LA/NY gatekeepers. Start building where you are."

Many of our students wish to stay on the central coast and create animation and game businesses here. The purpose of this workshop would be to bring together students wishing to start their own art, animation, game, and design businesses, business leaders in the area, and entrepreneurship resources, such as incubators. The goal would be to help them understand

local entrepreneurship resources, identify opportunities, network with local leaders, and plan for their future. Support in funding to make this workshop possible could come from Strong Workforce, Perkins, and SEEP.

Innovation Idea: Trip to Lightbox Convention:

The Lightbox Convention is the preeminent animation convention, which is held annually in Pasadena, CA. This trip would support students who wish to learn more about conferences and conventions that are a mainstay in the industry. Students could see sessions put on by industry professional speakers, see how artwork is sold at conventions, and see what opportunities for partnerships are promoted at these conventions (many non-profits and animation-related projects are announced at Lightbox). This would also expose students to the industry, provide them with networking opportunities, opportunities for portfolio reviews, and seeing how the industry and other schools are in the Los Angeles area. Support in funding to make this trip possible could come from Strong Workforce, Perkins, and SEEP. This trip would support equity and inclusion for all animation students.

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

Measurement of success is in enrollment, transfers, internship placement, and ultimately students working in the industry.

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

6. 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)
7. [N/A - not doing validation this year.](#)
8. Are there specific recommendations regarding the core topic responses from the validation team?

New Program Planning Initiative (Objective) – Core Topic	
Title (including number):	Portfolio Planning Workshop
Planning years:	2026-27

Description:

Continue the Portfolio Planning Workshop.

The proposed workshop 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):

- Ed Master Plan
 Student Equity Plan
 Guided Pathways
 AB 705
 Technology Plan
 Facilities Plan
 Strong Workforce
 Equal Employment Opp.

New Program Planning Initiative (Objective) – Core Topic	
Title (including number):	Entrepreneurship in Art Workshop
Planning years:	2026-27

Description:

Create a new workshop to support students wishing to become independent artists, animators, and content creators on the Central Coast.

In the BRIC Foundation report, the conclusion is advice to "Stop orienting your career around being chosen by LA/NY gatekeepers. Start building where you are."

Many of our students wish to stay on the central coast and create businesses here. The purpose of this workshop would be to bring together students wishing to start their own art, animation, game, and design businesses, business leaders in the area, and entrepreneurship resources, such as incubators. The goal would be to help them understand local entrepreneurship resources, identify opportunities, network with local leaders, and plan for their future together.

The proposed workshop 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):

- Ed Master Plan
 Student Equity Plan
 Guided Pathways
 AB 705
 Technology Plan
 Facilities Plan
 Strong Workforce
 Equal Employment Opp.

Enter equipment requests below. Equipment is defined as having useful life of more than one year AND a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

EQUIPMENT NEEDS									
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	2026-2027	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 Media Arts Students to replace missing and broken loaner laptops. M45 Pro14" laptop with 1TB hard drive and 24GB unified RAM. Cost \$2,222.04 each including tax. \$28,888.52 for 12 laptops, plus \$1,000 for mice, laptop bags, and USB adapters	One-time	1 = High	\$ 29,886.52
Fine Arts	MMAC	Yearly Planning Only	2026-2027	Educational Master Plan: E1, E2 & E8; Guided Pathways Pillar 4: Ensure Learning	Equipment	10 foot by 4 foot pin board for F-205 (see attached Fabric-Mate quote)	One-time	2 = Medium	\$1,000

Enter staffing requests below. Staffing requests are defined as full-time or part-time faculty and support staff.

STAFFING NEEDS									
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	2026-2027	E-2	Staffing	Instructional Technician - Fine Arts to a 12-month contract	Ongoing	1 = High	

Program Review Signature Page:



Jun 2, 2026

Program Review Lead

Date



[Monica Millard \(Jun 2, 2026 08:09:10 PDT\)](#)

Jun 2, 2026

Program Dean

Date



Jun 4, 2026

Vice President, Academic Affairs

Date











Academic Services and Support_MMAC_2025-26

Final Audit Report

2026-06-04

Created:	2026-06-02
By:	Shayna Andrews (shayna.andrews@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAAdMIf0i7H6u6t-7XUabQ-Wa69kdk2Fefe

"Academic Services and Support_MMAC_2025-26" History

-  Document created by Shayna Andrews (shayna.andrews@hancockcollege.edu)
2026-06-02 - 3:07:29 PM GMT- IP address: 209.129.94.61
-  Document emailed to Monica Millard (monica.millard@hancockcollege.edu) for signature
2026-06-02 - 3:08:13 PM GMT
-  Email viewed by Monica Millard (monica.millard@hancockcollege.edu)
2026-06-02 - 3:08:34 PM GMT- IP address: 146.75.146.1
-  Document e-signed by Monica Millard (monica.millard@hancockcollege.edu)
Signature Date: 2026-06-02 - 3:09:10 PM GMT - Time Source: server- IP address: 174.218.80.214 - Signature Appearance Selected: MOBILE_DRAW
-  Document emailed to Sian Geraghty (sian.geraghty@hancockcollege.edu) for signature
2026-06-02 - 3:09:13 PM GMT
-  Email viewed by Sian Geraghty (sian.geraghty@hancockcollege.edu)
2026-06-02 - 5:25:13 PM GMT- IP address: 4.4.45.146
-  Document e-signed by Sian Geraghty (sian.geraghty@hancockcollege.edu)
Signature Date: 2026-06-02 - 5:26:15 PM GMT - Time Source: server- IP address: 4.4.45.146 - Signature Appearance Selected: IMAGE
-  Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature
2026-06-02 - 5:26:18 PM GMT
-  Email viewed by Robert Curry (rcurry@hancockcollege.edu)
2026-06-04 - 5:39:50 PM GMT- IP address: 104.47.55.126
-  Document e-signed by Robert Curry (rcurry@hancockcollege.edu)
Signature Date: 2026-06-04 - 6:07:47 PM GMT - Time Source: server- IP address: 209.129.94.61 - Signature Appearance Selected: IMAGE

✔ Agreement completed.

2026-06-04 - 6:07:47 PM GMT