YEARLY PLANNING DISCUSSION TEMPLATE
General Questions

MMAC: Multimedia and Animation & Game Art Programs

Academic Year 2024 - 25

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 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, 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? (e.g., new courses, degrees, certificates, articulation agreements)

   Yes, there were three new certificates added to the Animation & Game Art program and two to the Multimedia program. In addition, a new course, MMAC 131: 3D Character Creation, was added to the curriculum.

   Animation & Game Art: Three new certificate of achievement options have been created 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 submitted in 2022-23 and were approved by the chancellor's office for the fall of 2023. In the fall of 2024, I submitted revised program maps that were recently published into Curriqunet 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 in the summer and fall of 2025 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 or CalArts, can have figure drawing sketches for their portfolios in time for their applications.

In the fall of 2025, I will work to modify the A.S. program to add the new MMAC 131: 3D Character Creation class while also aiming to reduce the overall unit requirements for the degree. Motion Graphics will also be included as a requirement to the degree. Motion Graphics is a field of animation that is growing and 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, I believe it should be included as a core requirement for all animation students.

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, 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.

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. These certificates will help the college mission of success, retention, and completion.

Proposals approved are:
- Multimedia Foundation - Certificate of Achievement (19 units)
- Multimedia - Certificate of Achievement (34 units)

Proposals for fall of 2026: Animation & Game Art A.S. Degree (CSU Option) & Multimedia (CSU Option)
There are a number of animation and multimedia-focused students who wish to transfer to a CSU. Frequently these students are directed by the counseling department to enroll in the

Media Arts: Graphic Design (CSU Option) and to the Studio Arts Associates Degree for Transfer. While these are great degrees for a foundation of classes that will transfer to CSU art programs, they do not specifically address the needs of animation or multimedia students wishing to transfer. With these new A.S. degree programs the needs of these students seeking transfer will be addressed. Other programs that have similar certificates such as Music for Transfer CSU.

The next step is to create the proposals in the summer for approval in the 25-26 school year.

The proposal, as recommended by our Media Arts Advisory Committee is:

- Media Arts: Animation & Game Art (CSU Option) A.S.
- Media Arts: Multimedia (CSU Option) A.S.

Objectives for Both New CSU Option A.S. Degrees

The objectives for both the Multimedia (CSU Option) and the Animation & Game Art (CSU Option) 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.

Steps to create certificates include:

- Launching proposals for any new courses for the program
- Collecting advisory committee meeting minutes that recommend the program by name - *done*
- Submitting labor market information requests to the Center of Excellence
- 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:

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.

Additional changes to follow up on in 2025-26.
This recommendation was made in 2024-25, but time constraints have pushed this back: 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 animation, game art, and multimedia design. I will work with the new full-time professor who heads Graphic Design, to consider 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 2025 would appear in the 2026-2027 course catalog, with the course offering in January 2027.

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.

Articulation requests for both programs:
This year one of my student workers went through Assist.org and identified all of the transferrable courses most relevant to the schools that Multimedia and Animation & Game Art students want to transfer to. From those, she identified the courses that still do not have agreements. I have forwarded those to David Degroot for articulation and will continue to work on updating and modifying those courses so that they do articulate.

Additionally, Dave Degroot helped update our list of MMAC (Multimedia & Animation & Game Art) articulations that already exist. Please see the attached document entitled 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. These were revised in the spring of 2025 with the transfer of the maps to Curriqunet.

   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, 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 spring in 2025, we had a record number of graduations at 10. I am hoping with the addition of the certificate of achievement programs these numbers will continue to grow.

   Since 2023 time, with a full-time faculty member, the programs have grown and no additional support was needed. In addition, a summer class in Animation was offered in the summer of 2024 with enrollment of 20, and this summer's 2025 course has an enrollment of 13. I hope that this course is offered this summer in order to support the program and the launch of the 5 new certificates in the fall. 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 starting in the 2024 summer. His work over the summer directly supported the Introduction to Animation course that had been offered in the summer for the first time. 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.

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

   Full-Time Animation & Game Art and Multimedia instructor since 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
2024-25: 10
2023-24: 5
2022-23: 1
2021-22: 3
2020-21: 2
2019-20: 7

Multimedia A.S. & Multimedia Art & Communication Graduates
2024-25: 3
2023-24: 3
2022-23: 1
2021-22: 2
2020-21: 2
2019-20: 2

The biggest successes for this year were the graduation rate for Animation & Game Art hitting a record-high number this year, 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.

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

This spring, one student wrote in her Work Experience Evaluation Report, "Mr. Thoren has extended a job offer to me, and I intend to accept it to continue carving my place in this industry by working with WonderMedia. ***I believe that this job would allow me to eventually leave my job cleaning overnight at a medical clinic, allowing me to start making money as a creative for the first time.***"

Other successes include a new projection screen for F-206 and a corresponding projector lens for F-206 were purchased and installed this year after being proposed in the May of 2023. This increase in the size of the projector screen, makes it easier for students to see live demonstrations. Many of the software used in the classroom have detailed interfaces and tiny icons. The additional screen size will help students be able to see the interface.

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.

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 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 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. Please see my request at the end of this document.

Our students on the whole had 70%+ 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 are now being 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 faced challenges in achievement. This year's program purchase request is for 12 M4 max MacBook Pros so that students will have equitable access to the technology needed for games. Please see the Program Planning Initiatives 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, the biggest successes for this year were the graduation rate for Animation & Game Art hitting a record-high number this year, 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.

Recommendations

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

- **Introduce an Animation & Game Art (CSU Option) A.S. degree and a Multimedia (CSU Option) A.S. degree.** 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.
- Create **MMAC 120**: Intermediate Game & App Design to enable game design students to pursue an intermediate level of game design.
- **Recategorize GRPH 130** to MMAC 130: Introduction to 3D Modeling. This will bring the 3D modeling course into the program from graphics. Language for the course will be updated.

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

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 special effects artists and animators in O*net's careers below and is applicable to both Animation & Game Art and Multimedia programs.

Special Effects Artists and Animators

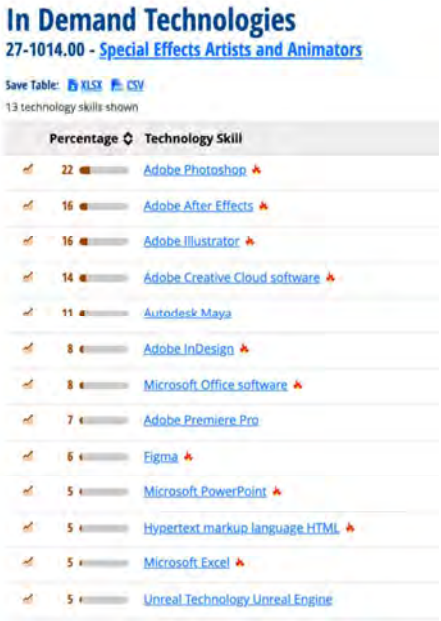
27-1014.00

Updated 2025

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, Autodesk's Maya, Unreal Engine (used in MMAC 114: Game & App Design), and After Effects (taught in MMAC 126 & 128 Intro & Intermediate Motion Graphics), in particular is identified as an "in-demand technology" that are more frequently included across all employers posting.



In Demand Technologies

27-1014.00 - Special Effects Artists and Animators

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13 technology skills shown

Percentage	Technology Skill
22	Adobe Photoshop
16	Adobe After Effects
16	Adobe Illustrator
14	Adobe Creative Cloud software
11	Autodesk Maya
8	Adobe InDesign
8	Microsoft Office software
7	Adobe Premiere Pro
6	Figma
5	Microsoft PowerPoint
5	Hypertext markup language HTML
5	Microsoft Excel
5	Unreal Technology Unreal Engine

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 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 - Average (downgraded from Bright Outlook in 2023)

Video game designers are identified as a Bright outlook career:

Video Game Designers

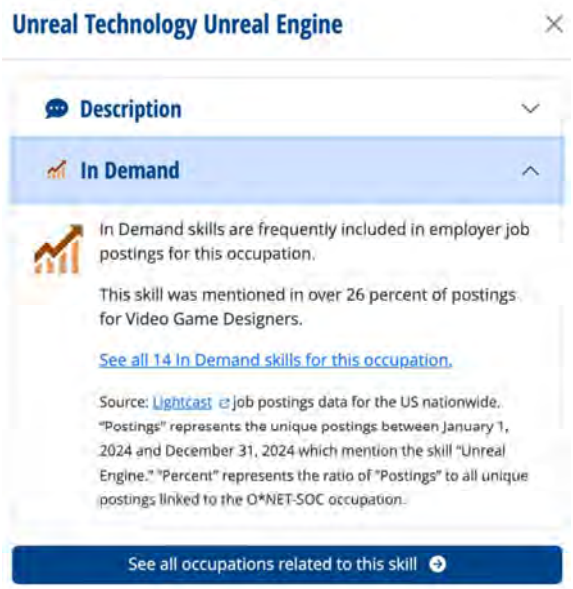
15-1255.01

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:



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

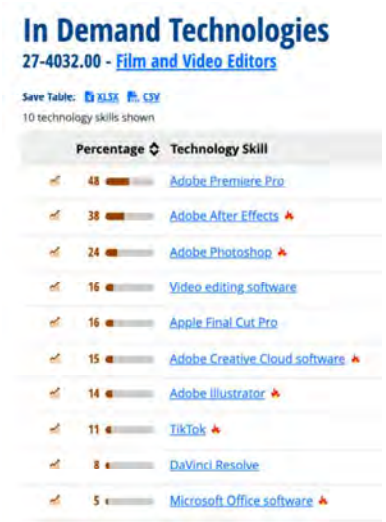
Wage Data for **Web and Digital Interface Designers listed on Video Game Designers O*Net page**
US MEDIAN WAGES 2024 - $47.16 hourly, $99,090 annual
CA MEDIAN WAGES 2024 **- Workers on average earn $130,240.**
San Luis Obispo-Paso Robles, CA 2024: $87,270
Santa Maria-Santa Barbara, CA 2024: $100,130
PROJECTED GROWTH - Bright Outlook

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.
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

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

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



Hot Technologies

27-4032.00 - Film and Video Editors

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14 technology skills shown

Percentage	Technology Skill
38	Adobe After Effects
24	Adobe Photoshop
15	Adobe Creative Cloud software
14	Adobe Illustrator
11	TikTok
5	Microsoft Office software
2	Microsoft PowerPoint

*After Effects, taught in MMAC 126 & MMAC 128, is the top hot technology and in-demand in this bright outlook field

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

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.

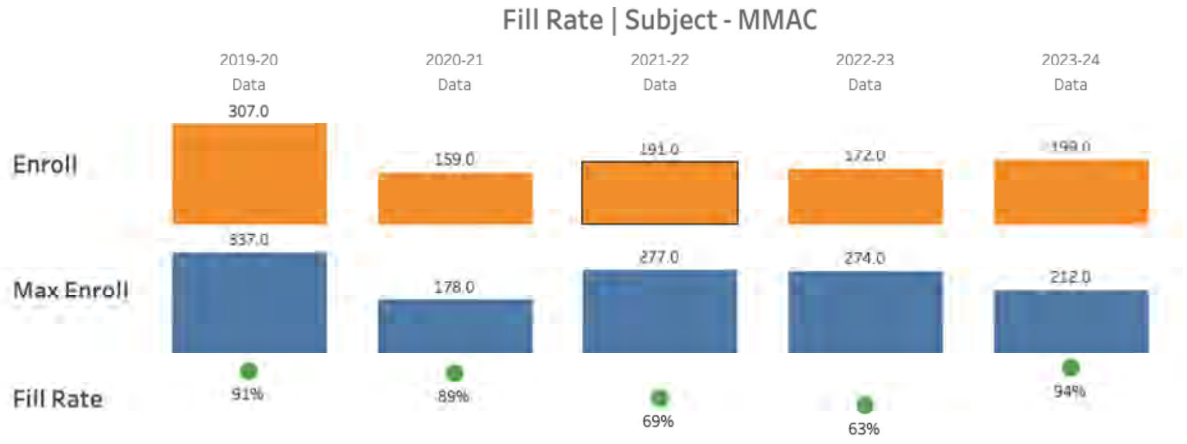
Completion rates for Animation & Game Art and Multimedia have grown in 2024-25. This spring we had our highest graduation rates for Animation & Game Art as 10 graduates and 3 graduates in the multimedia program. The employment data above suggests that we are teaching in-demand technology for the fields 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

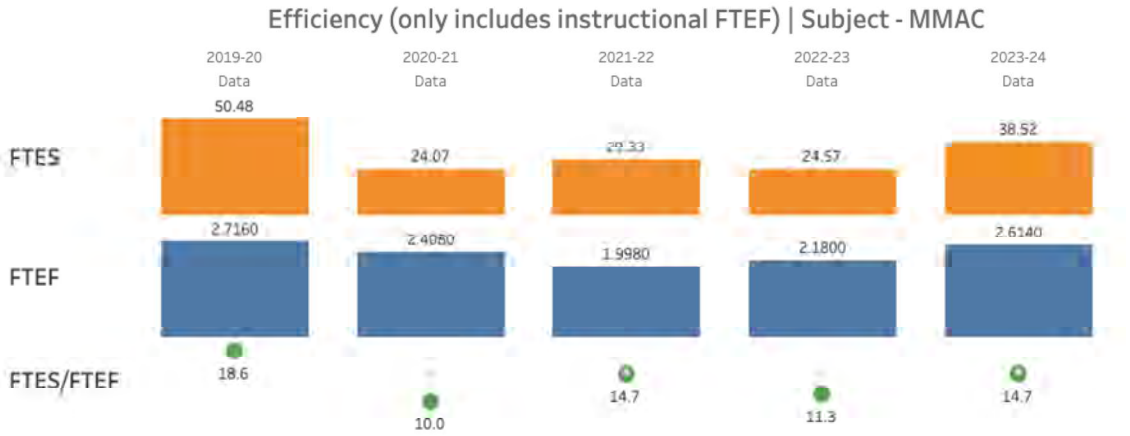
According to our Fill Rate and FTE / FTES / FTEF for our cross-listed courses, the program, particularly in 2023-24 had a strong fill rate. This data was probably bolstered by having a full-time instructor for the first time in several years. In 2024-25 these numbers will go down slightly.

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.



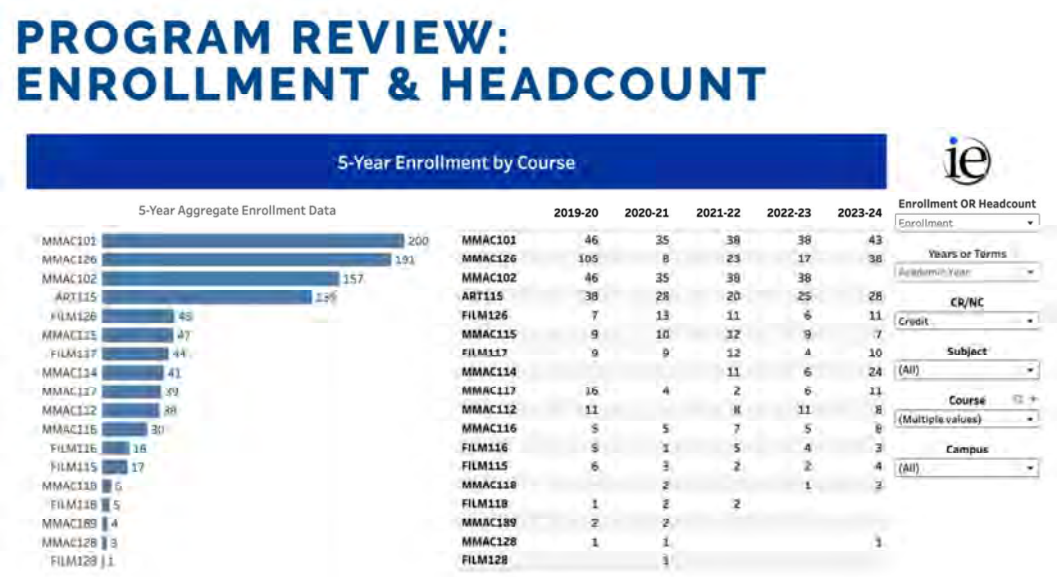
		2019-20			2020-21			2021-22			2022-23			2023-24		
		Enroll	Max Enroll	Fill%	Enroll	Max Enroll	Fill%	Enroll	Max Enroll	Fill%	Enroll	Max Enroll	Fill%	Enroll	Max Enroll	Fill%
Fine Arts	MMAC	307.0	337.0	91.1	159.0	178.0	89.33	191.0	277.0	68.95	172.0	274.0	62.77	199.0	212.0	93.87
	Total	307.0	337.0	91.1	159.0	178.0	89.33	191.0	277.0	68.95	172.0	274.0	62.77	199.0	212.0	93.87
Grand Total		307.0	337.0	91.1	159.0	178.0	89.33	191.0	277.0	68.95	172.0	274.0	62.77	199.0	212.0	93.87

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



		2019-20			2020-21			2021-22			2022-23			2023-24		
		FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff
Fine Arts	MMAC	50.48	2.72	18.59	24.07	2.41	10.0	29.33	2.0	14.68	24.57	2.18	11.27	38.52	2.61	14.74
	Total	50.48	2.72	18.59	24.07	2.41	10.0	29.33	2.0	14.68	24.57	2.18	11.27	38.52	2.61	14.74
Grand Total		50.48	2.72	18.59	24.07	2.41	10.0	29.33	2.0	14.68	24.57	2.18	11.27	38.52	2.61	14.74

The average class size or headcount is affected significantly by the amount of cross-listing that courses have. For example, last 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.



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. 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.

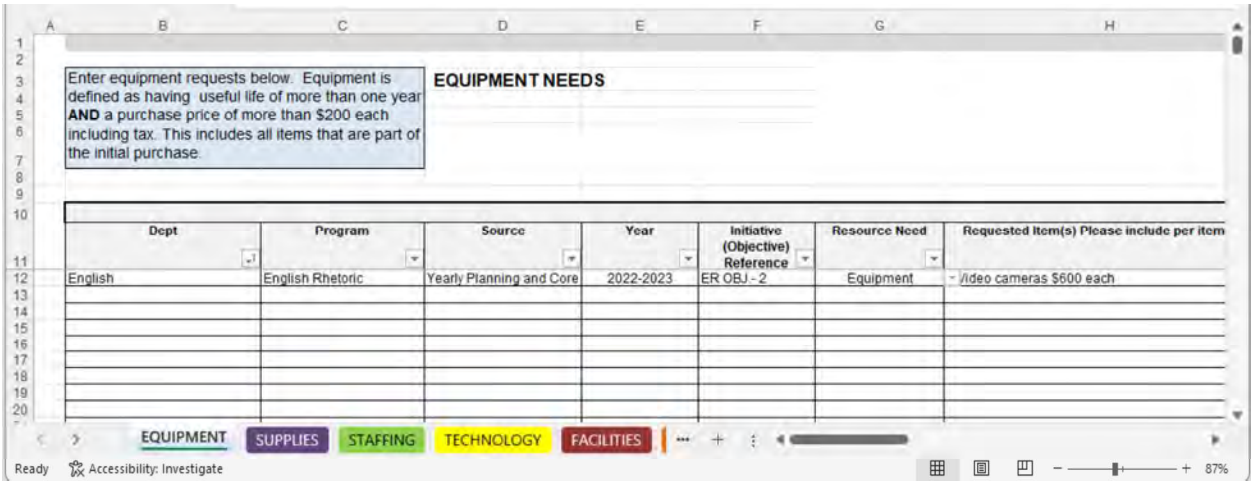
e. Have recommendations from the previous report been addressed?

Yes, here are the updates:
1) 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.



New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	Purchase of 12 or 24 Loaner Laptops for Media Arts Students
Planning years:	*2025-2026*

Description:

REQUEST FOR CONTINUED SUPPORT OF LOANER LAPTOPS

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.

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.

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 or 24 tablets per year can help our students keep access to computers without busting the budget.

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 M4 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.

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.

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*

Total cost per laptop: $2,524.06 including tax
Quantity of 12 total: $30,288.72
Quantity of 24 total: $60,577.44

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**

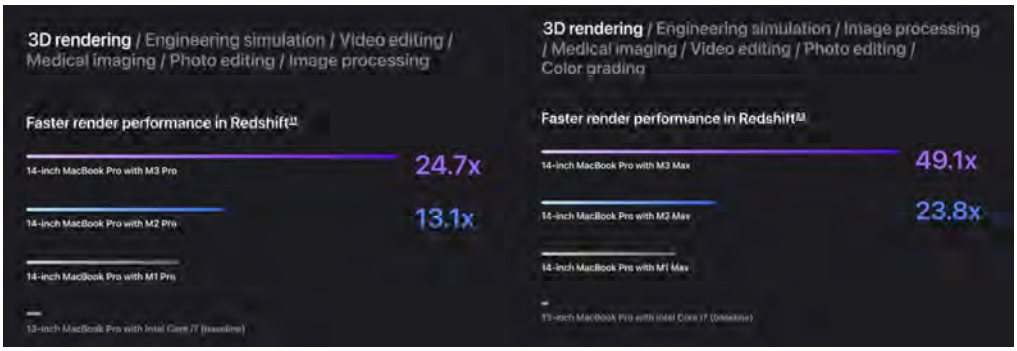
New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number:	12 laptops for Game Design, Motion Graphics & Advanced Animation Checkout
Planning years:	*2024-2025 (prior year's request)*

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 M4 Pro vs the M4 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*

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:	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):

[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 120: Intermediate Game & App Design
Planning years:	*2025-26*

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.

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.**

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	Wayfinding Signage for the F-building
Planning years:	*2025-26*

Description:

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.

Cost TBD

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**

Area of Focus Discussion Template
INNOVATIVE SCHEDULING

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

Possible topics:

- Review scheduling matrices – program map alignment, successes, and challenges.
- Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
- Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
- Address scheduling conflicts or dependencies across disciplines or general education areas.
- Student access – cultivate majors, support cohorts and interdisciplinary connections.
- Review units and time to course and program completion.

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

Data reviewed and analyzed was:

- **<u>Enrollment trends for courses:</u>** Art 115 / MMAC 115 / FILM 115 has been taught in combination with FILM 116 / MMAC 116 - these are the intro and intermediate levels of 2D animation. In the fall and spring of this year each course had 14 students in the introductory class and 10 students in the intermediate class. For the 2025-26 semester, these courses have been separated so that just the introductory course will be offered in the summer and fall and then the hope is that there will be a separate offering of 115 and 116 in the spring semester. By separating out these courses, students in the intermediate course will have more instruction in storyboarding and storytelling in the second course, enhancing their learning and ability to create portfolio-worthy work. In addition, by freeing up spaces in the intro courses, this enables approximately 20 more spots to be freed up for intro students to get those students in the pipeline to grow the program.

- Courses fulfill requirements in multiple programs such as film, graphic design, multimedia, and animation and game art. Schedules must work so that students can take courses on the program map for each of the areas without scheduling conflicts. As such, MMAC 126 / FILM 126 and MMAC 128 / FILM 128 have an adjusted schedule so that they no longer conflict with FILM 110 or FILM 111.

- **Program Map for Animation & Game Art A.S. Revised:** 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 before tackling 2D animation. This decision was supported by feedback from students as well as observation of student performance. 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 or CalArts, can have figure drawing sketches for their portfolios in time for their applications.

- **Concurrent enrollment** class at Santa Ynez High School is offered the same semester as MMAC 126/128. While this could potentially be seen as a conflict, I do not believe it affects enrollment because of the significant distance between the two campuses.

- **MMAC 112 - Responsive Web Design** - This course is part of the Web Design Certificate of Achievement and has historically been low-enrolled. In order to encourage enrollment and completions in this program the modality has changed so that it will be offered online in the spring of 2026

- **MMAC 131: 3D Character Creation** - this course is being offered for the first time in the fall semester. The choice of time - Tu/Thu from 2:15pm to 5:05pm was chosen so that if high school or community students want to take the course after school they have that opportunity.

- **MMAC 117 / FILM 117 & MMAC 118 / FILM 118** - this course has been switched from an evening class to a morning class for the fall of 2025. The reasoning behind this was that primarily the Animation & Game Art courses are offered during the day, so having one so late at night was difficult for students to arrange transportation home. Additionally, this is one of the most difficult courses in the series of classes, and from an energy level, students were struggling with the late-night course. Finally, the course had previously been offered at night when part-time instructors were available, however now with a full-time instructor on campus, this course can be offered during the day. This does limit the offering of night classes however. In the future, I would like to look into online modalities or night course offering to students.

- **Units for programs:** Currently the Animation & Game Art A.S. degree has a required 36 units and the Multimedia A.S. has 37 units. When combined with the general education requirements, this is a significant number of units to complete in two years. There was also an additional course added to GE requirements. In the past students have transferred without achieving their A.S. degree and being just one or two classes short. In order to encourage completions in the future, when the programs are reviewed in the fall, I will attempt to lower the unit requirements to 33 and 34 units, respectively, to encourage course completions.

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?

   The biggest challenge to student success is success in individual courses which then affect degree completion rates. Continued support with technology with loaner laptops so students can work outside of the classroom is going to be critical to student success in individual courses. Please see the main program review document to see the proposal for 12 to 24 replacement laptops to replace just a portion of the broken and missing laptops. Developing a sustainable plan for the replacement of these laptops as they age will be crucial to the equitable success in both the Multimedia and Animation & Game Art programs.

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

   Please see the changes implemented in the answer to question 1.

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

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

1. Program completions, consistent enrollment patterns, retention from fall to spring, transfer rates to programs, certificate completions.
2. Who have you identified to validate your findings? *Advisory Committee Members, related faculty, industry partners and higher education partners.*
3. 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.***

Please see the 2024-2025 program review document for all proposals.

Program Review Signature Page:

	06/18/2025
Program Review Lead	Date
Rick Rantz (Jun 18, 2025 14:11 PDT)	06/18/2025
Program Dean	Date
	9/19/25
Vice President, Academic Affairs	Date

Equipment

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item cost	Funding R
English	English Rhetoric	Yearly Planning Only	2022-2023	ER OBJ.- 2	Equipment	5 Video cameras $600 each	One-tir
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: M4 Max 14" laptop. Cost $3,427.45 each including tax and Apple Care.	One-tir
Fine Arts	MMAC	Yearly Planning and Core Topic	2025-2026	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. M4 14" laptop with 1TB hard drive and 32GB unified RAM. Cost $2,524.06 each including tax and Apple Care. $30,288.72 for 12 laptops or $60,577.44 for 24 laptops	One-tir
Fine Arts	MMAC	Yearly Planning Only	2025-2026	Educational Master Plan: E1, E2 & E8; Guided Pathways Pillar 4: Ensure Learning	Equipment	10 foot by 4 foot pin board for F-206 (see attached Fabric-Mate quote)	One-tir

Staffing

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s)	Funding Re
English	English Rhetoric	Yearly Planning and Core Topic	2022-2023	ER OBJ.- 1	Staffing	Hire FT faculty	Ongoi
Fine Arts	MMAC	Yearly Planning Only	2024-2025	E-2	Staffing	Instructional Technician - Fine Arts to a 12-month contract	Ongoi

Building maintenance, furniture requests, repairs

FACILITIES

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) please include per item cost	Funding Request	Progra Lead
English	English Rhetoric	Yearly Planning and Core Topic	2022-2023	ER OBJ.- 3	Facilities	Need air conditioning	One-time	1 = High
Fine Arts	MMAC	Yearly Planning Only	2025-2026		Facilities	Wayfinding signs for the F Building	One-time	1 = High

A&G A.S.

Fall Year 1	**OR**	**ART 108**
Fall Year 1	**OR**	**GRAPH 108**
Fall Year 1		ART 120
Fall Year 1		CORE ELECTIVE
Fall Year 1		AHC GE AREA 2
Fall Year 1		AHC GE AREA 4A
Fall Year 1		AHC GE AREA 5
Fall Year 1		AHC GRAD - DANCE/PE
Spring Year 1		GRPH 130
Spring Year 1	**OR**	**ART 115**
Spring Year 1	**OR**	**MMAC 115 Introduction to Animation**
Spring Year 1	**OR**	**FILM 115**
Spring Year 1		GRPH 112 Digital Imagery
Spring Year 1		AHC GE AREA 1
Spring Year 1		AHC GE AREA 4B
Fall Year 2	**OR**	**FILM 117**
Fall Year 2	**OR**	**MMAC 117 3D Computer Animation 1**
Fall Year 2		AHC GE AREA 6
Fall Year 2		ART 122 Life Drawing 1
Fall Year 2		CORE ELECTIVE
Spring Year 2		MMAC 101 Introduction to Multimedia
Spring Year 2		MMAC 114 Game and App Design
Spring Year 2		CORE ELECTIVE
Spring Year 2		AHC GE AREA 1B
Spring Year 2		AHC GE AREA 7

A&G Certificate

Program Requirements

Course	Title	Units	Year/Semester (Y1 or S1)
Required core courses (24 units).			
ART 120	Drawing 1	3	Y1 - fall
GRPH 108	Design 1 on the Computer	3	Y1 - fall
MMAC 126	Introduction to Motion Graphics	3	Y1/Y2 - fall
MMAC 117	3D Computer Animation 1	3	Y1/Y2 - fall
MMAC 114	Game & App Design	3	Y1 - spring
MMAC 115	Introduction to Animation	3	Y1 - spring
GRPH 130	3D Modeling for Production	3	Y1 - spring
MMAC 131	3D Character Creation	3	Y2 - fall
Plus, a minimum of 9 elective units selected from any of the courses below:			
ART 107	Introduction to Digital Art	3	Y1 - fall
ART 122	Life Drawing	3	Y1 - spring / Y2 - fall/spring
CS 111	Fundamentals of Programming	4	Y2 - fall / spring
MMAC 116	Intermediate Animation	3	Y2 - fall/spring
MMAC 118	Intermediate 3D Animation	3	Y2 - fall
MMAC 101	Introduction to Multimedia	3	Y2 - fall/spring
GRPH 112	Digital Imagery	3	Y2 - fall/spring
MUS 115	Introduction to Sound Recording & Mixi	3	Y2 - fall
MMAC 128	Intermediate Motion Graphics	3	Y2 - fall

Multimedia Certification

Course	Title	Units	Year/Semester (Y1 or S1)
Required core courses (28 units).			
MMAC 129	Digital Tools for Visual Media	3	Y1 - fall
GRPH 108	Design 1 on the Computer	3	Y1 - fall
GRPH 112	Digital Imagery	3	Y1 - fall
MMAC 101	Introduction to Multimedia	3	Y1 - spring
MMAC 112	Responsive Web Design	3	Y1 - spring
FILM 110	Introduction to Motion Picture a	4	Y2 - fall
MMAC 126	Introduction to Motion Graphics	3	Y2 - fall
MUS 115	Introduction to Sound Recordin	3	Y2 - fall
PHTO 170	Digital Photography	3	Y2 - spring
Plus, an minimum of 6 units selected from any of the elective courses below:			
Courses with an emphasis in Animation			
MMAC 115	Introduction to Animation	3	Y1/Y2 - spring
MMAC 116	Intermediate Animation	3	Y2 - spring
MMAC 117	3D Computer Animation 1	3	Y1/Y2 - fall
MMAC 118	3D Computer Animation 2	3	Y2 - fall
MMAC 131	3D Character Creation	3	Y2 - fall
Courses with an emphasis in Interactive Media			
MMAC 114	Game & App Design	3	Y1/Y2 - spring
GRPH 116	Web Portfolio & Social Media	3	Y2 - spring
GRPH 118	User Interface Design	3	Y2 - fall
Courses with an emphasis in Digital Media			
MMAC 125	Computer Video Editing	3	Y1/Y2 - spring
MMAC 128	Intermediate Motion Graphics	3	Y3 - fall
ART 107	Introduction to Digital Art	3	Y2 - fall
FILM 111	Intermediate Motion Picture and	4	Y3 - fall
MUS 116	Sound Production Technologies	3	Y1/Y2 - spring
MUS 117	Electronic Music MIDI Recordin	3	Y2 - spring
Only one of the following (a maximum of 3 units) may count towards the 6 elective units:			
ART 101	Art Appreciation	3	Y1/Y2 - spring
ART 106	Art of the 20th Century	3	Y1/Y2 - spring
FILM 101	Film as Art & Communication	3	Y1/Y2 - spring

Animation Foundation

Course	Title	Units	Year/Semester (Y1 or S1)
ART 120	Drawing 1	3	Y1 - fall
MMAC 117	3D Computer Animation 1	3	Y1 - fall
MMAC 126	Introduction to Motion Graphics	3	Y1 - fall
MMAC 115	Introduction to Animation	3	Y1 - spring
Plus 6 units from the following electives:			
GRPH 108	Design 1 on the Computer	3	Y1 - spring
ART 122	Life Drawing 1	3	Y1 - spring
GRPH 112	Digital Imagery	3	Y1 - spring
GRPH 130	3D Modeling for Production	3	Y1 - spring
MMAC 114	Game & App Design	3	Y1 - spring
MMAC 116	Intermediate Animation	3	Y2 - fall
MMAC 118	3D Animation 2	3	Y2 - fall
MMAC 128	Intermediate Motion Graphics	3	Y2 - fall
MUS 115	Introduction to Sound Recording & Mixi	3	Y1/Y2 - fall

Game Art Foundation

Course	Title	Units	Year/Semester (Y1 or S1)
Required core courses (12 units).			
MMAC 117	3D Computer Animation 1	3	Y1 - fall
MMAC 131	3D Character Creation	3	Y1 - fall
MMAC 114	Game & App Design	3	Y1 - spring
GRPH 130	3D Modeling for Production	3	Y1 - spring
Plus, a minimum of 6 units selected from any of the courses below:			
MMAC 126	Introduction to Motion Graphics	3	Y1 - fall
GRPH 108	Design 1 on the Computer	3	Y1 - fall
MUS 115	Introduction to Sound Recording & Mixing	3	Y1 - fall
MMAC 116	Intermediate Animation	3	Y1 - spring
MMAC 112	Responsive Web Design	3	Y1 - spring
ART 122	Life Drawing	3	Y1 - spring
ART 120	Drawing 1	3	Y1 - fall or spring
GRPH 112	Digital Imagery	3	Y1 - fall or spring
MMAC 115	Introduction to Animation	3	Y1 - fall or spring
MMAC 118	3D Computer Animation 2	3	Y2 - fall

Multimedia Foundation

Program Requirements

Course	Title	Units	Year/Semester (Y1 or S1)
Required core courses (12 units)			
GRPH 108	Design 1 on the Computer	3	Y1 - fall
MMAC 129	Digital Tools for Visual Media	3	Y1 - fall
MMAC 126	Introduction to Motion Graphics	3	Y1 - fall
MMAC 101	Introduction to Multimedia	3	Y1 - spring
Plus a minimum of 6 elective units selected from any of the courses below:			
MMAC 131	3D Character Creation	3	Y1 - fall
FILM 110	Introduction to Motion Picture and Video Produ	4	Y1 - spring
GRPH 112	Digital Imagery	3	Y1 - spring
MMAC 112	Responsive Web Design	3	Y1 - spring
MUS 115	Introduction to Sound Recording & Mixing	3	Y1 - fall
PHTO 170	Digital Photography	3	Y1 - spring

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 Be
MMAC 101 - Multimedia processes		ART 104				ART 1800		
MMAC 112 Responsive Web Design	MADT 222	ART 352						DES 3205
MMAC 114 Game and App Design		ART 251						DES 2405 ??
MMAC/FILM/ART 115 Introduction to Animation	CAGD 230	ART 244	ART 181	ART 255B	ART 291	ART 3800	ART 263	
MMAC/FILM 116 Intermediate Animation			ART 184			ART 3780	ART 363A	
MMAC /FILM 117 3D Computer Animation 1	CAGD 441	ART 246	ART 186	ART 354		ART 4940	ART 364	DES 2600
MMAC /FILM 118 3D Computer Animation 2			ART 187A	ART 354A			ART 365	DES 4825
MMAC/FILM 126 Introduction to Motion Graphics		ART 245			ART 365			DES 3600
MMAC/FILM 128 Intermediate Motion Graphics		Art 345						
GRPH 130 3D Modeling for Production	CAGD 230		ART 80		DESN 156	ART 3830		DES 3800

Transfer Programs

	A	B	C	
1	**School**	**Program Name**		
2	Cal Poly Humboldt	Art Studio: Digital Arts + Graphic Design (web & multimedia)		
3	Cal Poly Pomona	Visual Communications Design, BFA		
4	Cal Poly SLO	Art & Design, BFA: Graphic Design (motion, ui)		
5	Channel Islands	Art, Studio Art (has variety; animation, multimedia, 3d, compositing/vfx, storyboarding)	Minor in Computer Game Design	Certifica
6	CSU Chico	Computer Animation & Game Development B.S.	BA in Media Arts with option in Production	Commu
7	CSU East Bay	Art, B.F.A.: 3D Art & Design Concentration	Art, B.F.A.: Interaction & Game Design Concentration	Art, B.F.
8	CSU Fresno	Art - Animation Intermedia		
9	CSU Fullerton	Game Art, Animation & Immersive Media	Entertainment Art/Animation	Graphic
10	CSU Long Beach	Animation	Graphic Design (includes Motion Graphics)	Sculptur
11	CSU Los Angeles	Bachelor of Arts in Art (Animation Option)	Bachelor of Arts in Art (Graphic Design/Visual Communication Option)	BA in Te
12	CSU Monterey Bay	Film, Television, and Electronic Media BA (animation, multimedia, motion graphics (?))		Cinemat graphics
13	CSU Northridge	Animation: 2D	Animation: 3D	Game A
14	CSU San Bernadino	BFA Design: Interface Design	BFA Design: 3D Design	BFA Des
15	CSU San Jose	Animation & Illustration BFA	Art, Digital Media Art Concentration, BFA	Creative
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 de	
20	UC Davis	Cinema & Digital Media (games, animation, 3D, sound, film, multimedia)	Design (ux/ui, interaction, digital imaging, motion graphics, animati	
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	

Outstanding Articulation Requests: 2024-25

SJSU

CSU San Jose	Allan Hancock College
ANI 41 - Introduction to 3D Modeling	GRPH 130 - 3D Modeling for Production
ANI 61 - Introduction to 3D Animation	MMAC 117 - 3D Computer Animation 1 (Same as FILM 117)

CSU Northridge:

ART 210 – Animation and Immersive Technology	MMAC 115 - Introduction to Animation (Same as ART 115 and FILM 115)

CSU Long Beach:

ART 291 – Intro Studio: Animation	ART 115 - Introduction to Animation (Same as MMAC 115 and FILM 115)

CSU Long Beach: Design B.A.

DESN 156 – 3D Computer-Aided Design	GRPH 130 - 3D Modeling for Production

UC Santa Cruz: Games & Playable Media

These have been rejected previously, so more work needs to be done here

CMPM 25 – Introduction to 3D Modeling (5 units)	GRPH 130 - 3D Modeling for Production
CMPM 26 – Introduction to 3D Animation (5 units)	FILM 117 - 3D Computer Animation 1 (Same as MMAC 117)
CMPM 80K – Foundations of Video Game Design (5 units)	MMAC 114 - Game and App Design

CSU Fullerton B.F.A., Art – Entertainment Art/Animation Concentration

CSU Fullerton	Allan Hancock College

ART 253T – Principle of Animation	MMAC 115 - Introduction to Animation (Same as ART 115 and FILM 115)
ART 255 – Introduction to 3D Computer Animation	MMAC 117 - 3D Computer Animation 1 (Same as FILM 117)
ART 255A – Introduction to 3D Modeling	GRPH 130 - 3D Modeling for Production
ART 255B – Introduction to 3D Animation	MMAC 117 - 3D Computer Animation 1 (Same as FILM 117)

California State University, Fullerton (Continued)
B.F.A., Art – Game Art & Animation & Immersive Media Concentration

ART 253T – Principle of Animation	MMAC 115 - Introduction to Animation (Same as ART 115 and FILM 115)
ART 255 – Introduction to 3D Computer Animation	MMAC 117 - 3D Computer Animation 1 (Same as FILM 117)
ART 255A – Introduction to 3D Modeling	GRPH 130 - 3D Modeling for Production
ART 255B – Introduction to 3D Animation	MMAC 117 - 3D Computer Animation 1 (Same as FILM 117)

California State University, Fullerton (Continued)

B.F.A., Art – Graphic & Interactive Design Concentration (same, just different concentration)

ART 253T – Principle of Animation	MMAC 115 - Introduction to Animation (Same as ART 115 and FILM 115)
ART 255 – Introduction to 3D Computer Animation	MMAC 117 - 3D Computer Animation 1 (Same as FILM 117)
ART 255A – Introduction to 3D Modeling	GRPH 130 - 3D Modeling for Production
ART 255B – Introduction to 3D Animation	MMAC 117 - 3D Computer Animation 1 (Same as FILM 117)

California State University, Fullerton (Continued)
B.F.A., Art – Creative Photography & Experimental Media

ART 253T – Principle of Animation	MMAC 115 - Introduction to Animation (Same as ART 115 and FILM 115)
ART 255 – Introduction to 3D Computer Animation	MMAC 117 - 3D Computer Animation 1 (Same as FILM 117)
ART 255A – Introduction to 3D Modeling	GRPH 130 - 3D Modeling for Production
ART 255B – Introduction to 3D Animation	MMAC 117 - 3D Computer Animation 1 (Same as FILM 117)

CSU Chico (I think these have been rejected before)

CSU Chico	Allan Hancock College
CAGD 230 – Digital Modeling	GRPH 130 - 3D Modeling for Production
CAGD 270 – Level Design	MMAC 114 - Game and App Design

CSU Chico
B.S., Computer Animation and Game Development – Animation Production Option

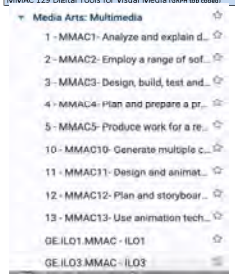
CAGD 240 – Digital Animation	MMAC 115 - Introduction to Animation (Same as ART 115 and FILM 115)

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								
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					I	I			
MMAC 112 Responsive Web Design	Kevin Condit	Multimedia AS	S	F2F, Online Live							I	D	I
MMAC 114 Game & App Design	Sian Geraghty	Anim & Game AS	S	F2F, Online Live					I		D	I	I
MMAC 115 Introduction to Animation	Sian Geraghty	Anim & Game AS	F/S	F2F, Online Live	I, D	I	I	I		I	I		I
MMAC 116 Intermediate Animation	Sian Geraghty		F/S	F2F, Online Live	M	D	M	D		D, M	D		D, M
MMAC 117 3D Computer Animation 1	Sian Geraghty	Anim & Game AS	F	F2F, Online Live	I	I	I	I			I		I
MMAC 118 3D Computer Animation 2	Sian Geraghty		F	F2F, Online Live	D	D	D	D			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	I	I		I	I	I
MMAC 128 Intermediate Motion Graphics	Sian Geraghty		F	F2F, Online Live	D	D	D,M	D,M	D,M		D	D, M	D, M
MMAC 129 Digital Tools for Visual Media (GRPH top coded)	Nancy Jo Ward	Multimedia AS	F	F2F, Online Live						I			



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

Program Name:	Media Arts: Multimedia and Media Arts: Animation & Game Art
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 = *NOTE - these ILO outcomes are tenative and further a

COURSE INFORMATION:					Institutional Learning Outc				
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**	**ILO1:** Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.	**ILO2:** Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.	**ILO3:** Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.	**Information Literacy** Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information. **Technology Literacy** Proficiency in a technology and the ability to choose	**ILO5:** U mather ical concep and models analyze and sol real life issues problen
MMAC 101 Introduction to Multimedia	Brian Tippitt	Multimedia AS, Anim & Game AS	F/S	F2F, Online Live				X	
MMAC 112 Responsive Web Design	Kevin Condit	Multimedia AS	S	F2F, Online Live					

MMAC 114 Game & App Design	Sian Geraghty	Anim & Game AS	S	F2F, Online Live	X			X	
MMAC 115 Introduction to Animation	Sian Geraghty	Anim & Game AS	F/S	F2F, Online Live			X		
MMAC 116 Intermediate Animation	Sian Geraghty		F/S	F2F, Online Live	X		X		
MMAC 117 3D Computer Animation 1	Sian Geraghty	Anim & Game AS	F	F2F, Online Live					
MMAC 118 3D Computer Animation 2	Sian Geraghty		F	F2F, Online Live					
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				X	X
MMAC 128 Intermediate Motion Graphics	Sian Geraghty		F	F2F, Online Live	X			X	X
MMAC 129 Digital Tools for Visual Media (GRPH top coded)	Nancy Jo Ward	Multimedia AS	F	F2F, Online Live					

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