

**Peralta Community College District
Annual Program Update Template 2013-2014
DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters**

I. Overview			
BI Download:	10/3/2013 11:14	Dept. Chair:	Lee Marrs
Subject/Discipline:	MMART	Dean:	Antonio Barreiro
Campus:	Berkeley City College		
Mission Statement	<p>We train students to be digitally competent, to work in a creative and genuinely collaborative spirit, to take imaginative risks in problem solving, to develop a critical language with which to evaluate the social impacts of digital technology, and to be passionate, life-long learners.</p> <p>Through rigorous training, collaborative projects, and portfolio development, the program will prepare students for direct entry into the multimedia industry, advance their skills, or transfer to a four-year college or university.</p>		

II. Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	0	1,968	0	0	1,968
Census Enrollment F11	0	1,722	0	0	1,722
Census Enrollment F12	0	1426	0	0	1,426
Sections F10	0	55	0	0	55
Sections F11	0	45	0	0	45
Sections F12	0	41	0	0	41
Total FTES F10	0	227.24	0	0	227.24
Total FTES F11	0	197.43	0	0	197.43
Total FTES F12	0	165.06	0	0	165.06
Total FTEF F10	0	10.68	0	0	10.68
Total FTEF F11	0	8.57	0	0	8.57
Total FTEF F12	0	7.93	0	0	7.93
FTES/FTEF F10	0	21.27	0	0	21.2772
FTES/FTEF F11	0	23.03	0	0	23.0373
FTES/FTEF F12	0	20.81	0	0	20.8146

III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	0	1856	0	0	1,856
Total Graded F11	0	1655	0	0	1,655
Total Graded F12	0	1386	0	0	1,386
Success F10	0	1329	0	0	1,329
Success F11	0	1138	0	0	1,138
Success F12	0	995	0	0	995
% Success F10	0	0.72	0	0	0.72
% Success F11	0	0.69	0	0	0.69
% Success F12	0	0.72	0	0	0.72
Withdraw F10	0	296	0	0	296
Withdraw F11	0	353	0	0	353
Withdraw F12	0	257	0	0	257
% Withdraw F10	0	0.16	0	0	0.16
% Withdraw F11	0	0.21	0	0	0.21
% Withdraw F12	0	0.19	0	0	0.19

IV. Faculty

	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10	0	2.2	0	0	2.2
Contract FTEF F11	0	2.31	0	0	2.31
Contract FTEF F12	0	2.44	0	0	2.44
TEMP FTEF F10	0	8.13	0	0	8.13
TEMP FTEF F11	0	6.15	0	0	6.15
TEMP FTEF F12	0	5.29	0	0	5.29
Extra Service FTEF F10	0	0.35	0	0	0.35
Extra Service FTEF F11	0	0.11	0	0	0.11
Extra Service FTEF F12	0	0.2	0	0	0.2
Total FTEF F10	0	10.68	0	0	10.68
Total FTEF F11	0	8.57	0	0	8.57
Total FTEF F12	0	7.93	0	0	7.93
% Contract/Total F10	0	0.21	0	0	0.206
% Contract/Total F11	0	0.27	0	0	0.2695
% Contract/Total F12	0	0.31	0	0	0.3077

V. Qualitative Assessments

CTE and Vocational:

Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.

In the Dec. 6, 2010 issue of US News and World Report, an article entitled "The 50 Best Careers in 2011" featured Multimedia:

"Multimedia art offers the best outlook among artist occupations, according to the Labor Department. Employment in the multimedia arts, whether in film, advertising, or Web development, is expected to rise by more than 14 percent, between 2008 and 2018, boosted in part by the growth in mobile technology and in the production of 3-D animated movies. In the Feb. 27, 2012 issue of US News and World Report, an article entitled "The Best Jobs of 2012" ranked Web Developer as #3.

The U.S. Bureau of Labor Statistics forecasts an increase of 15.2% in the field 2008-2018. Riding the increasing wave of mobile software applications and 3D animated games and movies, the digital media labor market has begun to mature and has established standards which MMART has adopted as its own in order to insure student success.

California Labor Market reports even greater demand in the future - 25.7% - perhaps reflecting the number of media related companies in the state. California Community College Economic & Workforce Development's March 2012 scan on Mobile Media Occupations reveals an estimated growth of 16.8% over a 12 month period. CCC Economic & Workforce Development's February 2012 scan on Social Media estimated growth of 7.5% over the next five years. The Bureau of Labor Statistics projects 21.7 percent employment growth for Web developers between 2010 and 2020.

Currently in the "real world", alumni have won numerous awards for their work, including 12 Annual CCC Media Awards, the Golden Banana, an Emmy Award, and been nominated for an Oscar.

Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.

Some of our students DO transfer, but this is primarily a CTE program.

VI. Program Outcomes and Assessments: For each one, cite Institutional Learning Outcomes (Appendix I)

Note: If program assessment has not been completed, describe assessment plan, including date, under "Assessment Findings" and put "NA" under "Action Plan."

We are complete and up-to-date with **all assessments**. For the "critical thinking" aspect this year 2013-2014, we intend to use random samplings from our capstone courses to gain assessment findings.

(SEE APPENDIX D FOR 2012 – 2013 ASSESSMENTS)

Program	Outcomes	Assessment Findings	Action Plan
Program 1:			
Program 2:			
Program 3:			
Any general education components:			
Any basic skills components:			
Describe assessment methods you are using:			
Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements:			

VII. Action Plans

Please describe your plan for responding based on the preceding data: BI Tool (see II., III., IV. above), program learning outcomes action plans (see VI. above), Berkeley City College (BCC) and Peralta (PCCD) institutional goals (see Appendix II), and/or external evidence (see V. above) if appropriate. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. Please add rows as needed.

Action Item	Steps/Timeline	Person(s) Responsible	Supporting Data Source (check all that apply)
1. Establish Computer Gaming program	New & old courses coordinated – Fall 2014 Check articulation of new courses – Fall 2014 Present to BCC Curriculum Comm.– Spring 2015	Lee Marrs, Mary Clarke Miller, Justin Hoffman and Thana	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input checked="" type="checkbox"/> Other
2. Hire sufficient Instructional Aides & Teaching Assistants-	ASAP	Lee Marrs/Joe Doyle/Rachel Simpson	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
3. ZZ time to update all the AAs	Since Fall 2011, have been requesting. Spring 2014	Lee Marrs/Joe Doyle/Rachel Simpson/Justin Hoffman	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
4. Hire a part-time clerk	ASAP	Lee Marrs	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD Institutional Goals <input checked="" type="checkbox"/> Other

5. Establish studio management, update Print Room & buy replacement equipment with warranties.	Buy equipment – Spring 2014	Rachel Simpson/Bryan Gibbs/Diane Rosenblum	P ___ P.O. Assessment Action Plans ___ BI Data X ___ BCC Institutional Goals ___ PCCD Institutional Goals X ___ Other
6. Replace ancient animation equipment	Buy equipment – Spring 2014	Lee Marrs	___ P.O. Assessment Action Plans ___ BI Data X ___ BCC Institutional Goals X ___ PCCD Institutional Goals X ___ Other
7. Fix the Passport system as it affects lecture + lab enrollment [see Appendix C]	Presented latest info in Dec. 2011 – no response. Presented to Dean Celhay Fall 2012. ASAP ASAP	Lee Marrs / Hannah Chauvet	___ P.O. Assessment Action Plans X ___ BI Data X ___ BCC Institutional Goals X ___ PCCD Institutional Goals ___ Other
8. Establish animation lab procedures, including the animation storage room	Fall 2014	Lee Marrs/Pam Stalker	___ P.O. Assessment Action Plans X ___ BI Data X ___ BCC Institutional Goals X ___ PCCD Institutional Goals ___ Other

VIII. Narrative: For disciplines that support interdisciplinary programs provide additional qualitative data if appropriate.

Since this is an update, not an actual program review, I'll wait until the program review.

IX. College Strategic Plan Relevance

Check all that apply

- New program under development [Computer Gaming]
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

X. Resource Needs: Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts. (A.) MULTIMEDIA DEPT.	Link to Action Plans (Refer to # of item in section VI)	Estimated Cost: Please use Excel template to estimate costs.
Please describe and prioritize any faculty, classified, and student assistant needs. 5 Instructional Aides- 500 hours a year 25 Teaching Assistants- 15 - 20 hours a week 1 8 hr.s-a-week clerical assistant (could be student worker)	2. Hire sufficient Instructional Aides & Teaching Asst.s 4. Hire a part-time clerk	\$57,560 \$120,225 - 160,300 \$2564.80
Please describe and prioritize any equipment, material, and supply needs. New office printer to replace failing old one. HP LaserJet600 (M600DN) + extended warranty SEE INDIVIDUAL SECTIONS FOLLOWING	4. Hire a part-time clerk	\$1350
Please describe and prioritize any facilities needs.		

XI. Resource Needs: (B.) ANIMATION	Link to Action Plans (Refer to # of item in section VI)	Estimated Cost: Please use Excel template to estimate costs.
Please describe and prioritize any faculty, classified, and student assistant needs. 1 Instructional Aide- 500 hours a year	2. Hire sufficient Instructional Aides & Teaching Asst.s	
Please describe and prioritize any equipment, material, and supply needs. 3 Aging Multiple Scanners need replacement due to age Establish a permanent source for Unity 3D software and Toon Boom software renewal licenses SEE APPENDIX A	8. Establish animation lab procedures, including the anim. storage room 1. Establish Computer Gaming program	\$9000 \$1500
Please describe and prioritize any facilities needs. Bring power to the animation storage room (Rm.324A) in order that 3 pencil test machines can be installed. Or Install sufficient power along one wall so that the pencil test machines can be installed.	8. Establish animation lab procedures, including the animation storage room	???

XII. Resource Needs: C.) VIDEO ARTS	Link to Action Plans (Refer to # of item in section VI)	Estimated Cost: Please use Excel template to estimate costs.
Please describe and prioritize any faculty, classified, and student assistant needs.		
Please describe and prioritize any equipment, material, and supply needs. Replacement camera equipment and accessories – SEE APPENDIX B	5. Establish studio management, update Print Room & buy replacement equipment with warranties.	\$15K a yr.
Please describe and prioritize any facilities needs.		

XIII. Resource Needs: (D.) DIGITAL IMAGING	Link to Action Plans (Refer to # of item in section VI)	Estimated Cost: Please use Excel template to estimate costs.
Please describe and prioritize any faculty, classified, and student assistant needs. Because current printers are aged & needing constant repair/ advanced computer software not adequate: 3 24” Epson Printers 1 44” Epson Printer 1 64” Epson Printer 5 2yr. Extended Warranties	5. Establish studio management, update Print Room & buy replacement equipment with warranties.	\$33,722.33
Please describe and prioritize any equipment, material, and supply needs. Ink – New Photography equipment SEE APPENDIX C	5. Establish studio management, update Print Room & buy replacement equipment with warranties.	\$15K a yr. \$143K
Please describe and prioritize any facilities needs. Expand Rm. 211 into Rm. 212. Print room is too small for current volume of work. Additional lab space. Dedicated photography space for studio.	5. Establish studio management, update Print Room & buy replacement equipment with warranties.	

XIV. Resource Needs: (E.) VIDEO ARTS/DIGITAL IMAGING	Link to Action Plans (Refer to # of item in section VI)	Estimated Cost: Please use Excel template to estimate costs.
Please describe and prioritize any faculty, classified, and student assistant needs.		
Please describe and prioritize any equipment, material, and supply needs. Tool Repair Chest - Make small repairs and adjustments to equipment in house –	5. Establish studio management, update Print Room & buy replacement equipment with warranties.	Approx.. \$2500
Please describe and prioritize any facilities needs.		

APPENDIX A

**Berkeley City College
SUPPLIES, EQUIPMENT & OTHER NEEDS
BUDGET REQUEST**

Department/Program: MMART/Animation Budget Request Amount: _\$1,982.74 Semester/Year: Fall 2013

Name of Requester LEE MARRS Email/Extension lmarrs@peralta.edu Ranking 0-8: 6

Category	2 - High	1 - Medium	0- Low, Not Applicable (N/A)
Direct Impact/Benefit to Students	Items have a direct impact on <input checked="" type="checkbox"/> student access, equity and success.	Items have an indirect impact on student access, equity and success.	Items do not have an impact on student access, equity and success.
Health & Safety	Items are required for the health and safety of students and staff.	N/A (For this category, there is no medium ranking as this requires a yes/no response.)	Items are not required for the health and safety of students and staff.
Necessity	Items are an integral part <input checked="" type="checkbox"/> of the curriculum or function of the department, program, unit or office.	Items are a somewhat important part of the curriculum or function of the department, program, unit or office.	Items are not an important part of the curriculum or function of the department, program, unit or office.
Degree of		Items are expected to become	Items are relatively new.

Obsolescence/ Age	Existing items are obsolete or <input checked="" type="checkbox"/> unusable due to age or have been depleted.	obsolete or unusable before the next funding period/opportunity for purchase.	
------------------------------	---	---	--

PRIORITY 1

B&H Photo B&H#MAMVH502A546 – 2 Manfrotto Mvh502A Head, 546B Tripod \$549.99 / \$1099.98
 Production Advantage # FIXT-0006 - 2 Altman 100 3" Fresnel Color Frame, Safety Cable, Round Base \$103.50./
\$207.00
 Production Advantage #INAC-0001 – 2 Altman 100-BD Barn Door for 3" Inky Fresnel \$33.75 **\$67.50**
 Production Advantage #LAMA-0119 -4 Lamp, ESR,100W, BA15d DC Bayonet, Clear, 2900K, 1000Hr, Ushio #1000364 \$9.25
\$37.00
 Production Advantage #ELEC-0990 – 2 Lex-Loc X515P 15 Amp Edison Plug \$6.19 **\$12.38**
 PNTA SKU R290703060120 -2 Rosco LitePad Axiom, 3" x 6" \$180.56 **\$361.12**
 Barn Door Lighting Outfitters SKU 570052 – 2 Arri AS-1 Light Stand 570052 \$98.88 **\$197.76**
TOTAL = \$1982.74

[This replaces the 8 toy Marvel Ani-Movie machines and Animation Toolworks "LunchBox DV" system which have all broken down or worn out since 2008.]

APPENDIX B

**Berkeley City College
 SUPPLIES, EQUIPMENT & OTHER NEEDS
 BUDGET REQUEST**

Department/Program: MMART/ Video Budget Request Amount: \$ 31,215.22 Semester/Year: Fall 2013

Name of Requester LEE MARRS Email/Extension lmarrs@peralta.edu Ranking 0-8: 8

Category	2 - High	1 - Medium	0- Low, Not Applicable (N/A)
Direct Impact/Benefit to Students	Items have a direct impact on <input checked="" type="checkbox"/> student access, equity and success.	Items have an indirect impact on student access, equity and success.	Items do not have an impact on student access, equity or success. <input type="checkbox"/>
Health & Safety	Items are required for the health and safety of students and staff. <input checked="" type="checkbox"/> Some of these items are needed for safety.	N/A <input type="checkbox"/> (For this category, there is no medium ranking as this requires a yes/no response.)	Items are not required for the health and safety of students and staff.
Necessity	Items are an integral part <input checked="" type="checkbox"/> of the curriculum or	Items are a somewhat important part of the curriculum or function <input type="checkbox"/>	Items are not an important part of the curriculum or function of <input type="checkbox"/>

	function of the department, program, unit or office.	of the department, program, unit or office.	the department, program, unit or office.
Degree of Obsolescence/ Age	Existing items are obsolete or <input checked="" type="checkbox"/> unusable due to age or have been depleted.	Items are expected to become obsolete or unusable before the next funding period/opportunity for purchase. <input type="checkbox"/>	Items are relatively new <input type="checkbox"/>

See the attached "Vid.EquipF2013TopPriority.xlsx" and "Vid.EquipF2013TopPriority.xlsx" for Video.

APPENDIX C

**Berkeley City College
SUPPLIES, EQUIPMENT & OTHER NEEDS
BUDGET REQUEST**

Department/Program: __MMART/ Digital Imaging_ Budget Request Amount: __\$ 11,064.94_ Semester/Year: __Fall 2013__

Name of Requester __LEE MARRS__ Email/Extension _lmarrs@peralta.edu__ Ranking 0-8: __6__

Category	2 - High	1 - Medium	0- Low, Not Applicable (N/A)
Direct Impact/Benefit to Students	Items have a direct impact on <input checked="" type="checkbox"/> student access, equity and success.	Items have an indirect impact on student access, equity and success.	Items do not have an impact on student access, equity and success. <input type="checkbox"/>
Health & Safety	Items are required for the health and safety of students and staff. <i>Some of these items are needed for safety.</i>	N/A (For this category, there is no medium ranking as this requires a yes/no response.) <input type="checkbox"/>	Items are not required for the health and safety of students and staff.
Necessity	Items are an integral part <input checked="" type="checkbox"/> of the curriculum or function of the department, program, unit or office.	Items are a somewhat important part of the curriculum or function of the department, program, unit or office. <input type="checkbox"/>	Items are not an important part of the curriculum or function of the department, program, unit or office. <input type="checkbox"/>
Degree of Obsolescence/ Age	Existing items are obsolete or <input checked="" type="checkbox"/> unusable due to age or have been depleted.	Items are expected to become obsolete or unusable before the next funding period/opportunity for purchase.	Items are relatively new <input type="checkbox"/>

See the attached “mmartphoto_equip_categorized.xlsx” for Photography.

APPENDIX D

compiled by Hannah Chauvet, 2012 - 2013 MMART SLOA Coordinator

Digital Culture/Writing for Multimedia Program - Program Course Alignment Matrix									
			Level of Proficiency Attained in Each Class For Each Program Outcome -- I= INTRODUCED, D=DEVELOPED, M=MASTERED						
Course		Course Description [Grey indicates that course has not been taught yet/no longer taught]	PLO1 - Fair Use	PLO2 - Portfolio	PLO3 - Formulate Ideas	PLO4 - Evaluate Work	PLO5 - Complete Project	PLO6 - Evaluate Global	PLO7 - Work in Teams
MMART	048UX	Ethnic Perceptions in Digital Media	I, D	I, D	I, D	I, D, M	I, D, M	I, D, M	I, D, M
MMART	101	Writing Basics for Multimedia	I		D	I	D		
MMART	110	Scriptwriting and Storyboarding I	I		D	D	M		D
MMART	111A	Narrative Scriptwriting I	I	I	I, D	I, D	I, D	I	I, D
MMART	111B	Narrative Scriptwriting II	I	I	M	M	M	I	D, M
MMART	113	Digital Storytelling	D	D	D	D	M	D	D
MMART	116	Storytelling in Animation	I	D	M	D	M		D
MMART	120	Media and Communication	I, D, M	I, D	I, D	I, D, M	I, D, M	I	I, D, M
MMART	121	Digital Culture	I, D, M	I, D	I, D	I, D, M	I, D	I, D	I, D
MMART	122B	From Movies to Multimedia	I	I, D	M	M	M	I	M

Web Design / Production Program - Program Course Alignment Matrix									
			Level of Proficiency Attained in Each Class For Each Program Outcome -- I= INTRODUCED, D=DEVELOPED, M=MASTERED						
Course		Course Description [Grey indicates that course has not been taught yet/no longer taught]	PLO1 - Fair Use	PLO2 - Portfolio	PLO3 - Formulate Ideas	PLO4 - Evaluate Work	PLO5 - Complete Project	PLO6 - Evaluate Global Work	PLO7 - Work in Teams
MMART	048UA	Advanced CSS	I, D	I, D	I, D	I, D	D		D
MMART	160A/160LA	Web I: Dreamweaver/Lab	I, D	I, D	I, D	I, D	I, D		I, D
MMART	160B/160LB	Web II: Advanced Design Projects/Lab	I	D	D	D	D		D
MMART	160C/160LC	Web III: Web Commerce Applications/Lab	D	M	D, M	D, M	D, M		M
MMART	161A	Information Architecture I: Interface Design	I		I, D	I, D	I, D	I	I, D
MMART	174A/174LA	Web Development: Flash/Lab	I	D	M	I	D	I	
MMART	174B	Web Development: ActionScript							

Video Arts Program - Program Course Alignment Matrix									
		Level of Proficiency Attained in Each Class For Each							
		Program Outcome I= INTRODUCED, D=DEVELOPED, M=MASTERED							
Course		Course Description	PLO1 - Fair Use	PLO2 - Portfolio	PLO3 - Formulate Idea	PLO4 - Evaluate Work	PLO5 - Complete Project	PLO6 - Evaluate Global	PLO7 - Work in Teams
MMART	048UY	Beginning Motion Picture Lighting			I, D	I,D	I,D		I, D
MMART	123	The Documentary Tradition	I		I, D	I,D		I,D,M	
MMART	148A/148LA	Sound Design I/Lab	I	I	D	D	D	D	I
MMART	148B/148LB	Sound Design II/Lab	D	D	M	M	M	M	D
MMART	149/149L	The Music Video/Lab	I	I	D	I	D	I	D
MMART	150A/150LA	Final Cut Pro I/Lab	I	I	D	D	M		
MMART	150B/150LB	Final Cut Pro II/Lab	D		D	D	M		
MMART	150C/150LC	Final Cut Pro III/Lab	D	D	D	M	M	I	I
MMART	150D/150LD	Final Cut Pro IV/Lab	M	M	M	M	M	D	D
MMART	151A/151LA	Digital Video Production I/Lab	I		I, D	I	I, D, M	I	M
MMART	151B/151LB	Digital Video Production II/Lab	I	D	D	D	D	I	D
MMART	151C/151LC	Digital Video Production III/Lab	D	M	M	M	M	D	M
MMART	152A/152LA	Motion Graphics/ After Effects I/Lab	I, D	I, D	I, D	I, D, M	I, D, M	I	I
MMART	152B/152LB	Motion Graphics/ After Effects II/Lab	D, M	D, M	D, M	D, M	M	D	
MMART	152C/152LC	Motion Graphics/ After Effects III/Lab	M	M	M	M	M	D	D
MMART	153	Digital Cinematography Basics		I	D	D	D		D
MMART	154	Video Production Intensive	I		I, D	I	I, D	I	M
MMART	156	Documentary Production Intensive	D	I	D	D	M	D	D

Digital Imaging Program - Program Course Alignment Matrix									
		Level of Proficiency Attained in Each Class For Each Program Outcome -- I= INTRODUCED, D=DEVELOPED, M=MASTERED							
Course	Course Description	PLO1 - Fair Use	PLO2 - Portfolio	PLO3 - Formulate Ideas	PLO4 - Evaluate Work	PLO5 - Complete Projects	PLO6 - Evaluate Global Work	PLO7 - Work in Teams	

MMART	048UQ/048UR	Digital Photography III	D	D	M	M	M	I	D
MMART	129/129L	Contemporary Color/Lab	I	I	I, D	I, D	I, D	D	I, D
MMART	130/130L	Survey of Digital Imaging/Lab	I		I, D	I, D	D		I
MMART	131A/131LA	Photoshop I/Lab	I	I, D	I, D	I, D	D, M	I	D
MMART	131B/131LB	Photoshop II/Lab	I	D	I	D	M	I	D
MMART	132A/132LA	Illustrator I/Lab	I	I, D	I	D	D	D	D
MMART	132B/132LB	Painter I/Lab	I	D	D	D	D	I	I
MMART	132C/132LC	Painter II/Lab	I	D	D	D	D, M	I	I
MMART	133A/133LA	Digital Photography I/Lab	I, D	I	I, D	I, D	D	I, D	
MMART	133B/133LB	Digital Photography II/Lab	D, M	D, M	D, M	D, M	D, M		
MMART	133C/133LC	Digital Photography III/Lab	M	M	M	M	M		
MMART	134A/134LA	Digital Printmaking I/Lab	I	I	D	I	D	I	
MMART	134B/134LB	Digital Printmaking II/Lab	D	D	D	D	D, M	D	
MMART	135A/135LA	Advanced Practices for Digital Printmaking I/Lab	I	I	D	I	D	D	D
MMART	135B/135LB	Advanced Practices for Digital Printmaking II/Lab	D	D	D	D	D	D	D
MMART	135C/135LC	Advanced Practices for Digital Printmaking III/Lab	D	D	D	D	D	D	D
MMART	135D/135LD	Advanced Practices for Digital Printmaking IV/Lab	M	M	M	M	M	M	M
MMART	136/136L	Digital Printing for Photographers/Lab	I	I	I	D	D	I	
MMART	155A/155LA	Special Projects in Digital Photography A/Lab	I	I	I	I	D	I	M
MMART	155B/155LB	Special Projects in Digital Photography B/Lab	I	I	I	D	M	I	M
MMART	155C/155LC	Special Projects in Digital Photography C/Lab	I	D	D	D	M	I	M
MMART	155D/155LD	Special Projects in Digital Photography D/Lab	I	M	D	M	M	I	M

Animation Program - Program Course Alignment Matrix

		Level of Proficiency Attained in Each Class For Each Program Outcome -- I= INTRODUCED, D=DEVELOPED, M=MASTERED							
Course	Course Description [Grey indicates that	PLO1 - Fair	PLO2 -	PLO3 -	PLO4 - Evalua	PLO5 -	PLO6 - Evalua	PLO7 - Work in	
	course has not been taught yet/no longer taught]	Use	o	ate Ideas	e Work	ete Projec t s	e Global Work	Teams	
MMART	175B	Game Design/Lab		I	I	D	M	I	D

MMART	177/177L	Introduction to Animation Principles/Lab		I	M	D	D	I	I
MMART	178/178L	Drawing for Animation/Lab		I	I	D	D	I	I
MMART	181/181L	Experimental Animation/Lab	I	D	D	M	D	M	I
MMART	185A/185L A	3D Illustration: Cinema 4 D I/Lab	D	I, D	I	I, D	I, D	I,	I, D,
MMART	185B/185L B	3D Illustration: Cinema 4 D II/Lab	M	D	D	M	M	I, D	D, M
MMART	186/186L	Flash 2D Animation/Lab	I	D	D	I	I	I	I
MMART	187/187L	Animation Practices I/Lab	I	D	M	D	I, D	I	D

Support Courses for All Programs - Program Course Alignment Matrix									
		Level of Proficiency Attained in Each Class For Each Program Outcome -- I= INTRODUCED, D=DEVELOPED, M=MASTERED							
Course		Course Description	PLO1 - Fair Use	PLO2 - Portfolio	PLO3 - Formulate Idea	PLO4 - Evaluate Work	PLO5 - Complete Project	PLO6 - Evaluate Global	PLO7 - Work in Teams
MMART	049	Independent Study Multimedia Arts	I		I	D	M		
MMART	196A/196L A	Art Marketing and Portfolio Management/Lab	I	I, D	I, D	I, D, M	I, D, M	I, D, M	I, D, M
MMART	197/197L	Multimedia Portfolio/ Sample Reel Development/Lab	I	I, D, M	D, M	D, M	D, M		
MMART	200	Digital Media Literacy	I		I	I	I		
MMART	248UD	Foundation in Multimedia	I, D	I, D	I, D	I, D	I, D	I, D	I, D

Appendix I: BCC Institutional Learning Outcomes (ILOs)

Berkeley City College Institutional Learning Outcomes

Berkeley City College's Institutional Learning Outcomes, as described below, are the skills and knowledge that students are expected to attain as a result of completing an instructional program at BCC. Students completing an A.A. or A.S. at BCC will be able to demonstrate all of the BCC Institutional Learning Outcomes. All BCC courses and certificates are designed to teach some or all of the ILO's. In addition, students achieve these ILO's throughout their experiences at BCC, for example, with student services and student clubs.

Communication

Students show that they communicate well when they

- *Critically read, write, and communicate interpersonally, with audience awareness; and*
- *analyze communications for meaning, purpose, effectiveness, and logic.*

Critical Thinking

Students demonstrate critical thinking skills when they

- *identify problems or arguments and isolate facts related to arguments;*
- *use evidence and sound reasoning to justify well-informed positions; and*
- *generate multiple solutions to problems and predict consequences.*

Computational Skills (Quantitative Reasoning*)

Students demonstrate computational skills when they

- *master computational concepts and apply them to concrete problems; and*
- *demonstrate algorithmic competence.*

Ethics and Personal Responsibility

Students show the ability to behave ethically and assume personal responsibility when they

- *analyze the consequences of their actions and the impact of these actions on society and the self; and*
- *demonstrate collaborative involvement in community interests.*

Global Awareness & Valuing Diversity (Intercultural Competency*)

Students demonstrate global awareness and show that they value diversity when they

- *identify and explain diverse customs, beliefs, and lifestyles; and*
- *analyze how cultural, historical, and geographical issues shape perceptions.*

Information Competency

Students demonstrate information competency when they

- *find, evaluate, use, and communicate information in all its various formats;*
- *use library and online resources and research methodology effectively; and*
- *use technology effectively.*

Self-Awareness & Interpersonal Skills

Students demonstrate self-awareness and interpersonal skills when they

- *analyze their own actions and the perspectives of other persons; and*
- *work effectively with others in groups.*

*Proposed changes as of November 2013

Appendix II: Goals

Berkeley City College Institutional Goals 2013 - 2014

1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)
3. Ensure BCC programs and services reach sustainable, continuous improvement level
4. Collaborate to ensure Fiscal Stability
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources

Peralta Community College District Strategic Goals 2013 - 2014

- A. Advance Student Access, Equity, and Success
- B. Engage and Leverage Partners
- C. Build Programs of Distinction
- D. Create a Culture of Innovation and Collaboration
- E. Develop and Manage Resources to Advance Our Mission

BCC Goals	Alignment with PCCD Goals Below
1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students	A. Advance Student Access, Equity, and Success B. Engage and Leverage Partners C. Build Programs of Distinction
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)	A. Advance Student Access, Equity, and Success C. Build Programs of Distinction
3. Ensure BCC programs and services reach sustainable, continuous improvement level	B. Engage and Leverage Partners C. Build Programs of Distinction D. Create a Culture of Innovation and Collaboration
4. Collaborate to ensure Fiscal Stability	D. Create a Culture of Innovation and Collaboration E. Develop and Manage Resources to Advance Our Mission
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources	E. Develop and Manage Resources to Advance Our Mission