

Peralta Community College District

Program Review Template 2012-13

Below please find the program review form, to be filled out by department chairs and program leaders. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2013-14 budget year.

I. Overview			
Date Submitted:	November 1, 2013	Administrator:	Lilia Celhay
BI Download:	September 25, 2012	Dept. Chair and contributing faculty	Lee Marrs Rachel Simpson Joe Doyle
Dept./Program(s): (List departments and programs, including all associate degrees and certificates and components of general education and basic skills)	<p>The Multimedia Arts Program is a cross-disciplinary department, integrating instruction in visual aesthetics, critical thinking and computer technical skills.</p> <p>Digital Imaging – AA and CC (2 levels) Web Design / Production – AA and CC (2 levels) Digital Video Arts – AA and CC (2 levels) Animation – AA and CC (2 levels) Digital Culture (Writing for Multimedia) – AA and CC (2 levels)</p> <p>All five curriculums have been approved at the state level.</p>		
Campus:	Berkeley City College		
Mission	<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. Goals and Outcomes (add lines as needed)			
II.a. Goals (for each one, cite Institutional Goal(s), Appendix II)			
<p>1.) To push the edges of traditional media programs in order to offer innovative paths to the future. (A. access C. programs of distinction D. a culture of Innovation & collaboration)</p> <p>2.) To present, model and engage our students in the rewards and responsibilities of a creative technological life (A. access C. programs of distinction D. a culture of Innovation & collaboration)</p> <p>3.) To maximize student's self-awareness, flexibility and value of their skills (B. engage our partners)</p>			
II.b. Program Outcomes [for each one, cite ILO(s), Appendix I]			

PROGRAM OUTCOMES(Mapped to Institutional Learning Outcomes, Appendix I):

Communication: Formulate and demonstrate ideas and designs visually, verbally and in writing.

Critical Thinking: Describe and evaluate design principles, aesthetic forms, historical context and social relevance of Multimedia works.

Computational Skills: Plan, schedule, manage and implement Multimedia projects using current hardware and software technologies.

Ethics and Personal Responsibility: Demonstrate knowledge of and apply the principles of Fair Use and Intellectual Property Rights as they apply to Multimedia.

Global Awareness & Valuing Diversity: Describe and evaluate the historical context and social relevance of Multimedia works produced in other communities and other countries.

Information Competency: Using a combination of interactive Multimedia technologies, produce a portfolio or sample reel that can be used to apply for employment or to apply for other colleges.

Self-Awareness & Interpersonal Skills: Collaborate effectively, in a team environment, with people from various cultures and with various abilities.

General Education component(s): N/A

Basic Skills component(s): N/A

III. Evidence

III.a. Institutional Data

Enrollment	Fall 2009	Fall 2010	Fall 2011
Census Enrollment (duplicated)	2162	2020	1723
Sections (master sections)	57	55	45
Total FTES	238.04	227.24	197.73
Total FTEF	21.67	21.36	17.14
FTES/FTEF	21.97	21.27	23.07
Retention			
Enrolled	2,162	2,020	1,723
Retained	1,628	1,612	1,302
% Retained	75%	80%	76%
Success			
Total Graded	2,011	1,908	1,655
Success	1,325	1,375	1,137
% Success	66%	72%	69%

Faculty Data (ZZ assignments excluded)			
	Fall 2009	Fall 2010	Fall 2011
Contract FTEF	2.09	2.20	2.31
Hourly FTEF	8.21	8.13	6.15
Extra Service FTEF	0.53	0.35	0.11
Total FTEF	21.67	21.36	17.14
% Contract/Total	0.19	0.21	0.27

Faculty Data Comparables F2011 (ZZ assignments excluded)				
	Alameda	Berkeley	Laney	Merritt
Contract FTEF		2.31		
Hourly FTEF		6.15		
Extra Service FTEF		0.11		
Total FTEF		197.73		
% Contract/Total		0.27		

In Peralta, BCC's MMART program is the sole practitioner.

III.b. External Evidence

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.

Program Review Narrative:

The MMART department has always sought to teach with the latest industry software and hardware, reflecting tools used in industry. Since we have routinely offered over 75 courses and attendant labs, faculty represent every aspect of the multimedia industry and reflect the varying skills necessary to that wide range of future student employment. Faculty in the discipline must routinely upgrade their skills, and the institution must routinely upgrade its facilities and software licenses.

Since 2009 the MMART program has had three full-time faculty members – for Digital Imaging, Digital Video Arts, & Animation – and 24 adjunct teachers. In 2012, MMART is slated to hire a fourth full-time replacement instructor to head the Web Design/Social Media strand.

Our five strands – Digital Imaging, Web Design / Production, Digital Video Arts, Animation and Writing for Multimedia – have continued successfully in a skeletal form in the midst of chronic resource cuts, through faculty ingenuity and dedication.

The multimedia fields are not only popular but exhibit strong employment opportunities. Both students and industry employers have consistently demanded just what we can offer: excellent preparation in the specific digital areas. The cultural and technological shifts over the last five years involve much of what we can deliver – training in mobile applications, social media, game design, animation and video.

A.)

The years of reduced resources have had a negative effect on our strands. Our slight decrease in enrollment and narrowing of course offerings has slowed what was once the fastest growing department in the college and since we are the only college in Peralta that offers a full multimedia program in the District.

In the current climate, some of our advanced courses have been cut, requiring regular substitution of courses for completion of degrees. This has impacted some of our international students, who require a certain load every semester and have a time constraint on their visas. Some of our beginning courses, which feed the intermediate level of the programs, have been cut.

For years we have been trying to get a Computer Gaming program off the ground. We have done the research, we have the instructors, even the software, but no funding to support it. We have a Digital Culture program designed as well. We hope to implement these programs once funding is available. Both programs support areas of crucial demand in the industry.

Essential, expensive equipment has become outdated and/or goes unrepaired. Software licenses renewals are continually in jeopardy. We consistently teach software that is behind the current versions.

B.)

To counter these challenges, we've deactivated outdated courses and designed Proficiency Certificates for all the strands to increase student completion and employment. We based this process on Multimedia Arts student surveys in spring 2011. By arranging core courses into small chunks, students accomplish some of their goals in mere semesters, encouraging them and providing them with useable certificates in the industry.

To align with the changing industry landscape, the Proficiency Certificates focus on the discreet set of skills likely for employment. This concentration has enabled us to continue our core courses effectively.

C.)

We need a larger and more focused counseling staff. The Multimedia Arts programs are tricky to understand and not having specific counselors to guide the students affects us negatively.

Passport difficulties have been and are negatively affecting Multimedia enrollment and grading. We've presented these problems to the District.

Curriculum:

- Is the curriculum current and effective? Have course outlines been updated within the last three years? If not, what plans are in place to remedy this?

With the creation of Proficiency Certificates, our curriculum is now current. In 2011, all the course outlines were reviewed and recommendations were presented to update their contents – a process that is ongoing.

- Has your department conducted a curriculum review of course outlines? If not. What are the plans to remedy this?

Yes, in 2011.

- What are the department's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?

We are in the midst of a major overhaul: deactivating the entire Writing for Multimedia strand based on industry changes, establishing smaller, more manageable Proficiency Certificates, trying to change the course designations in Passport to be more comprehensible. New courses are written and old ones deactivated, awaiting the restoration of the budget.

Co requisites were updated in 2009. Prerequisites were abolished due to Passport preventing enrollment in subsequent courses. Suitability is left up to the individual instructors to evaluate with the students. The recommended courses still provide new students with a way to gauge their own paths..

- What steps has the department taken to incorporate student-learning outcomes in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes?

All course outline reviews utilized three sets of criteria: SLOs as recommended by the BCC assessment Committee, SLOs set by MMART Department and its advisors, and SCANS competencies presented by Federal Government.

All MMART courses had their SLOs incorporated into the course outlines as of Spring 2009. Faculty have been instructed to include their SLOs in their syllabi and use them to grade students.

- Describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes?

Program SLOs have been aligned to all institutional outcomes. [See Appendix A]

Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?

The majority of our courses are project-based. This entails hands-on practical learning and intensive interaction between teacher and student, and among students working in groups. In most of our courses, the techniques and methodology used is dictated by industry standards but the content is supplied by the individual students. This involves the students viscerally in their project outcomes.

The question of technology cannot be separated from our basic curriculum itself, since over 90% of our courses are focused on the use of current technology for instruction/learning.

- How does the department maintain the integrity and consistency of academic standards within the discipline?

The MMART department maintains the integrity and consistency of its academic standards through ongoing conversations among faculty within the strands, in addition to ongoing discussions with advisors as well as constant research in the field (trade journals, user groups, conferences, industry events, etc). Since 89% of the faculty is part time, faculty are also active practitioners in the field.

MMART department receives constant feed back from transferring students and maintains cross checking by our articulation process.

- Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? What do you think are the salient trends affecting enrollments?

Peralta District statistics show that MMART enrollments were the greatest at BCC: 1135 (2003-04), 2146 (2004-05), 2177 (2005-06). The decreases in 2009-2011 from 2,162 to 1723 was entirely due to section cuts. Our enrollments were increasing each year because of the increasing profile of the department in the community and in the industry. The demand is still there but course cuts don't support the demand. We are now turning away almost as many students as we accept. The wait lists consist of 30-40 students.

- Are courses scheduled in a manner that meets student needs and demand? How do you know?

One strategy the department has taken in recent years is to alternate from one semester to another between day and night offerings of a single course.

Student Success:

- Describe student retention and program completion (degree, certificates, persistence rate) trends in the department. What initiatives can the department take to improve retention and completion rates?

Retention	Fall 2009	Fall 2010	Fall 2011
Census Enrollment	2,162	2,020	1,723
Retained	1,628	1,612	1,302
Retention Rate	75%	80%	76%

MMART retention rates have been improved considerably. The ATT/RTN rate was 66.5% (2177) in 2005-06. In Fall 2011 it was 76% (1,302). So although enrollment was less, retention was higher. We've created the Proficiency Certificates for all the strands to increase student completion and employment. We based this process on Multimedia Arts student surveys in Spring 2011.

By arranging core courses into small chunks, students accomplish some of their goals in mere semesters, encouraging them and providing them with useable certificates in the industry. Many students leave during their course work for jobs in the field. There is no way to track academic transfers in the multimedia fields.

The department curriculum is quite complex and an ongoing need has been to mentor counselors so they can better guide our students. Work is under way in this regard in conjunction with the department's program review effort. We also hope that the forthcoming hire of a fourth full-time faculty person in MMART will further support student retention and program completion.

Our persistence rate has steadily improved over the last 3 years to 68%.

- What are the key needs of students that affect their learning? What services are needed for these students to improve their learning? Describe the department's efforts to access these services. What are your department's instructional support needs?

Beyond excellent instruction, MMART students need access to equipment, through computer labs and through our media equipment center.

MMART students have access to teachers and some teaching assistants during their lab. The department requires teaching assistants in ALL the labs and in several lectures. This is imperative, and the college needs to establish a straightforward process for budgeting and hiring teaching assistants.

- Recommendations and priorities.

Establish an automatic, transparent process for hiring teaching assistants.

- Describe the department's effort to assess student learning at the course level. Describe the efforts to assess student at the program level. In which ways has the department used student learning assessment results for improvement?

Instructor lesson plans include practicum in which they can constantly check up on the skills acquisitions of students. Lab instructors have a chance to respond in a more individualized manner than in the lecture environment. The department also organizes events such as video screenings, print exhibits, which showcase student work. These efforts support a growing multimedia culture in the department.

Due to reports from our Advisory group, we learned that the industry heavily values the ability of working in a team. MMART routinely meets as a department to assess which areas we need to address. We changed the SLOs to include training to work as teams in the intermediate level and advanced level courses.

In spring 2011, we conducted Multimedia Arts student surveys in all the courses. Based on the surveys, we designed Proficiency Certificates for all the strands to increase student completion and employment. These certificates provide pathways for the students to follow.

Human and Physical Resources (including equipment and facilities)

- Describe your current level of staff, including full-time and part-time faculty classified staff, and other categories of employment.

3 full-time faculty, 26 part-time faculty. A new full-time hire, in Web Design/Social Media, is stated for Spring 2013.

Web Design/Social Media: This program is unique to Berkeley and has shown consistent demand. We have been without a fulltime Web instructor since 2006. Without fulltime qualified faculty the program cannot maintain quality and adjust the program. Although PT faculty are available, they cannot administer, plan and grow the program. The advanced courses have suffered as a consequence. Other FT faculty cannot be reassigned to this program.

We've combined Digital Culture with Web Design/Production: This represents a revision of our strand "Writing for the Multimedia." We plan to consolidate classes currently taught by part-timers and offer additional courses on blogging, twittering, podcasts, Facebook, etc. People's lives have changed AND jobs are available in arena that is passing us by entirely if we don't move now. This is Next Big thing in Education.

- Describe your current utilization of facilities and equipment.
- 2.5 computer labs with 30-33 computer workstations, 2 Mac Labs, 2x .5 PC lab (shared with CIS) The computer labs should have 42 Macs but the wiring needs to be fixed in order for that to happen.

- Camera, lighting, microphone and related equipment for still photography, video and sound.
 - Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What are your key staffing and facilities needs for the next three years? Why?
 - Move the Animation Lab to Room 324.
 - Break through the wall from 324 to the animation storage room & close off the present door
 - Increase the installed computers from 24 to 30.
 - Bring power to the animation storage room in order that 3 (already owned) pencil test machines can be installed
 - Or
 - Install sufficient power along one wall so that the pencil test machines can be installed
 - An additional photographic/video studio
 - Dedicate an additional lab to MMART
 - Stay current with all software licenses.
 - Further staff a media equipment center
 -
 - Recommendations and priorities.

See previous response.

Community Outreach and Articulation

For vocational programs:

- Describe the department's connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How do you know?

MMART has an advisory board whose members have been recently updated. In previous years the department held at least one formal meeting a year.

The Advisory Committee has regularly aided us in providing student grant advice for specific outside opportunities. The lighting equipment purchases last year were made possible due to their input. The expansion of the department into video production rather than just video editing was due to advisory input. Our move to shorter certificates in the current job market came as a result of their consultation.

In outreaching to the community, MMART students developed and taught animation workshops at the BAICFF Children's Film Festival (founded by Jim Capobianco from Pixar) and shot interviews with filmmakers from around the world at Mill Valley's 35th Film Festival.

We've built an ongoing relationship with many Bay Area filmmakers, including Josh Penn, Producer "Beasts of the Southern Wild," Ashley James - Cinematographer Searchlight films,

Kelly Richardson (BCC alum) - Director "Without a Net", and Jim Capobianco - Director and Writer from Pixar.

- Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your programs?

Yes. Many of our students are working (primarily as freelancers) in the field. There is a quite cohesive community that has emerged from our department, which allows us to hear what our graduates (as well as current students) are doing. We are currently creating surveys for students and employers to acquire some data regarding student success. We regularly publish success stories of our students in the BCC newsletter.

Our completion rates are not where we would like or expect to be. Last spring 9 students graduated and 8 received Certificates of Achievement. With our Proficiency Certificates for all the strands we plan to increase student completion and employment

- What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?

The employment placement rates are hard to determine, given that the majority of the work in the field is freelance and this short-term and contract based. Again, the correlation between completion rates and employment rates is very difficult to discern in this field; however, we are currently building a mechanism to survey the alumni and plan an association to track this sort of connection.

- What industry trends are most critical for the future viability of the program? How do you know? What are the implications of these trends for curriculum development and improvement?

Video:

The abandonment of Final Cut Pro by Apple is as puzzling as it is serious. We are trying to handle the gradual shift to other software with grace. Difficult to do with no money.

Print:

The quality and archive ability of our prints are setting standards in the industry. Our print lab has an on going relationship with electric works, Kala Institute, Magnolia Press, the Institute of Contemporary Art in San Jose and the Achenbach Foundation. Teachers from other institutions have been upgrading their skills in Photoshop and in digital photography here at BCC.

Animation:

Computer Gaming has fueled the animation field tremendously, as have the burgeoning feature film business. A program in Computer Gaming has been developed in Spring 2010 to be offered in Spring 2013. The struggles of the Animation strand will be alleviated by the addition of this program.

The fastest growing aspect of the animation industry- outstripping even film animation- is mobile computer games. The other two community colleges in the greater Bay Area who have just now begun to offer 3D do not provide the basic underpinnings of traditional animation principles- which we do.

Web Design/Social Media:

Despite operating without a full time instructor since 2006, the program has attempted to stay current with industry practices and standards. Without a full time instructor the program is beginning to fade.

Our part time instructors, as an integral part of the web industry, have struggled to adjust the program to fit current demands.

For transfer programs:

- Describe the department's efforts in meeting with and collaborating with local 4-year institutions, Is the program adequately preparing students for upper division course work? How do you know?

Essentially, MMART is a vocational program.

MMART articulates with CSUEB, San Jose State, San Francisco State and UC Santa Cruz.

Our standards are so high that many university instructors take courses here to upgrade their skills. In this geographical area, there are few 4-year institutions with equivalent programs, our curriculum tends to meet or exceed preparatory standards for upper division courses, where they exist in the area.

For all instructional programs:

- Describe the department's effort to ensure that the curriculum responds to the needs of the constituencies that it serves.
- Supporting the currency of faculty knowledge base, especially webinars.
- Reviewing, revising and expanding our curriculum based on trends in the field and student needs.
- Maintaining current software and hardware.
- Organizing events (internal and public), internships and networking opportunities for students.
- Inviting guest speakers from the fields to speak in our classes.
- Student evaluations and surveys.
- Shorter our certificate programs as a result of the increasing expertise of our students.
- Recommendations and priorities.

See previous response. In addition:

Organize open houses and career days.

Resume the effort to establish an outreach program to the high schools using a current grant. This will be one of the tasks for the new hire, for which we hope to secure release time.

III.c. Program Outcome Assessments Narrative

All our MMART SLOs have been completed. Fifteen of our courses have been assessed. We are pursuing evaluating capstone courses as a way to expedite this process.

We have 3 full-time instructors and 26 part-time instructors. The obligations of adjunct instructors is legend, including their teaching obligations at other institutions.

Unless we can get guaranteed financial support for each part-timer to continue the work of course assessment and to attend regular meetings in order to close the loop on those courses that have been assessed, then this work will continue to remain at a standstill.

We are moving ahead with Institutional Learning Outcomes which can be addressed in a more efficient way. Following a 6 semester process for assessment, the current one is Communication. [See appendix B.]

IV. Action Plans			
Please describe your plan for responding to the above data. Consider program learning outcomes, institutional goals, external evidence, and BI data. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. Add rows as needed.			
Action Item	Steps/Timeline	Person(s) Responsible	Supporting Data Source (check all that apply)
1. Hire a Fulltime Web Design/Social Media instructor	ASAP	Lee Marrs	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input checked="" type="checkbox"/> Other
2. 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.	Lee Marrs / Hannah Chauvet	<input type="checkbox"/> Assessment Findings <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
3. Institute Proficiency Certificates and ZZ time to update all the AAs	Present curriculum comm. – Fall 2011 Publicize - Spring 2012 Implement –Fall 2012 & Spring 2013	Lee Marrs / Joe Doyle / Rachel Simpson	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
4. Establish Computer Gaming program	Conduct next courses in program – Spring 2013	Lee Marrs and Thana	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
5. Institute animation lab procedures	Spring 2013	Lee Marrs	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input type="checkbox"/> Other

6. Hire sufficient Instructional Aides & Teaching Assistants-	ASAP	Lee Marrs / Joe Doyle / Rachel Simpson	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
7. Establish studio supervision, buy new equipment with warranties, and studio management	Set up process- Fall 2011 Set up procedures – Spring 2012 Buy cameras & accessories	Rachel Simpson / Bryan Gibbs/ Diane Rosenblum	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input checked="" type="checkbox"/> Other
8. Update Print Room and photo equipment	Buy printers - Spring 2013 Install- Summer 2013	Joe Doyle / Diane Rosenblum	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
9. Hire a part-time clerk	ASAP	Lee Marrs	<input type="checkbox"/> Assessment Findings <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input checked="" type="checkbox"/> Other

V. Resource Needs (A.) MULTIMEDIA		Link to Action Plans (Section IV)
Please describe and prioritize any faculty, classified, and student assistant needs. 1 Fulltime Web Design/Social Media instructor 6 Instructional Aides- 500 hours a year 25 Teaching Assistants- 15 - 20 hours a week 1 8 hr.s a week clerical assistant		1. Hire a Fulltime Web Design instructor 6. Hire sufficient Instructional Aides & Teaching Assistants- 9. Hire a part-time clerk
Please describe and prioritize any equipment, material, and supply needs. SEE INDIVIDUAL SECTIONS FOLLOWING		
Please describe and prioritize any facilities needs. SEE INDIVIDUAL SECTIONS FOLLOWING		

V. Resource Needs (B.) ANIMATION	Link to Action Plans (Section IV)
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<p>Please describe and prioritize any equipment, material, and supply needs.</p> <p>Unity 3D software and Toon Boom software renewal licenses – \$1500</p> <p>3 Multiple Scanners need repair policies</p>	<p>4. Establish Computer Gaming program and</p> <p>5. Institute animation lab procedures</p>
<p>Please describe and prioritize any facilities needs.</p> <p>ANIMATION STORAGE ROOM ACCESS : Door created between Rm. 324 and Storage Rm. 321A. Currently, classes held in Rm. 321 must be disturbed by animation instructor seeking classroom supplies.</p> <p>Bring power to the animation storage room in order that 3 (already owned) pencil test machines can be installed</p> <p style="text-align: center;">Or</p> <p>Install sufficient power along one wall so that the pencil test machines can be installed</p>	<p>4. Establish Computer Gaming program and</p> <p>5. Institute animation lab procedures</p>
<p>V. Resource Needs (C.) VIDEO ARTS</p>	<p>Link to Action Plans (Section IV)</p>
<p>Please describe and prioritize any faculty, classified, and student assistant needs.</p> <p>[see (D.)]</p>	
<p>Please describe and prioritize any equipment, material, and supply needs.</p> <p>Replacement camera equipment and accessories – \$15K</p>	<p>7. Establish studio supervision, buy new equipment with warranties, and studio management</p>
<p>Please describe and prioritize any facilities needs.</p>	

V. Resource Needs (C.) DIGITAL IMAGING	Link to Action Plans (Section IV)
<p>Please describe and prioritize any equipment, material, and supply needs.</p> <p>Because current printers are aged & needing constant repair/ advanced computer software not adequate:</p> <p>3 24” Epson Printers 1 44” Epson Printer 1 64” Epson Printer 5 2yr. Extended Warranties – with delivery & taxes \$33,722.33</p> <p>Ink – \$15K a yr.</p> <p>New Photography equipment – \$143K</p>	<p>8. Update Print Room and photo equipment</p>
<p>Please describe and prioritize any facilities needs.</p> <p>Expand Rm. 211 into Rm. 212. Print room is too small for current volume of work.</p> <p>Additional lab space.</p> <p>Dedicated photography space for studio.</p>	<p>8. Update Print Room and photo equipment</p>

V. Resource Needs (D.) VIDEO ARTS/ DIGITAL IMAGING	Link to Action Plans (Section IV)
<p>Please describe and prioritize any faculty, classified, and student assistant needs.</p> <ul style="list-style-type: none"> • Classified studio manager [managed by the A/V Supervisor] 	<p>7. Establish studio supervision, buy new equipment with warranties, and studio management</p>
<p>Please describe and prioritize any equipment, material, and supply needs.</p> <p>Maintaining and Repairing over \$500,000 Equipment – \$4000 a yr.</p> <p>Tool Repair Chest - Make small repairs and adjustments to equipment in house – \$2500</p> <p>Video/Photo studio expendables – \$7,500 a yr.</p>	<p>7. Establish studio supervision, buy new equipment with warranties, and studio management</p>
<p>Please describe and prioritize any facilities needs.</p> <p>A PHONE INSTALLED IN THE VIDEO/PHOTO LAB #218. THERE IS CURRENTLY NO WAY TO REACH SECURITY.</p>	

MMART Program Review 2012-2013

APPENDIX A

compiled by Hannah Chauvet, 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 Projects	PLO6 - Evaluate Global Work	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 Projects	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 Developmt: ActioScript							

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 Ideas	PLO4 - Evaluate Work	PLO5 - Complete Projects	PLO6 - Evaluate Global Work	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 -	PLO2 -	PLO3 -	PLO4 -	PLO5 -	PLO6 -	PLO7 -

			Fair Use	Portfolio	Formulate Ideas	Evaluate Work	Complete Projects	Evaluate Global Work	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 - Portfolio	PLO3 - Formul	PLO4 - Evaluat	PLO5 - Compl	PLO6 - Evaluat	PLO7 - Work in

		course has not been taught yet/no longer taught]	Use	o	ate Ideas	e Work	ete Projects	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 Ideas	PLO4 - Evaluate Work	PLO5 - Complete Projects	PLO6 - Evaluate Global Work	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 B

Institutional Learning Outcome Assessment Rubric for Oral Communication

Oral Communication Skills to be assessed -

1. The student shall be able to view a piece of multimedia work and discuss in an organized and focused manner the specific individual issues that pertain to the work's discipline area (digital imaging, digital photography, video editing, video-production, web design, or animation).
2. The student shall use the appropriate aesthetic and technical terminology pertaining to the work's discipline area while discussing the work.
3. The student shall be able to clearly state and analyze the strengths of the work and give reasons for the evaluation.
4. The student shall be able to clearly state and analyze the weaknesses of the work giving reasons for the evaluation and formulating questions/solutions on how the weaknesses might be remedied.

Oral Communication	Beginning (1)	Developing (2)	Mastering (3)
Organization and focus	Student goes off topic several time and demonstrates poor organization of thought during discussion	Student goes off topic once and demonstrates some organization of thought during discussion	Student stays completely on topic and demonstrates excellent organization of thoughts during discussion
Use aesthetic and technical terminology	Student demonstrates poor knowledge of the aesthetic and technical terminology of the work's discipline	Student demonstrates adequate knowledge of the aesthetic and technical terminology of the work's discipline	Student demonstrates excellent knowledge of the aesthetic and technical terminology of the work's discipline
State strengths with reasons	Student is very vague about the strengths and does not give reasons	Student is somewhat vague about the strengths and gives too few reasons	Student states strengths clearly and gives an appropriate set of reasons

Oral Communication	Beginning (1)	Developing (2)	Mastering (3)
State weaknesses with questions for problem solutions	Student is very vague about the weaknesses and does not formulate questions for problem solutions	Student is somewhat vague about the weaknesses and formulates too few or inappropriate questions for problem solutions	Student clearly states weaknesses and formulates an adequate number of appropriate questions for problem solutions

APPENDIX C

We in MMART have several specific, persistent problems with the Passport enrollment system. Once again we are determined to correct these transgressions.

Through researching the BI Tool database and comparing years old enrollment figures, we can compare 3 years before Passport was introduced and 4 years after. Before Passport, there was no difference in enrollment between MMART courses with separate labs or MART courses without labs.

After Passport, increasingly there are differences between the two, with the courses without labs maintaining a steady enrollment and those with having increasing problems.

Appendix I

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

Students demonstrate computational skills when they

- ⑩ *master computational concepts and apply them to concrete problems; and*
- ⑩ *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

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.*

Appendix II

Institutional Goals

Berkeley City College's Institutional Goals are aligned with the PCCD Strategic Goals, and are listed below:

- A.) Advance Student Access, Success & Equity
- B.) Engage our Communities & Partners
- C.) Build Programs of Distinction
- D.) Create a Culture of Innovation & Collaboration
- E.) Develop Resources to Advance & Sustain Mission