Peralta Community College District

BCC Program Review Template 2011-2011

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| I. Overview |
| Date Submitted: |  10.X.11 | Administrator: | Krista Johns      |
| BI Download: |  | Dept. Chair: |  Lee Marrs |
| Dept./Program(s):(List departments and programs, including all associate degrees and certificates and components of general education and basic skills) | The **Multimedia Arts** Program is a cross-disciplinary department, integrating instruction in visual aesthetics, critical thinking and computer technical skills. 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)All five curriculums have been approved at the state level. |
| Campus | Berkeley City College |
| College Mission  | Berkeley City College’s mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.*Adopted by the Peralta Board of Trustees April 12, 2005* |
| Unit/Dept/ProgramMission | We seek to 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. 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. |
| II. Goals and Outcomes (add lines as needed) |
| II.a. Goals (for each one, cite Institutional Goal(s), Appendix II) |
| Advance Student Access, Success & Equity: To enable any student to accomplish his/her goals – for employment or personal enrichment.Increase Transfer and Program Completion Rates: To effectively tailor our offerings to meet the current demands.Engage our Communities & Partners: To fully engage our community partnerships so as to smooth the students’ pathways to rewarding careers.Build Programs of Distinction: Building on our past success, to push the edges of traditional educational programs in order to offer innovative paths to the future.Create a Culture of Innovation & Collaboration: The medium is the message. |
| 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 |
| **[SEE APPENDIX A]** |
| III.a. Institutional Data |
| Enrollment  | Fall 2009 | Fall 2010 | Fall 2011 |
| Census Enrollment (duplicated) | 2111 | 1966 | 1742 |
| Sections (master sections) | 58 | 57 | 44 |
| Total FTES | 238.04 | 227.24 | 199.59 |
| Total FTEF | 11.04 | 11.08 | 8.57 |
| FTES/FTEF | 21.57 | 20.51 | 23.29 |
| **Retention**  |  |  |  |
| Enrolled | 2111 | 1966 | N/A |
| Retained | 1629 | 1614 | N/A |
| % Retained | 81 | 84 | N/A |
| **Success**  |  |  |  |
| Total Graded | 2011 | 1908 | N/A |
| Success | 1323 | 1372 | N/A |
| % Success | 65 | 71 | N/A |
| Withdraw | 382 | 294 | N/A |
| % Withdraw | 18 | 15 | N/A |

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| Faculty Data |
|  | **Fall 2011** |
| Contract FTEF | 2.45 |
| Hourly FTEF | 6.11 |
| Extra Service FTEF | 0.01 |
| Total FTEF | 8.57 |
| % Contract/Total | 28.63 |

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| Faculty Data Comparables F2011 |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF | 0 | 2.45 | 0 | 0 |
| Hourly FTEF | 0 | 6.11 | 0 | 0 |
| Extra Service FTEF | 0 | 0.01 | 0 | 0 |
| Total FTEF | 0 | 8.57 | 0 | 0 |
| % Contract/Total | 0 | 28.62 | 0 | 0 |

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

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| 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.”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.MMART has an advisory board whose Spring 2011 meeting reinforced this prediction. The Advisory Committee has regularly aided us in providing student grant advice for specific outside opportunities. The expansion of our department into video production rather then 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, supported by the results of a Faculty Inquiry Group held in Spring 2011. [see p. 7]Currently in the “real world”, alumnae have won numerous awards for their work, including 10 CCC Media Awards, the Golden Banana, an Emmy Award, and been nominated for an Oscar.  |

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| III.c. Program Outcome Assessments Since Last Reported (add rows as needed) |  Findings | Action Plans |
| General education component: |  N/A |  |
| Basic skills component: |  N/A |  |
| Program Outcome Assessments Narrative:**Submitted by Hannah Chauvet, MMART SLOA Coordinator**All our MMART SLOs have been completed. The following 15 courses have been assessed:111A - Narrative Scriptwriting1111B - Narrative Scriptwriting2 122B - From Movies to Multimedia 131A - Introduction to Digital Imaging 148A - Digital Sound Design I148B - Digital Sound Design II 150A - Digital Video Editing I 150B - Digital Video Editing II150C - Digital Video Editing III 150D - Digital Video Editing IV 151A - Digital Video Production I 152A - Motion Graphics I 152B - Motion Graphics II 152C - Motion Graphics III 200 - Digital Media Literacy The above findings have not been discussed as a group nor have plans based on those findings been made. The initial work was done when compensation was offered.There are approximately 50 or more courses left to be assessed - quite a few courses are series of related courses, such has 132A-B-C, 133A-B-C, 134A-B, 135A-B-C-D, 155A-B-C-D. Each series is taught by the same person and can probably be assessed fairly quickly with one capstone assignment. We have 3 full-time instructors and 24 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. |
| III.d. Institutional Goals -- Narrative of Unit/Dept/Program activities in support of institutional goals [Please refer to Appendix II for full description of goals/objectives.] |
| Discuss all that apply.A. Advance Student Access, Success & EquityB. Increase Transfer and Program Completion RatesC. Engage our Communities & PartnersD. Build Programs of DistinctionE. Create a Culture of Innovation & CollaborationF. Develop Resources to Advance & Sustain Mission | A. A majority of our efforts is aimed at student access, success and equity. We strive to meet this goal in everything from fighting the enrollment process snares to arranging internships for worthy students.Our percentages of retention and success has improved and is on an upward slant, due to the concentrated efforts of the instructors to give focused attention to the students’ schedules.Based on industry data (see p. 5) a program in Computer Gaming was developed in Spring 2011 and its first course was offered in Summer 2011, with full enrollment.B. We are shortening our certificate programs as a result of increased student expertise, Advisory Board recommendations, and a large student survey conducted in Spring 2011. We are initiating Proficiency Awards, smaller collections of courses which then lead to the certificates. **[see Appendix B]**MMART articulates with CSUEB, San Jose State, San Francisco State and UC Santa Cruz. Our standards are so high that many university graduates 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.C. 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.Recently a course has been revived which enables our video and animation students to intern with Bay Area International Children’s Film Festival, run by Pixar employees, AND to the Mill Valley Film Festival as well.D. The MMART’s reputation and the continued pull of the program make for a powerful experience. Our efforts to be dynamic in classroom presentation have been paying off. Our assessment loop is temporarily stalled.E.Our Computer Gaming program in collaboration with CIS may prove valuable. Our participation in the ROOTS experience is giving us new ways of reaching disadvantaged students. |

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| 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. Fix the Passport system as it affects lecture + lab enrollment [see Appendix C] | Presentation - nowConference w/ authorities – soon Blackmail – Dec.2011 | Lee Marrs / Hannah Chauvet | \_\_Assessment FindingsX BI DataX Insitutional Goals\_\_Other |
| 2. Institute short certificates and Proficiency Awards | Present curriculum comm. – Fall 2011Publicize - Spring 2012 | Lee Marrs / Joe Doyle / Rachel Simpson | \_\_Assessment Findings\_\_BI DataX Insitutional Goals\_\_Other |
| 3. Establish Computer Gaming program | Conduct next courses in program – Spring 2012 | Lee Marrs | \_\_Assessment Findings\_\_BI DataX Insitutional Goals\_\_Other |

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| 4. Hire a Fulltime Web Design instructor | ASAP | Lee Marrs / Joe Doyle / Rachel Simpson | \_\_Assessment Findings\_\_BI DataX Insitutional GoalsX Other |
| 5. Stabilize equipment loan out process, equipment, and studio management | Buy software- ASAPSet up process- Fall 2011Set up procedures – Spring 2012Buy cameras & accessories | Rachel Simpson / Bryan Gibbs | \_\_Assessment Findings\_\_BI DataX Insitutional GoalsX Other |
| 6. Update Print Room and photo equipment | Buy printers - Spring 2012Install- Summer 2012 | Joe Doyle / Diane Rosenblum | \_\_Assessment Findings\_\_BI DataX Insitutional Goals\_\_Other |
| 7. Institute animation lab procedures | Consult with contractorsBe a persistant bee in their bonnets | Lee Marrs | \_\_Assessment Findings\_\_BI DataX Insitutional Goals\_\_Other |

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| 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 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 Fulltime Digital Culture instructor** | **4. Hire a Fulltime Web Design instructor**   |
| Please describe and prioritize any **equipment, material, and supply** needs. |  |
| Please describe and prioritize any **facilities** needs. |  |

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| V. Resource Needs (B.) **ANIMATION** | Link to Action Plans (Section IV) |
| Please describe and prioritize any **equipment, material, and supply** needs.**Unity 3D software and Toon Boom software renewal licenses – $1500****1 Multiple Scanner needs repair and all three scanners need repair policies** | **3. Establish Computer Gaming program****and**7. Institute animation lab procedures |
| Please describe and prioritize any **facilities** needs.**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.****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****The Tall Locked Cabinet in Rm. 324 needs to be attached to the wall before it can be used. Repeated attempts to have the attachment happen have failed.** | **3. Establish Computer Gaming program****and**7. Institute animation lab procedures |

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| V. Resource Needs (C.) **VIDEO ARTS** | Link to Action Plans (Section IV) |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.[see (D.)] |   |
| Please describe and prioritize any **equipment, material, and supply** needs.**Replacement camera equipment and accessories – $10K** | **5. Stabilize equipment loan out process, equipment, and studio management.**  |
| Please describe and prioritize any **facilities** needs. |  |

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| V. Resource Needs (C.) DIGITAL IMAGING | Link to Action Plans (Section IV) |
| Please describe and prioritize any **equipment, material, and supply** 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 – with delivery & taxes** **$33,722.33****Ink – $15K a yr.****New Photography equipment – $143K** | **6. Update Print Room and photo equipment** |
| 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.** | **6. Update Print Room and photo equipment** |

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| V. Resource Needs (D.) VIDEO ARTS/ DIGITAL IMAGING | Link to Action Plans (Section IV) |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.**[managed by the A/V Supervisor]** **• Classified studio manager** **• Instructional aide dedicated to loaning studio equipment** | **5. Stabilize equipment loan out process, equipment, and studio management.** |
| Please describe and prioritize any **equipment, material, and supply** needs.**Webcheckout System – (1X) $50,000 purchase** **Maintaining and Repairing over $500,000 Equipment – $4000 a yr.****Tool Repair Chest - Make small repairs and adjustments to equipment in house – $2500****Video/Photo studio expendables – $5k a yr.** | **5. Stabilize equipment loan out process, equipment, and studio management.** |
| Please describe and prioritize any **facilities** needs.**A phone installed in the Video/Photo Lab. There is currently no way to reach security.** |  |

MMART Program Review 2011-2012

**APPENDIX A compiled by Hannah Chauvet, MMART SLOA Coordinator**

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| **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 | 114/114L | User-Center Design/Lab |  |  |  |  |  |  |  |
| MMART | 115 | Advanced Storyboarding |  |  |  |  |  |  |  |
| 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 |

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| **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 | 162/162L | Web Graphics/Lab |  |  |  |  |  |  |  |
| MMART | 174A/174LA | Web Development: Flash/Lab | I | D | M | I | D | I |  |
| MMART | 174B | Web Developmt: ActioScript |  |  |  |  |  |  |  |

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| **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 |

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| **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 |

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| **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 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 | 175B | Game Design/Lab |  | I | I | D | M | I | D |
| MMART | 176/176L | 3D Web Animation/Lab |  |  |  |  |  |  |  |
| 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 | 179 | Animation Layout & Visual Development |  |  |  |  |  |  |  |
| MMART | 180/180L | Animation Special Effects/Lab |  |  |  |  |  |  |  |
| MMART | 181/181L | Experimental Animation/Lab | I | D | D | M | D | M | I |
| MMART | 185A/185LA | 3D Illustration: Cinema 4 D I/Lab | D | I, D | I | I, D | I, D | I, | I, D,  |
| MMART | 185B/185LB | 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 |

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| **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/196LA | 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**

In Spring semester 2011, we conducted a survey of all the MMART students using **SurveyMonkey**, a sophisticated software-based internet program. We had 296 responses, an outstanding result. It was so impressive that we’re going to run a survey every year.

Every question had a “Comments” section where students could add their own personal statements. They certainly took advantage and posited all manner of opinions and suggestions.

General Findings:

* Students who plan to transfer don’t feel they need a degree or certificate because they can transfer without them.
* Most students have AAs, BAs or BSs. The next-most category was the high school grad.
* By a large margin, most had never dropped a course. Of those who had, a large majority listed family issues or a job conflict as the reason.
* The current degrees and certificates were found to be “too complicated”. The simpler the better. A majority enjoyed the number of courses we offer that are “core” courses. They can switch their emphasis with little impact on their schedules.
* When offered shorter, more focused certificates and degrees, 87% were interested.

**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 courses with separate labs or 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.