

MASTER EDIT

Peralta Community College District

Berkeley City College

College of Alameda

Laney College

Merritt College



Career Technical Education (CTE) Program Review Handbook

Fall 2015

Version 10

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Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Comprehensive Instructional Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic programs.
- Provide a standardized methodology for review of instructional areas.
- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.
- Identify effective and exemplary practices.
- Strengthen planning and decision-making based upon current data.
- Identify resource needs.
- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level.
- Inform integrated planning at all levels within the College and the District.
- Ensure that educational programs reflect student needs, encourage student success, and foster improved teaching and learning.
- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

Components in the Process

The CTE Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of a discipline, department or program. These questions direct faculty to examine the curriculum, pedagogy, assessment results, and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the CTE Program Review process include:

- The CTE Program Review Team

- Core data elements
- Completion of a CTE Program Review Narrative Report every three years
- Validation of the CTE Program Review Report
- Completion of three reporting templates (found in the appendix). They are:
 - The *CTE Program Review Resource Requests Template* in which to summarize key resource needs.
 - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Comprehensive Instructional Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.
 - The *Validation Process Form* in which to document the validity of the program review.
- Annual Program Updates (APUs), which review progress in meeting goals identified in the CTE Program Review, are completed in the alternate years within the CTE Program Review three year-cycle.

Thus, the recommendations and priorities from the CTE Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The CTE Program Review Team

Each discipline, department or program at the college will assemble a Comprehensive Instructional Program Review Team at the College that is comprised of the following members:

- Department Chair, Program Coordinator, or discipline designee.
 Department Chair: **Rachel Mercy Simpson**
 Animation Coordinator: **Mary Clarke-Miller**
 Imaging Program Coordinators: **Joe Doyle, Matthew Silverberg**
 Video Coordinator: **Rachel Mercy Simpson**
 Web Coordinator: **Justin Hoffman**
- Division Dean: **Antonio Barreiro**
- Two additional faculty members, if applicable.
 Document Formatter: **Hannah Chauvet**
 Assessment Coordinator: **Sabrina Nelson**
- All faculty members within a department are encouraged to participate in the comprehensive Instructional Program Review process, although participation is not mandatory.

- A college body, such as a validation committee or institutional effectiveness committee, comprised of faculty outside of the discipline, department or program.

The CTE Program Review Team will analyze the core data elements, course outlines, SLO assessment results, and complete the CTE Program Review Narrative Report.

Validation: A designated college body, such as a validation committee or institutional effectiveness committee, will review the CTE Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction.

CTE Core Data Elements

Part I. District Office

The *District Office of Institutional Research* will provide the following data to the College discipline, department or program by October 1st of each comprehensive program review year.

- Total enrollment data for each discipline, department or program (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations.
- Enrollment data for individual courses, by time of day, fall, spring and summer sessions, for the last three years.
- FTES per FTEF (productivity) by course and discipline, department or program for the last three years.
- College productivity rate for the last three years.
- Productivity for comparable CTE departments for the last three years.
- Degrees and certificates awarded, by discipline, department or program disaggregated by age, sex and ethnicity for the last three years.
- Total degrees and certificates awarded by the college, per year, for the last three years.
- Retention rates by course and discipline, department or program for the last three years.
- Overall college retention rate.
- Retention rates for comparable CTE departments for the last three years.
- Course completion (student success) rates, by course and discipline, department or program for the last three years.
- College course completion rates for the last three years.
- Faculty Demographics: Full-time/part-time, age, gender, ethnicity.
- Labor Market Information and Trends:
 - Data by O*NET classification (from Career Zone California) on new and replacement job projections and wages.
 - Data/Reports from Centers of Excellence (COE) on industry sectors.
 - EMSI data or other sources of EDD data.

Part II. College

A. The *Office of Instruction and/or the Curriculum Specialist* at the College will provide the following to each discipline, department or program.

- A list of active courses in the discipline, department or program and the date they were last updated/approved.
 - A list of degrees and certificates.
-

B. The *Office of Instruction and/or SLO Coordinators* at the College will provide the following to each discipline, department or program.

- A list of courses and programs that depicts the current status of assessments at the course and program levels.
-

C. The *Office of Instruction* at the College will provide the following to each discipline, department or program.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
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- A copy of the College Goals and Objectives for the current academic year.

Definitions

Discipline: An individual area of study within a department/program. Each discipline consists of all the courses in the Master Course file that make up the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

Department/Program: An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.

FTES (Full Time Equivalent Student): This measure is used as the basis for computation of state support for California Community Colleges. For example, one student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

WSCH: Weekly Student Contact Hours. For a particular class, Weekly Contact Hours = number of class hours per week, and WSCH for the class = total number of weekly contact hours for all students in the class as of census date.

To compute the FTES generated by a 17.5 week semester class use the formula:

$$\text{FTES} = \text{WSCH} \times 17.5 / 525$$

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH, and so

$$\text{FTES} = 120 \times 17.5 / 525 = 4.0$$

FTES/FTEF (Productivity): The ratio of full-time equivalent students to full-time equivalent instructors. This is a measure of class size and will differ across disciplines and types of classes. For lecture classes, Productivity = enrollment/2. For example, if there are 35 students in a lecture class, productivity = $35/2 = 17.5$.

Retention: The percent of students earning any grade but “W” in a course or series of courses. To compute retention for a class, take class completion with grade other than “W” and divide by enrollment at census. Grade other than W = A, B, C, D, F, I, Pass, No Pass, In Progress, Report Delayed, No Grade

Student Success: Course completion rate with a grade “C” or better.

The CTE Program Review Report

1. College: **Berkeley City College**

Discipline, Department or Program: **Multimedia Arts Department consisting of the Animation Strand, the Imaging Strand, the Video Strand and the Web Strand.**

Date: **11/2/2015**

Members of the Comprehensive Instructional Program Review Team:

Antonio Barreiro, Division Dean

Mary Clarke-Miller, Animation Strand Leader

Hannah Chauvet, Document Formatter

Joe Doyle, Imaging Strand Leader

Justin Hoffman, Web Strand Leader

Sabrina Nelson, Assessment Coordinator

Rachel Mercy Simpson, Department Chair and Video Strand Leader

Members of the Validation Team: **Shared Governance**

2. Narrative Description of the Discipline, Department or Program:

(Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the college mission statement.)

The Multimedia Arts Program is a cross-disciplinary department, integrating instruction in visual communication, critical thinking, and computer and production technical skills. We serve a community that is diverse in both their backgrounds and educational needs, including students who come to us directly from high school and those who already have university degrees and come to us primarily to learn vocational skills that enable them to hone or switch careers. Through convening industry advisory boards, revising our curriculum and degrees, updating the software and equipment we use and through hiring diverse and accomplished faculty who share their industry experience, we aim to promote student success, build educational opportunities and transform student lives.

We currently offer two different levels of AAs and CCs in four different areas. All four curriculums have been approved at the state level.

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)

The majority of careers in media (and beyond) now require the ability to communicate visually as well as verbally and the use of digital tools, including familiarity with software, cameras and web platforms. 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.

Through rigorous training, collaborative projects, and portfolio development, the program will prepare students for direct entry into the multimedia industry, advance their vocational skills, or support transfer to a four-year college or university.

DIGITAL IMAGING

Designing, illustrating and producing new viewpoints using computers has come of age in the new world. Computer illustrations are now commonplace in advertising, filmmaking, graphic production, photography and every creative endeavor, including fine art.

It is rare to find a conventional artist who doesn't make use of a computer. Students learn the fine points of software and hardware used in the production of digital imaging. These are tools in which the artist can thrive and compete in today's working environment.

3. Curriculum:

(Please answer the following questions and/or insert your most recent curriculum review report [within the past 3 years] here.) *Attach the Curriculum Review Report or Answer these Questions:*

	A	B	C	D
1	COURSES	WHEN WAS THE CLASS LAST REVIEWED OR UPDATED?	WHEN ARE YOU PLANNING TO UPDATE THE COURSE? Please indicate the semester.	NOTES
2	MMART 109 Writing for the Business of Multimedia	4/16/15		
3	MMART 110---Scriptwriting & Storyboarding I	4/16/15	4/16/17	was recently updated for ADT
4	MMART 111A---Narrative Scriptwriting I		4/16/16	needs to be updated
5	MMART 111B---Narrative Scriptwriting II		4/16/16	
6	MMART 116---Storytelling Animation	4/16/15	4/16/17	updated as part of Program revision
7	MMART 120---Media & Communication	2/24/11		
8	MMART 121---Digital Culture			
9	MMART 122B---From Movies to Multimedia	4/16/15		
10	MMART 123---The Documentary Tradition			
11	MMART 129---129L: Contemporary Color and Lab	4/16/15		
12	MMART 130---130L: Survey of Digital Imaging and Lab	4/1/11		
13	MMART 131A---131LA: Photoshop I and Lab			
14	MMART 131B---131LB: Photoshop II and Lab			
15	MMART 132A---132LA: Illustrator I and Lab			
16	MMART 132B---132LB: Painter I and Lab			
17	MMART 132C---132LC: Painter II and Lab			
18	MMART 133A---133LA: Digital Photography I and Lab			
19	MMART 133B---133LB: Digital Photography II and Lab			
20	MMART 133C---133LC: Digital Photography III and Lab			
21	MMART 134A---134LA: Digital Printmaking I and Lab	4/16/15		
22	MMART 134B---134LB: Digital Printmaking II and Lab	4/16/15		
23	MMART 135A---135LA: Advanced Practices for Digital Printmaking I and Lab	4/16/15		
24	MMART 135B---135LB: Advanced Practices for Digital Printmaking II and Lab	4/16/15		
25	MMART 135C---135LC: Advanced Practices for Digital Printmaking III and Lab	4/16/15		
26	MMART 135D---135LD: Advanced Practices for Digital Printmaking IV and Lab	4/16/15		
27	MMART 136---136L: Digital Printing for Photographers and Lab			
28	MMART 137A---137LA: Applications of Large Scale Print I and Lab	10/16/15		
29	MMART 137B---137LB: Applications of Large Scale Print II and Lab	10/2/14		
30	MMART 148A---148LA: Sound Design I and Lab	4/16/15		

	A	B	C	D
1	COURSES	WHEN WAS THE CLASS LAST REVIEWED OR UPDATED?	WHEN ARE YOU PLANNING TO UPDATE THE COURSE? Please indicate the semester.	NOTES
31	MMART 148B---148LB: Sound Design II and Lab	4/16/15		
32	MMART 149---149L: The Music Video and Lab			
33	MMART 150A 150LA: Final Cut Pro I and Lab	5/14/13		
34	MMART 150B---150LB: Final Cut Pro II and Lab	5/14/13		
35	MMART 150C---150LC: Final Cut Pro III and Lab	5/14/13		
36	MMART 150D---150LD: Final Cut Pro IV and Lab	5/14/13		
37	MMART 151A---151LA: Digital Video Production I and Lab			
38	MMART 151B---151LB: Digital Video Production II and Lab			
39	MMART 151C---151LC: Digital Video Production III and Lab			
40	MMART 152A---152LA: Motion Graphics/After Effects I and Lab			
41	MMART 152B---152LB: Motion Graphics/After Effects II and Lab			
42	MMART 152C---152LC: Motion Graphics/After Effects III and Lab			
43	MMART 153---Digital Cinematography Basics	9/23/10		
44	MMART 154---Video Production Intensive	9/23/10		
45	MMART 155A---155LA---Special Projects in Digital Photography A and Lab	11/20/08		
46	MMART 155B---155LB---Special Projects in Digital Photography B and Lab	11/20/08		
47	MMART 155C---155LC---Special Projects in Digital Photography C and Lab	11/20/08		
48	MMART 155D---155LD---Special Projects in Digital Photography D and Lab	11/20/08		
49	MMART 156---Documentary Production Intensive	10/21/10		
50	MMART 157 Beginning Motion Picture Lighting	9/23/10		
51	MMART 160A---160LA: Web I: Dreamweaver and Lab			
52	MMART 160B---160LB: Web II: Advanced Design Projects and Lab			
53	MMART 160C---160LC: Web III: Web Commerce Applications and Lab			
54	MMART 161---Information Architecture I: Interface Design			
55	MMART 162---162L Web Graphics and Lab	4/16/15		
56	MMART 163---163L Survey of Web Design and Lab	12/3/12		
57	MMART 164---164L Introduction to Web Design and Lab	6/10/14		
58	MMART 165---165L Fundamentals of Graphic Visualization and Lab	6/10/14		
59	MMART 166---166L User Experience and Interface Design and Lab	12/18/14		
60	MMART 167---167L Mobile and Cross---Platform Web Design and Lab	6/10/14		

	A	B	C	D
1	COURSES	WHEN WAS THE CLASS LAST REVIEWED OR UPDATED?	WHEN ARE YOU PLANNING TO UPDATE THE COURSE? Please indicate the semester.	NOTES
61	MMART 168---168L Online Games & Interactivity and Lab	6/10/14		
62	MMART 169---169L Social & Emergent Media and Lab	6/10/14		
63	MMART 170---170L Creative Design Industry Projects and Lab	6/10/14		Justin do you want to update names
64	MMART 171---171L Web Commerce & Internet Start Up and Lab	6/10/14		
65	MMART 174A---174LA: Web Development: Flash and Lab	4/16/15		
66	MMART 175A---175LA Interactive Authoring: CD/DVD and Lab			check courses
67	MMART 175B: Game Design	4/16/15	4/16/17	
68	MMART 177---177L: Introduction to Animation Principles and Lab	4/16/15	4/16/17	
69	MMART 178---178L: Drawing for Animation and Lab	4/16/15	4/16/17	
70	MMART 179 Animation Layout and Visual Development	4/16/15	12/16/17	newly reactivated course will be offered fall/spring 16/17
71	MMART 180---180L Animation Special Effects and Lab	4/16/15	12/16/17	newly reactivated course will be offered fall/spring 16/17
72	MMART 181---181L: Experimental Animation and Lab	4/16/15	4/16/17	
73	MMART 182 Scripting and Programming for Computer Graphics	4/16/15	12/16/17	new course will be offered fall/spring 16/17
74	MMART 185A---185LA: 3---D Illustration/Cinema 4D I and Lab			
75	MMART 185B---185LB: 3---D Illustration/Cinema 4D II and Lab			
76	MMART 186---186L: Flash 2D Animation and Lab	4/16/15	4/16/17	
77	MMART 187---187L: Animation Practices I and Lab	4/16/15	4/16/17	
78	MMART 188 Introduction to 3D Animation I	11/8/12	10/21/15	
79	MMART 190A Beginning Digital Fine Art Photography	1/22/14		
80	MMART 190B Intermediate Digital Fine Art Photography	1/22/14		
81	MMART 190C Advanced Digital Fine Art Photography	1/22/14		
82	MMART 190D Digital Fine Art Photography: Portfolio	1/22/14		
83	MMART 191 3D Modeling for Animation & Game Design	4/16/15	12/16/17	still waiting state submission 10/15
84	MMART 192 3D Rigging for Animation and Game Design	4/16/15	12/16/17	new course will be offered fall/spring 16/17
85	MMART 193 Game Design Level Development	4/16/15	12/16/17	new course will be offered fall/spring 16/17

	A	B	C	D
1	COURSES	WHEN WAS THE CLASS LAST REVIEWED OR UPDATED?	WHEN ARE YOU PLANNING TO UPDATE THE COURSE? Please indicate the semester.	NOTES
86	MMART 194 2D/3D Animation Production	4/16/15	12/16/17	new course will be offered fall/spring 16/17
87	MMART 195A---195LA: Special Projects: Digital Arts Festival Organization and			
88	MMART 195B---195LB: Special Project: Digital Arts Festival Production and Lab			
89	MMART 196A---196LA: Special Project: Digital Arts Festival Organization and L	4/16/15		
90	MMART 197---197L: Multimedia Portfolio/Sample Reel Development	4/16/15		
91	MMART 198---Multimedia Project Management			
92	MMART 199---Multimedia Special Projects	04/16/2015		
93	MMART 200---Macintosh Basics for Multimedia			
94	MMART 224 Beginning Art Gallery Management	5/14/2013		
95	MMART 228C Introduction to InDesign Desktop Publishing	4/16/15		

- (Have all of your course outlines of record been updated or deactivated in the past three years?)
 - **The Multimedia Arts Department is in the midst of a major revision of its curriculum and active courses so that any list of course outlines would contain new courses have yet to be taught, some courses about to be deactivated and some pending changes in Certificates of Completion and Certificates of Achievement.**
- (If not, list the courses that still need updating and specify when your department will update each one, within the next three years.)
 - **Please see the above included Course Update Schedule**
- (What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?
 - **Please see the above included Course Update Schedule**
- (Please list your degrees and/or certificates.)

Multimedia Arts Associate in Arts Degrees
AA Core (18-19 Units)

A.A. Specializations

Animation (19 Units + AA Core)

Digital Imagery & Design (18 Units)

Digital Video Arts (18 Units)

Mobile & Web Design (18 Units)

New Programs yet to be submitted to State :
Multimedia Arts Certificates of Achievement
CORE Certificate - Certificate of Achievement

(18-19 Units, Same as the A.A. Core, now also a Stand-Alone Foundational Level Certificate of Achievement)

Animation - Certificates of Achievement

Level I (18 units)

Level II (18 units)

Digital Imaging - Certificates of Achievement

Level I (18 units) – Photography and Printmaking

Level II (18 units) – Data Visualization

Video Arts - Certificates of Achievement

Level I (18 units)

Level II (18 units) Video Editing and Motion Graphics

Web Design/Production - Certificates of Achievement

Level I (18 units) Mobile + Web Foundations

Level II (18-20 units) Front End Mobile + Interactive Architectures

Game Design - Certificates of Achievement (New)

Level I (20 units)

Level II (21-23 units)

Writing for Multimedia - Certificate of Achievement

Level I – (16-19 units) Writing, Directing & Producing (for Multimedia)

Multimedia Certificates of Proficiency

Foundation for Animation (12 Units)

Basic Animation (9 Units)

Intermediate Animation (12 Units)

Advanced Animation (12 Units)

Basic Digital Imaging (8 Units)

Intermediate Digital Imaging (9 Units)

Advanced Digital Imaging (9 Units)

Basic Digital Photography (9 Units)

Intermediate Digital Photography (9 Units)

Advanced Digital Photography (9 Units)

Basic Digital Printmaking (9 Units)

Intermediate Digital Printmaking (12 Units)

Advanced Digital Printmaking (12 Units)

Basic 3-D Illustration (9 Units)

Advanced 3-D Illustration (9 Units)

Foundations of Video (Production and Editing) (9 Units)

Intermediate Video Production (9 Units)

Advanced Digital Video Production (6 Units)

Basic Editing & Motion Graphics (9 Units)

Intermediate Editing (6 Units)

Advanced Editing (9 Units)

Motion Graphics (12 Units)
Cinematography (9 Units)
Field Education - Professional Development (9 Units)
Documentary (9 Units)
Sound (9 Units)
Video - Directing & Producing (12 Units)

Basic Web Design (6 Units): prepares students with key Multimedia skills necessary for employment and enrichment. Emphasis is on fundamental skills in Html, CSS, User Experience Design, Aesthetic Visualization, Project Collaboration, and Server-side Web Management.

Intermediate Web Design (12 Units): prepares students with key multimedia skills necessary for employment and enrichment. Emphasis is on developing team-building skills, integration with other programs, interactive web applications, responsive design, modular application design and web frameworks.

Advanced Web Design (9 Units): prepares students with key multimedia skills necessary for employment and enrichment. Gives students information and practice in advanced techniques in web and mobile design. Emphasis on fundamental skills attributed to a front-end web and mobile developer, client-side management, and professional work environments.

- (Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)?) **YES**
- (Which degree or certificate?)
 - **Mobile + Web Design: Certificates of Proficiency**

4. Assessment:

(Please answer the following questions and attach the TaskStream “At a Glance” report for your discipline, department, or program for the past three years. Please review the “At a Glance” reports and answer the following questions.)

Questions:

- (How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled?)
SLOs for all courses in the four strands of the MMART Department are present on all course syllabi that are handed out on the first day of class. Each instructor goes over the syllabus with the students and the students are asked to read and refer to the syllabus throughout the semester. Instructors who use Moodle Shells in their classes also have the syllabi with the course SLOs available for all students during the entire semester.
- (Where are the SLOs for your program’s courses published? For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found.)
Our SLOs and assessment data reside in two separate databases that cannot be synchronized, Curricunet and TaskStream, there are some discrepancies between them. Our SLOs are published on our syllabi and on the Berkeley City College website at the following link:
<http://www.berkeleycitycollege.edu/wp/slo/student-learning-outcomes/>

- *SLO updates*
(Briefly describe at least three of the most significant changes/improvements your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.)

- Improvement/Change 1.

MMART Department (Includes all four Strands):

Increase Degrees Awarded: Streamline and update all Multimedia Degrees

Students were struggling to complete Multimedia AA Degrees and Certificates of Achievement due to the large number of required credits (48-60) and students’ inability to enroll in obsolete courses that are no longer being offered. In response, the department strand leads revised our entire curriculum; reviewing over 100 courses and updating our AAs and Certificates of Achievement. We also created a new AA-T degree in Film. Looking towards the future, when we have the time and resources, we intend to further revise our Certificates of Achievements and Proficiency.

- Improvement/Change 2.

MMART Department -

Teach Pertinent Vocational Skills: Industry Advisory Boards Influence Class Instruction & Job Prospects:

Assessments revealed that the majority of students are studying Multimedia to enable them to develop their careers. We want to be certain that our courses and degrees accurately reflect industry needs and skill requirements. All 4 strands formed advisory committees and held meetings where faculty leads convened with professionals to discuss curriculum, industry direction and how to prepare students for the workplace. We have incorporated specific recommendations from the Advisory boards into our instruction in terms of technical and “soft” skills.sdju

- Improvement/Change 3.

For Video, Animation and Game Design strands, improve our instruction in Sound:

Change increase course offerings and upgrade to the standard industry software/ Protocols.

Student input, assessments and the advisory boards all recommended beefing up our offerings in sound design and audio recording. Instruction in sound primarily benefits video, animation and game design, but also can improve web students skills. In response to these requests we’ve added two additional courses 48UZ “Location Sound Recording” and 148B “Advanced Sound Design.” We’ve brought in seasoned industry experts to instruct both classes (Chuy Valadez & EJ Holowicki) We have also purchased Protocols, the industry based software so our students will develop their career opportunities.

Over the past 3 years, Berkeley City College hired a full time faculty member to lead the Mobile + Web Design Strand in response to industry and public need for the subject area. With the full time faculty member, the Mobile + Web Design strand has been offering 4 courses per semester within this strand. The growth of course offerings has changed from 1-2 courses to 4 courses per semester.

- Improvement/Change 4.

Mobile + Web Design Strand

Over the last two years the Mobile + Web strand has reviewed Student Learning Outcomes, Student Objectives, course offerings from California State and University of California programs, and the local public and private sector. After extensive review, the Mobile + Web Strand updated and created 3 new Certificates of Proficiency, 3 new Certificates of Achievement, and submitted an Associates Degree in Mobile + Web.

-
- (Briefly describe three of the most significant examples of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the “*Assessment Findings and Action Plan*” section for each example.)
 - Plan 1.

The MMART Department is in the process of developing action plans for its courses. The Department will use current assessment data, FIGs, and APPEs to determine effective and meaningful action plans for each course. We plan to have this information ready and posted to Task Stream by the end of the Spring 2016 semester.

Proposed by Dr. Laura Ruberto, Chair of the Department Chairs Committee:

Given that all courses and programs have an interest in improving retention, success, and transfer rates, we propose a Cross-College Thematic General Education Curriculum. This curricular theme would change from semester to semester, creating and reinforcing an academic community with shared interests and experiences.

Animation Strand

Courses have been added to the Animation and Game Design Strand to better prepare students for job placement in the fields of animation and game. Previously students only had access to 1 3D animation course and 1 game design course thus under preparing students for this side of animation and game. There are now a selection of courses for students to choose from and progress will be tracked as the students move through the new course offerings.

Students felt that beginning 3D animation class was too short and needed to meet twice a week. Updated course has been submitted to curriculum committee for review.

We have no employment data to pull from. This will change going forward, we will be utilizing the same tools that Laney have at hand to enable tracking student placement after they leave BCC.

Request has been added to track students transferring to 4 year colleges. Request has been submitted to CTE District Committee to discuss a specialized Internship/placement person to be paid for by grant.

- Plan 2.

Mobile + Web Design Strand

The Mobile + Web strand aims to bring in additional faculty members. We plan to offer all strand courses within 3 semesters. Based on relationships with similar programs and industry, there is an incentive for students to complete the projected course materials over 3 semesters, with the final 6 months dedicated to internships and entry level job experience.

- Plan 3.

Mobile + Web Design Strand

Mobile + Web strand aims to continue to grow resources within course activities and course materials. We hope to obtain new software relevant to current industry standards via school funding and provide tutorials, instruction, and opportunities for students to engage, learn and grow.

- Plan 4.

Mobile + Web Design Strand

The goal of the Mobile + Web strand is to provide students with a clear vision for attaining their goals of obtaining a job or moving on along the path of higher education. We are continuing to work on partnerships with external organizations, alumni, high schools, colleges, city administrators, and companies to provide a network of insight and opportunity for students studying within our program.

- (Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.)

We do not assess DE courses separately from face-to-face courses. BCC has not focused on assessment results within individual sections of courses as we have found it most useful to assess on a global level rather than on individual sections, when possible.

- **Mobile + Web Design Strand**

Our Mobile + Cross platform online course has a high concentration of students who are currently working or interning. Many are taking the courses in the strand to advance their knowledge to take additional steps in their career and education. Distance Education courses provide tremendous flexibility for students to engage with course content at a pace that fits their complicated schedules.

Course materials are available as video tutorials that simulate course lectures as well as step-by-step picture tutorials that mimic the web site creation process. Based on the type of student that is often attracted to these online courses, retention of that student over the entire semester has a larger drop off than face-to-face classes. Students in face-to-face classes often have fewer encumbrances to their schedule and time commitments, and thus have a higher rate of retention.

Course outcomes from face to face students are often more refined based on the consistent back and forth with the instructor during the creation process. Moving forward, the Mobile + Web Strand is experimenting with alternative areas of engagement to enhance outcomes of student work and student retention. Some of those initiatives include providing a larger portion of the course material up-front for the student to complete. Instead of offering one or two activities per week for student completion, we are providing 6 weeks of course viewable from the first day of the course. This allows students to get a jump on the course content in the beginning of the semester (the highest period of online student engagement).

- (Describe assessment results for courses with multiple sections. Are there similar results in each section?)

The MMART Department has few courses with multiple sections: 110 Scriptwriting and Storyboarding. 132 Photoshop. 150A Beginning Video Editing with 2 sections both taught by the same instructor and 151A Beginning Video Production with two sections which have been offered for just one semester. No differences between the sections have been noticed so far.

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

See below.

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the “Goal Alignment Summary” from TaskStream.

-

Due to the extensive curriculum refinements suggested by the Advisory Committees for all four strands, our curriculum has de-activated some classes and added new classes. We are waiting for the next assessment cycle to complete the alignment of our course and program student outcomes to the BCC institutional outcomes.

	BCC Institutional Student Learning Outcomes						
	Ethics and Personal Responsibility	Information Competency	Communication	Critical Thinking	Computational Skills	Global Awareness and	Self Awareness and Interpersonal Skills
MMART 110---Scriptwriting & Storyboarding I		X	X	X			
MMART 111A---Narrative Scriptwriting I		X	X	X			
MMART 111B---Narrative Scriptwriting II		X	X	X			
MMART 116---Storytelling Animation		X	X	X			X
MMART 120---Media & Communication		X		X	X		
MMART 121---Digital Culture		X	X	X	X		
MMART 122B---From Movies to Multimedia		X		X			
MMART 123---The Documentary Tradition		X		X			
MMART 129---129L: Contemporary Color and Lab		X		X	X	X	
MMART 130---130L: Survey of Digital Imaging and Lab	X	X	X	X			X
MMART 131A---131LA: Photoshop I and Lab		X	X	X	X		
MMART 131B---131LB: Photoshop II and Lab		X		X			X
MMART 132A---132LA: Illustrator I and Lab		X		X	X		
MMART 132B---132LB: Painter I and Lab		X		X	X		
MMART 132C---132LC: Painter II and Lab	X	X	X	X	X		
MMART 133A---133LA: Digital Photography I and Lab		X			X		
MMART 133B---133LB: Digital Photography II and Lab		X		X	X		
MMART 133C---133LC: Digital Photography III and Lab		X	X	X	X		
MMART 134A---134LA: Digital Printmaking I and Lab		X		X	X		X
MMART 134B---134LB: Digital Printmaking II and Lab		X	X	X	X		
MMART 135A---135LA: Advanced Practices for Digital Printmaking I and Lab		X	X	X	X		X
MMART 135B---135LB: Advanced Practices for Digital Printmaking II and Lab		X		X	X		
MMART 135C---135LC: Advanced Practices for Digital Printmaking III and Lab		X		X	X		
MMART 135D---135LD: Advanced Practices for Digital Printmaking IV and Lab		X		X	X		
MMART 136---136L: Digital Printing for Photographers and Lab		X		X	X		
MMART 137A---137LA: Applications of Large	X	X	X	X			X

	Ethics and Personal Responsibility	Information Competency	Communication	Critical Thinking	Computational Skills	Global Awareness and	Self Awareness and
MMART 137B---137LB: Applications of Large Scale Print II and Lab	X	X	X	X			X
MMART 141A Video Production I	X	X	X		X		X
MMART 141B Video Production II:Directing & Producing		X	X	X			
MMART 142 Visual Storytelling & Cinematography		X	X	X	X		
MMART 148A---148LA: Sound Design I and Lab		X	X	X	X		
MMART 148B---148LB: Sound Design II and Lab	X	X	X	X	X	X	
MMART 149---149L: The Music Video and Lab	X	X		X	X		X
MMART 150A 150LA: Final Cut Pro I and Lab		X			X		
MMART 150B---150LB: Final Cut Pro II and Lab	X	X					
MMART 150C---150LC: Final Cut Pro III and Lab		X	X	X	X		
MMART 150D---150LD: Final Cut Pro IV and Lab		X	X	X	X		
MMART 151A---151LA: Digital Video Production I		X	X				X
MMART 151B---151LB: Digital Video Production II and Lab		X	X	X	X		X
MMART 151C---151LC: Digital Video Production III and Lab		X	X	X	X		X
MMART 152A-152LA: Motion Graphics/After Effects I and Lab		X	X	X	X		
MMART 152B-152LB: Motion Graphics/After Effects II and Lab	X	X		X	X		
MMART 152C---152LC: Motion Graphics/After Effects III and Lab		X		X	X		
MMART 153---Digital Cinematography Basics	X	X	X	X	X	X	X
MMART 154---Video Production Intensive	X	X	X	X	X	X	X
MMART 155A---155LA---Special Projects in Digital Photography A and Lab		X			X	X	
MMART 155B---155LB---Special Projects in Digital Photography B and Lab		X		X	X	X	
MMART 155C---155LC---Special Projects in Digital Photography C and Lab		X		X	X	X	X
MMART 155D---155LD---Special Projects in Digital Photography D and Lab		X	X	X			X
MMART 156---Documentary Production Intensive		X	X				
MMART 157 Beginning Motion Picture Lighting	X	X	X	X	X	X	X
MMART 160A---160LA: Web I: Dreamweaver and Lab		X		X	X		
MMART 160B---160LB: Web II: Advanced Design Projects and Lab		X	X	X	X		X
MMART 160C---160LC: Web III: Web Commerce Applications and Lab	X	X			X		X
MMART 161---Information Architecture I: Interface Design		X		X		X	
MMART 162---162L Web Graphics and Lab		X			X		
MMART 163---163L Survey of Web Design and Lab	X	X	X				

	Ethics and Personal	Information	Communication	Critical Thinking	Computational	Global Awareness	Self-Awareness
MMART 164---164L Introduction to Web Design		X		X	X	X	X
MMART 165---165L Fundamentals of Graphic Visualization and Lab		X	X	X	X		X
MMART 166---166L User Experience and Interface Design and Lab	X		X	X	X	X	X
MMART 167---167L Mobile and Cross---Platform	X	X	X	X	X	X	X
MMART 168---168L Online Games & Interactivity and Lab	X	X	X	X	X	X	X
MMART 169---169L Social & Emergent Media and Lab		X	X	X	X		
MMART 170---170L Creative Design Industry Projects and Lab	X	X	X	X		X	X
MMART 171---171L Web Commerce & Internet Start Up and Lab	X	X	X	X	X	X	X
MMART 174A---174LA: Web Development: Flash and Lab	X	X	X	X	X		
MMART 175A---175LA Interactive Authoring: CD/DVD and Lab	X	X		X	X		
MMART 175B: Animation Authoring II: Game Design		X		X	X		
MMART 177---177L: Introduction to Animation Principles and Lab		X		X	X		
MMART 178---178L: Drawing for Animation and Lab		X		X	X		
MMART 179 Animation Layout and Visual Development		X	X	X	X		X
MMART 180---180L Animation Special Effects and Lab		X	X	X	X		X
MMART 182 Scripting and Programming for Computer Graphics			X	X	X		
MMART 181---181L: Experimental Animation and Lab		X		X	X		
MMART 185A---185LA: 3---D Illustration/Cinema 4D I and Lab	X	X	X	X	X		
MMART 185B---185LB: 3---D Illustration/Cinema 4D II and Lab		X	X	X	X		X
MMART 186---186L: Flash 2D Animation and Lab		X	X	X			X
MMART 187---187L: Animation Practices I and Lab		X	X	X			
MMART 188 Introduction to 3D Animation I	X	X	X	X			
MMART 190A Beginning Digital Fine Art Photography		X	X	X		X	
MMART 190B Intermediate Digital Fine Art Photography		X	X	X		X	
MMART 190C Advanced Digital Fine Art Photography		X	X	X			

	Ethics and Personal	Information	Communication	Critical Thinking	Computational	Global Awareness	Self-Awareness
MMART 190D Digital Fine Art Photography: Portfolio			X	X			
MMART 191 3D Modeling for Animation & Game Design		X	X	X	X		
MMART 192 3D Rigging for Animation and Game Design			X	X	X		
MMART 193 Game Design Level Development	X	X	X	X	X	X	X
MMART 194 2D/3D Animation Production	X	X	X	X	X	X	
MMART 195A---195LA: Special Projects: Digital Arts Festival Organization and		X	X	X	X	X	
MMART 195B---195LB: Special Project: Digital Arts Festival Production and Lab	X	X	X	X	X	X	
MMART 196A---196LA: Special Project: Digital Arts Festival Organization and L		X	X	X	X		X
MMART 197---197L: Multimedia Portfolio/Sample Reel Development		X	X	X	X		X
MMART 198---Multimedia Project Management		X	X	X	X	X	X
MMART 199---Multimedia Special Projects		X	X	X	X		X
MMART 200---Macintosh Basics for Multimedia		X	X	X	X		
MMART 224 Beginning Art Gallery Management		X	X				
MMART 228C Introduction to InDesign Desktop Publishing		X		X			

Mobile + Web Design Strand

Alignment of Program Level Outcomes (PLOs) with Institutional Level Outcomes (ILOs)

PLO #1 - Utilize computational skills to build New Media projects that demonstrate Proof of Concept.

ILOs -Critical Thinking, Computational Skills, Self-Awareness & Interpersonal Skills, and Communication

PLO #2 - Produce original graphic designs that contain design elements and principles by employing both traditional manual skills and computer skills.

ILOs - Critical Thinking, Computational Skills.

PLO #3 - Express personal identity with project visualizations.

ILOs - Critical Thinking, Communication

PLO#4 - Collaborate in a team in the process of Project Design.

ILOs - Self-Awareness & Interpersonal Skills, Critical Thinking, Communication

PLO#5 - Assess user expectations, peer evaluations, and user feedback.

ILOs - Global Awareness/Valuing Diversity, Self-Awareness & Interpersonal Skills

PLO#6 - Assess current trends and formulate an online presence.

5. Instruction:

- (Describe effective and innovative strategies used by faculty to involve students in the learning process.)

Animation :

Students use faculty generated videos to use as resource after class: Students can connect through Google drive and YouTube to share work and review work from other students.

Socratic quizzes used to reaffirm new concepts and vocabulary.

Writer's room sessions to encourage collaboration on writing assignments.

Development of Salon: Encouraging students to explore and expand skills sets gained within classes to complete community based projects, developing job soft skills. Mentors from both the community project based and mentors from the Animation and game field will be introduced to encourage student success.

Projects under development: Chabot Space and science center Mars and Space X projects.

Students will be mentored and final work projected in Mega Dome.

Cross discipline projects under development with science department to create "apps" for science students to use to supplement learning. Michel is already working with science department fall 2015 to create visualizations.

The Salon will be picking up some science projects Spring 2016.

Digital Imaging

Team work: students participate in structured critiques, to assess the success of their individual efforts and how they pertain to the general goals of the class.

3D Illustration and Animation, MMART 185A/B, Digital Motion Graphic, MMART 152A, and Illustration MMART 132A, all use team projects as part of their regular instruction. Photography and Digital Printing classes (133 A/C, 134A/B, 135A/B/C/D, 136,137, 155A/B/C/D) use the critique process which is a team effort and enhances team building and communication skills.

The new Urban Art Certificate of Proficiency combines MMART 137 with the Art 133A to produce projects that foster teamwork.

The Imaging Strand has formed the Digital Art Collective (DAC), an organization that promotes the digital image as a Fine Art Form. The DAC plays a key role in organizing exhibitions at the school, such as the "BCC 40th year anniversary Gala", and in Fine Art Galleries in the larger community. The DAC provides marketing advice and assistance for the Collective's members, as well as documentation of their works. Three bi-annual catalogs have been produced over the last 6 years. (DAC web site: <http://www.digitalartistscollective.net>).

Mobile + Web Design Strand

In our Mobile + Web courses we are trying to innovate by utilizing online resources and simulated professional experiences. The majority of courses in Mobile + Web have a strong emphasis on support materials for each learning section. For each section, there is an edited video tutorial, a pdf with pictures and step-by-step instruction, and a course presentation that is available to students. We are trying to innovate with the quality and complexity in which we are providing that information.

Our courses attempt to create online collaborative communities, encouraging students to create shared spreadsheets, shared word processing documents, and shared online resources for course projects. Students are encouraged to collaborate within these shared resource management communities and to communicate via direct message, forums, phone conferences, or streaming

video chat. This online work flow simulates modern companies that are agile with their structure of collaboration. This process is also helpful to bring students together in group activities when their location and other time commitments may present an obstacle.

Mobile + Web encourages students to work on real projects that have relevance and consequences based on feedback in the real world. Students construct websites that are online and available to all, build online marketing campaigns that reach out the communities they are trying to join, and construct businesses that are trying to sell real products. The financial investment in the contemporary online landscape is minimal to students when the college supports the basic infrastructure of tools.

Video Production and Editing Strand - Incorporation of Pedagogical Techniques

Teamwork:

Development of collaborative class projects requiring students to work on teams with well-defined roles and responsibilities. Students learn communication and negotiation skills and to take personal responsibility for their participation in group projects. They also learn to understand and support visions beyond their own.

We build teamwork by assigning multiple projects that require team collaboration to complete. During class time, we also break into small groups for quick collaborations where students offer peer feedback to each other or students problem solve questions put forth by the instructor. Commonly in video production, students also break into small crews and do hands-on work together.

Constructive Critiques:

Integrate Structured Critiques in Class: Students are given templates for how to offer constructive criticism and feedback on class projects. We de-emphasize evaluative feedback “Great”/“I like it” and instead focus on close descriptive analysis of techniques employed from story development to cinematography to edits. Sometimes we have students meet in small groups to analyze work and one student summarizes the group’s feedback to the rest of the class, including majority and minority viewpoints. We alternate group representatives so all students get the opportunity to represent.

Weekly Quizzes

Institute weekly 10 minute assessment quizzes that summarize the main points covered in the last week’s lecture and are held in the first 10 minute of class. These quizzes encourage students to take the following actions;

- 1) Take notes during lectures
- 2) Review their notes and ask questions before the next class begins
- 3) Arrive punctually to class in order to not miss the quiz
- 4) Measure their own understanding of crucial topics throughout the semester
- 5) Transfer important points from short-term to long-term memory through review

The weekly quiz also helps instructors:

- 1) Identify students who need additional support early in the term
- 2) Track how effectively they’ve covered a topic (and if the class “got it.”)

Scaffolding Assignments

From quizzes to breaking down big projects into incremental steps/ assignments that build towards larger goals, community college students thrive when a highly complex project is broken down into smaller, manageable chunks that they work on from week to week instead of mid-term/final cramming or scrambles.

- **(How has new technology been used by the discipline, department or program to improve student learning?)**
- **Department wide:**

- **In multiple classes, we have replaced students printing paper portfolios or creating DVDs to instead teaching students how to put their work up online and to create websites.**
- **We have recently installed the classroom management system, “Insight Teacher”, in all computer labs. This program will enhance image resolution and color quality on each student’s computer. Supplementing the existing projectors, for greatly improving image resolution and instruction.**
- **Social Media:**
- **We will start instructing students on how to use social media in a professional capacity Spring 2016.**

Animation

Insight used to switch screens to allow students to see demos more clearly and to ask questions.

Socratic quizzes

Maya and Unity3D Game Engine will be utilized to create science apps within the Salon context.

Michel is using C4D and its MO graph capabilities to create visualizations to explain science concepts.

ConferNow (Zoom) purchased by State for use in all CCCC’s using to video conference in students who would otherwise miss a class due to other circumstances. Also used for team projects.

Mobile + Web Design Strand

The Mobile + Web Strand uses an online server, where students replicate a professional server workflow. There are many software and hardware technologies that could help our students, although there are little to no budgets allocations for said activities.

Video Production and Editing:

Updated Equipment: We updated our video cameras so that students can learn to work with high-definition (HD) video, which is now the industry standard. The advanced students are also now learning how to use cameras with interchangeable lenses.

Video and Animation Sound Design Software:

Following the recommendation of our advisory board on the importance of instructing Avid’s “ProTools” the industry-standard in audio production software, we have purchased 20 seats of the program and are incorporating its instruction into our audio courses.

- (How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face-to-face, hybrid, and Distance Education courses?)
- **We hold departmental meetings, where all instructors, full time and part time, get together at least three times annually to discuss issues pertaining to the department and instruction. The four full time instructors meet once a month to further refine academic standards.**
- (How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?)

Mobile + Web Design Strand

The Mobile + Web Strand has the same assignments and expectations for students via online and face-to-face Classes. Course work is project based, with students held to same rubric of expected outcomes. The Moodle shell of activities and student outcomes are identical for Distance Education and the face-to-face classrooms.

- (Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

- Overall enrollment trends in the past three years)

Summary of Enrollment Trends Summer 2012-Spring 2015:

Overall, Enrollment numbers remain steady over the past few years.

A strong majority of our students come to us primarily for vocational training and skills. Our department splits pretty evenly between older adults for whom our program is primarily vocational and youth & young adults for many of whom this is their first college experience

Department wide - the unduplicated headcount has dropped since 2013 but the “Duplicated” headcount has risen. Our students are taking more courses concurrently than they did previously. Possible reasons: more students are seeking degrees than just taking a course or two? Higher unemployment? Younger and more full-time, and fewer working students may be enrolled.

Summer enrollment is logically much lower since fewer courses are offered. 2012 Fall enrollment was lower than 2013 Spring but both 2013 and 2014 Fall enrollment were slightly higher than 2013 and 2014 Spring.

Our program demographics split by Age:

High School (16-18) 4-31 p/ term (consistently more HS students in Fall vs Spring)

Young adults 19-29 apx 260-320 students p/term

Middle Age 30-54 apx 200 students per term

Mature Adults 55-64 45-65 students p/term

65 & Above - apx 15-57 students p/term

Big Picture and Assessment of data: We estimate that apx. 65% of our younger students hope to transfer to 4 year colleges (versus gaining some vocational training and diving into jobs immediately without further education.) In contrast, many of our mature students already have university degrees and are primarily here to advance their careers.

Overall, I estimate that about a third of Multimedia students intend to transfer for a university degree (including some who are here to develop portfolios for graduate school.) Life-long learners constitute about a tenth of the department.

Anomalies by age –

16-18 – many more Fall enrollments than Spring (?) Not sure why more high school students consistently attend fall vs. spring semesters. Perhaps they’re trying to build their portfolio and academic record for their college applications due at the end of Fall term.

We’ve also seen a slight increase in 19-24 yr olds over the past few years. I attribute this to our Career Pathways program and the closer relationships we’ve built with Bay Area high schools, which has increased our visibility amongst young people. We are also developing programs that appeal to younger students such as video and game design.

Our program demographics split by Ethnicity:

Very little change over time in demographics by ethnicity but overall breakdown:

White students consistently make up about a third of our student body, multiple race students a sixth, African-Americans constitute an additional sixth of our community, followed by Hispanic and Asian students who each make up about an eighth of our community. We serve much smaller numbers of Filipino, Native and other non-whites.

We serve a highly diverse student body where no one is in the majority.

Our program demographics split by gender:

Consistently we have more men than women enrolled in our courses; the gender gap hit an all time high in Fall 2013 when we had 117 more men enrolled but the gap has been reducing since then and we only had 20 more men in Fall 2015. Interestingly, women typically outnumber male students during the summer sessions.

UNDUPLICATED ENROLLMENT BY SUBJECT									
IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE AND SUBJECT									
Campus	Berkeley								
Subject	MMART								
Headcount	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	197	563	637	149	663	555	208	616	597

UNDUPLICATED ENROLLMENT BY SUBJECT: AGE									
IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE AND SUBJECT									
Campus	Berkeley								
Subject	MMART								
Headcount	Term								
Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16						1	3	3	
16-18	9	31	4	6	31	5	15	28	7
19-24	57	175	195	41	216	189	68	226	181
25-29	29	88	107	24	95	85	31	91	107
30-34	18	48	69	10	77	64	24	73	66
35-54	56	135	147	36	138	122	38	112	115
55-64	19	46	64	18	63	43	17	46	64
65 & Above	9	40	51	14	43	46	12	37	57
Grand Total	197	563	637	149	663	555	208	616	597

UNDUPLICATED ENROLLMENT BY SUBJECT: ETHNICITY

IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE AND SUBJECT

Campus	Berkeley								
Subject	MMART								
Headcount	Term								
Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native	2	3	1	2	3	2		3	1
Asian	32	70	70	19	82	67	37	87	63
Black/African American	31	102	102	26	118	94	27	93	92
Filipino	2	12	11	3	12	14	5	14	12
Hispanic	16	47	64	11	67	59	18	61	70
Multiple	21	66	80	22	86	79	38	113	111
Other Non white	1	4	2		1	3			2
Pacific Islander	1	5	2		1			1	
Unknown/Non Respondent	23	62	57	14	55	44	12	45	51
White Non Hispanic	68	192	248	52	238	193	71	199	195
Grand Total	197	563	637	149	663	555	208	616	597

UNDUPLICATED ENROLLMENT BY SUBJECT: GENDER

IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE AND SUBJECT

Campus	Berkeley								
Subject	MMART								
Headcount	Term								
Gender	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	85	239	271	75	252	236	103	277	275
Male	94	290	331	63	369	286	95	319	297
Unknown	18	34	35	11	42	33	10	20	25
Grand Total	197	563	637	149	663	555	208	616	597

- (An explanation of student demand (or lack thereof) for specific courses.)

-

- **Animation:**

The Animation program is a new program and has been slowly adding students. Without marketing, the program has been relying on internal student interest. The program has also been very tightly restricted to only offering a few courses per semester. With The Outreach to the High school feeder schools we have seen a small increase in students specifically signing up for animation. With continued outreach this will grow, and allow us to offer more than the minimum classes per semester. A 2 year calendar of rotating classes is under development.

For the Mobile + Web Strand there is increasing demand for the courses and the structure of the curriculum. In the industry as a whole, we are witnessing a renaissance of privately funded programs that are providing similar educational outcomes and curriculum goals. Over the past two years we have seen a significant increase in student interest, with many students hoping for more course offerings per semester.

- (Productivity for the discipline, department, or program compared to the college productivity rate.)

The Productivity for the Multimedia Arts Department follows the BCC Productivity quite closely, sometimes a few percentage points above as in 5 of the 9 semesters and sometimes a few percentage points below in 4 out of nine semesters as represented below.

Productivity by College									
IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE									
CAMPUS	Berkeley								
Productivity	Term								
	2012		2013	2013		2014	2014		2015
	SUMMER	2012 FALL	SPRING	SUMMER	2013 FALL	SPRING	SUMMER	2014 FALL	SPRING
Total	16.32	18.91	18.56	15.60	18.00	17.86	16.81	17.63	17.36

Productivity by Subject									
IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE AND SUBJECT									
CAMPUS	Berkeley								
SUBJECT	MMART								
Productivity	Term								
	2012		2013	2013		2014	2014		2015
	SUMMER	2012 FALL	SPRING	SUMMER	2013 FALL	SPRING	SUMMER	2014 FALL	SPRING
Total	16.15	20.85	22.16	15.63	20.00	17.26	15.20	17.08	18.21

College productivity rate is 17.45

- (Salient factors, if known, affecting the enrollment and productivity trends you mention above.)
The MMART and College productivity are closely linked and this may show that the Department’s Curriculum is well integrated into the College Curriculum and that MMART is one of the preeminent CTE programs at BCC.

In the Bay Area, there are many private and for-profit programs that instruct media skills. These programs often have extensive advertising and marketing budgets and their enrollment is skyrocketing, despite saddling students with a lifetime of debt. We in the BCC Multimedia program offer accredited classes on par with, or better than, many of the for-profit schools but due to a severe lack of marketing, our program has been called one of “the best kept secrets in the Bay Area.” Without resources to publicize our program, our enrollment may remain stagnant, despite offering a topnotch program that serves a diverse population and is eminently affordable. We advocate the state and district provide resources to build awareness campaigns for community colleges, especially online marketing, to reach California residents, plus out of state and international students.

- (Are courses scheduled in a manner that meets student needs and demands? How do you know?)
We don’t know. Budget and room constraints have severely limited the accessibility of our classes. We also plan to survey our students and ask if our courses are scheduled in a manner that meets their needs and demands in a survey Spring 2016.

We are working very hard to schedule courses in a manner that meets student needs and demands. We have two subsets of students. 1 group of students are working or have internships during the day and can only go to school at night and we have 1 group of students that are full

time learners. Since we do not have a lot of course offerings per semester, we try to balance the course time and schedule time based on the feedback we are receiving from students in the classroom.

In addition to courses in the classroom, we also have courses online. This presents tremendous opportunities to engage with our students during times that fit their schedule. Our MMART open lab sections have been very successful in helping to augment this learning style, providing a venue for students to come in and speak with the instructor and other students to work on assignments that are working through online. In the coming semesters, it would be wise for us to consider growing the amount of lab sections dedicated to the Mobile + Web curriculum to create scheduled times that may accommodate a larger percentage of our learners.

Animation

Historically MMART classes have been taught mostly in the evening to accommodate the returning and working students. As we see an increase in the 18-25 demographic signing up for classes we are trying to balance out the evening and day schedule. We are still building numbers in Animation and therefore try to rotate day to evening courses. As some courses are taught by working professionals this also impacts when the courses can be taught. We are looking at developing a 2 year schedule so that students can plan when to take the courses. New incoming Animation students have been asked on how the college is doing on offering classes, most feel that there are too many night classes - they want to be full time students but have limited options.

- Recommendations and priorities.

Update of Programs.

Posted 2 year schedule with some repeat of introductory classes to allow students to start Spring or Fall

Rotation of Classes Day and Evening schedule.

Animation:

Increase Animation offerings from 5 individually unique classes per semester to within the available department allotment.

6. Student Success and Student Equity:

(Describe course completion rates (*% of students that earned a grade "C" or better or "Credit"*) in the discipline, department, or program for the past three years. Please list each course separately.)

Course Success: Subject

IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE, SUBJECT, CATALOG NUMBER

CAMPUS	Berkeley								
SUBJECT	MMART								
CATALOG_NBR	(All)								
Success	Term								
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
MMART 110 --- SCRIPT/STORYBOARDING	NA	70.13%	64.00%	NA	66.67%	58.97%	NA	56.25%	55.07%
MMART 116 --- STORYTELLING/ANIMAT	NA	52.94%	77.78%	NA	69.57%	78.26%	NA	43.75%	NA
MMART 120--- MEDIA & COMMUNICATN	NA	72.73%	85.71%	NA	55.88%	NA	NA	58.82%	NA
MMART 121---DIGITALCULTURE	37.93%	NA	NA	65.63%	NA	NA	52.38%	NA	41.03%
MMART 122B--- MOVIES TO MULTIMEDIA	NA	84.62%	NA	NA	70.00%	NA	NA	71.43%	NA
MMART 123--- DOCUMENTARYTRAD.	NA	64.52%	65.71%	NA	65.79%	NA	NA	70.00%	NA
MMART 129---CONTEMPORARY COLOR	NA	NA	NA	NA	NA	80.56%	NA	NA	91.67%
MMART 129L-- CONTEMP COLOR LAB	NA	NA	NA	NA	NA	80.56%	NA	NA	84.62%
MMART 130---SVY/DIGITALIMAGING	NA	80.00%	70.73%	NA	69.70%	73.53%	NA	68.97%	80.00%
MMART 130L---SVY/DIGITALIMAG/LAB	NA	75.00%	68.42%	NA	67.57%	72.41%	NA	66.67%	75.00%
MMART 131A-- PHOTOSHOP I	87.50%	57.35%	65.75%	92.31%	71.23%	64.86%	80.95%	55.74%	50.94%
MMART 131B---PHOTOSHOP II	NA	NA	NA	NA	NA	NA	NA	NA	50.00%
MMART 131LA --- PHOTOSHOP I LAB	86.36%	48.61%	62.50%	85.71%	69.33%	56.82%	77.27%	57.81%	48.15%
MMART 131LB --- PHOTOSHOP II LAB	NA	NA	NA	NA	NA	NA	NA	NA	48.15%
MMART 132A--- ILLUSTRATOR I	NA	72.97%	NA	NA	56.76%	NA	NA	80.49%	77.78%
MMART 132LA --- ILLUSTRATOR I LAB	NA	76.47%	NA	NA	55.56%	NA	NA	75.61%	77.78%
MMART 133A -- DIGITAL PHOTOG I	57.89%	68.57%	67.65%	68.18%	48.78%	NA	85.00%	69.44%	71.43%
MMART 133B -- DIGITAL PHOTOG II	NA	NA	82.14%	NA	NA	74.19%	NA	NA	86.36%
MMART 133C -- DIGITAL PHOTOG III	NA	100.00%	75.00%	NA	69.23%	83.33%	NA	57.14%	NA
MMART 133LA -- DIGITAL PHOTO I LAB	55.00%	67.65%	65.71%	68.18%	48.78%	NA	66.67%	66.67%	70.37%
MMART 133LB -- DIGITAL PHOTO II LAB	NA	NA	80.95%	NA	NA	77.78%	NA	NA	84.21%
MMART 133LC --- DIG PHOTOG III LAB	NA	100.00%	75.00%	NA	66.67%	83.33%	NA	57.14%	NA
MMART 134A --- DIGITAL PRINTMKG I	87.50%	93.10%	85.00%	90.00%	92.31%	72.00%	87.50%	90.91%	55.56%
MMART 134B --- DIGITAL PRINTMKG II	33.33%	88.89%	100.00%	33.33%	80.00%	77.78%	0.00%	83.33%	60.00%
MMART 134LA -- DIG PRNTMKG I LAB	87.50%	90.00%	76.19%	90.00%	92.31%	69.23%	88.89%	90.91%	57.89%
MMART 134LB -- DIG PRINTMKG II LAB	50.00%	88.89%	100.00%	0.00%	80.00%	77.78%	0.00%	83.33%	60.00%
MMART 135A --- ADV DIG PRINTMAKNG I	100.00%	81.25%	69.23%	80.00%	66.67%	80.00%	100.00%	#####	100.00%
MMART 135B --- ADV DIG PRINTMKG II	75.00%	75.00%	92.31%	100.00%	71.43%	100.00%	100.00%	#####	NA
MMART 135C --- ADV DIG PRNTMKG III	66.67%	100.00%	83.33%	100.00%	100.00%	100.00%	75.00%	80.00%	100.00%
MMART 135D --- ADV DIG PRINTMKG IV	50.00%	100.00%	80.00%	0.00%	87.50%	100.00%	NA	#####	100.00%
MMART 135LA -- ADV DIG PRNT LAB I	100.00%	80.00%	69.23%	50.00%	66.67%	80.00%	100.00%	#####	90.91%
MMART 135LB -- ADV DIG PRNT LAB II	75.00%	75.00%	90.91%	100.00%	83.33%	100.00%	100.00%	#####	NA
MMART 135LC --- ADV DIG PRNT LAB III	33.33%	100.00%	83.33%	100.00%	100.00%	100.00%	75.00%	80.00%	100.00%
MMART 135LD -- ADV DIG PRNT LAB IV	50.00%	75.00%	80.00%	NA	87.50%	100.00%	NA	#####	100.00%
MMART 136--- DIG PRINTING/PHOTOGR	NA	NA	NA	NA	83.33%	NA	NA	79.31%	NA
MMART 136L --- DIG PRINT/PHOTOG LAB	NA	NA	NA	NA	90.00%	NA	NA	77.78%	NA
MMART 137A --- Applications of Large Scale	NA	NA	NA	NA	NA	NA	NA	NA	100.00%
MMART 137LA -- Applications of Large Scale	NA	NA	NA	NA	NA	NA	NA	NA	100.00%
MMART 148A -- SOUND DESIGN I	NA	86.84%	NA	NA	76.92%	NA	NA	90.24%	NA
MMART 148LA -- SOUND DESIGN I LAB	NA	82.50%	NA	NA	71.43%	NA	NA	85.37%	NA
MMART 150A -- FINAL CUT PRO I	NA	53.33%	57.89%	NA	80.00%	NA	NA	NA	NA

Course	2012		2013	2013	2014		2014	2014	2015
	Summer	Fall	Spring	Summer	2013 Fall	Spring	Summer	Fall	Spring
MMART 150A --- VIDEO EDITING I	NA	NA	NA	NA	NA	58.97%	81.48%	61.76%	62.16%
MMART 150B --- FINAL CUT PRO II	NA	NA	69.23%	NA	NA	NA	NA	NA	NA
MMART 150B --- VIDEO EDITING II	NA	NA	NA	NA	NA	70.27%	NA	NA	72.73%
MMART 150C --- FINAL CUT PRO III	NA	88.89%	NA	NA	81.82%	NA	NA	NA	NA
MMART 150C --- VIDEO EDITING III	NA	NA	NA	NA	NA	NA	NA	66.67%	NA
MMART 150D --- FINAL CUT PRO IV	NA	NA	NA	NA	66.67%	NA	NA	NA	NA
MMART 150D --- VIDEO EDITING IV	NA	NA	NA	NA	NA	NA	NA	#####	NA
MMART 150LA --- FINAL CUT PRO I LAB	NA	50.79%	51.16%	NA	82.05%	NA	NA	NA	NA
MMART 150LA --- VIDEO EDITING I LAB	NA	NA	NA	NA	NA	60.53%	84.62%	60.87%	58.97%
MMART 150LB --- FINAL CUT PRO II LAB	NA	NA	68.00%	NA	NA	NA	NA	NA	NA
MMART 150LB --- VIDEO EDITING II LAB	NA	NA	NA	NA	NA	70.27%	NA	NA	68.57%
MMART 150LC --- FINAL CUT PRO III LAB	NA	83.33%	NA	NA	73.91%	NA	NA	NA	NA
MMART 150LC --- VIDEO EDITING III LAB	NA	NA	NA	NA	NA	NA	NA	66.67%	NA
MMART 150LD --- FINAL CUT PRO IV LAB	NA	NA	NA	NA	75.00%	NA	NA	NA	NA
MMART 150LD --- VIDEO EDITING IV LAB	NA	NA	NA	NA	NA	NA	NA	60.00%	NA
MMART 151A --- DIGITAL VIDEO PROD I	NA	76.92%	58.06%	NA	66.67%	71.43%	78.95%	56.52%	65.52%
MMART 151B --- DIGITAL VIDEO PROD II	NA	60.00%	68.18%	NA	90.00%	88.24%	NA	75.00%	75.00%
MMART 151C --- DIGITAL VIDEO PROD III	NA	100.00%	50.00%	NA	83.33%	100.00%	NA	77.78%	100.00%
MMART 151LA --- DIGITAL VIDEO PROD I LAB	NA	80.77%	58.06%	NA	70.59%	64.29%	78.95%	56.52%	63.33%
MMART 151LB --- DIGITAL VIDEO PROD II LAB	NA	56.25%	68.18%	NA	90.00%	88.24%	NA	75.00%	75.00%
MMART 151LC --- DIGITAL VIDEO PROD III LAB	NA	100.00%	40.00%	NA	83.33%	100.00%	NA	77.78%	100.00%
MMART 152A --- AFTER EFFECTS I	NA	65.00%	NA	NA	85.29%	NA	NA	77.78%	NA
MMART 152B --- AFTER EFFECTS II	NA	NA	74.07%	NA	NA	62.96%	NA	NA	58.82%
MMART 152C --- AFTER EFFECTS III	NA	NA	71.43%	NA	NA	42.86%	NA	NA	100.00%
MMART 152LA --- AFTER EFFECTS I LAB	NA	55.81%	NA	NA	82.86%	NA	NA	77.78%	NA
MMART 152LB --- AFTER EFFECTS II LAB	NA	NA	73.08%	NA	NA	65.38%	NA	NA	58.82%
MMART 152LC --- AFTER EFFECTS III LAB	NA	NA	55.56%	NA	NA	42.86%	NA	NA	100.00%
MMART 153 --- DIGITAL CINEMATOG BASICS	NA	NA	68.75%	NA	NA	NA	NA	NA	89.47%
MMART 154 --- VIDEO PROD FUNDAMENTALS	77.78%	NA	NA	66.67%	NA	NA	NA	NA	NA
MMART 155A --- SPEC PROJ/DIGITAL PHOTO A	NA	NA	94.12%	NA	NA	93.75%	NA	NA	91.67%
MMART 155B --- SPEC PROJ/DIGITAL PHOTO B	NA	NA	81.82%	NA	NA	88.89%	NA	NA	75.00%
MMART 155C --- SPEC PROJ/DIGITAL PHOTO C	NA	88.89%	75.00%	NA	86.67%	100.00%	NA	#####	NA
MMART 155D --- SPEC PROJ/DIGITAL PHOTO D	NA	90.91%	85.71%	NA	100.00%	100.00%	NA	#####	NA
MMART 155LA --- SPEC PROJ/DIGITAL PHOTO A LAB	NA	NA	86.67%	NA	NA	83.33%	NA	NA	100.00%
MMART 155LB --- SPEC PROJ/DIGITAL PHOTO B LAB	NA	NA	72.73%	NA	NA	87.50%	NA	NA	100.00%
MMART 155LC --- SPEC PROJ/DIGITAL PHOTO C LAB	NA	80.00%	75.00%	NA	80.00%	100.00%	NA	#####	100.00%
MMART 155LD --- SPEC PROJ/DIGITAL PHOTO C LAB	NA	88.89%	83.33%	NA	50.00%	100.00%	NA	#####	NA
MMART 157 --- BEG MOTION PICTURE LIGHT	81.48%	NA	NA	NA	NA	NA	60.71%	NA	NA
MMART 160A --- WEB I: DREAMWEAVER	77.78%	66.67%	48.65%	NA	33.33%	66.67%	50.00%	52.94%	NA
MMART 160B --- WEB II: ADV/PROJ	NA	NA	78.26%	NA	NA	70.00%	NA	NA	NA
MMART 160C --- WEB III: WEB COMMERC	NA	NA	75.00%	NA	NA	50.00%	NA	NA	NA
MMART 160LA --- WEB I: DREAMWEAVER LAB	83.33%	60.61%	45.95%	NA	30.77%	63.64%	48.00%	47.22%	NA
MMART 160LB --- ADV/DES/PRJ/LAB	NA	NA	73.91%	NA	NA	63.64%	NA	NA	NA
MMART 160LC --- WEB III: WEB COM LAB	NA	NA	75.00%	NA	NA	50.00%	NA	NA	NA
MMART 161A --- ARCHITECT/DESIGN	NA	NA	NA	NA	62.50%	NA	NA	68.18%	NA
MMART 163 --- SURVEY OF WEB DESIGN	NA	NA	NA	NA	33.33%	60.00%	NA	50.00%	NA
MMART 163L --- SURVEY OF WEB DESIGN LAB	NA	NA	NA	NA	28.57%	68.42%	NA	47.37%	NA

Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
MMART 164 --- Introduction to Web Design	NA	NA	NA	NA	NA	NA	NA	NA	46.34%
MMART 164L --- Introduction to Web Design Lab	NA	NA	NA	NA	NA	NA	NA	NA	20.00%
MMART 167 --- Mobile and Cross---Platform Web	NA	NA	NA	NA	NA	NA	NA	NA	57.58%
MMART 167L --- Mobile and Cross---Platform Web	NA	NA	NA	NA	NA	NA	NA	NA	44.44%
MMART 168 --- Online Games & Interactivity	NA	NA	NA	NA	NA	NA	NA	NA	51.35%
MMART 168L --- Online Games & Interactivity L	NA	NA	NA	NA	NA	NA	NA	NA	73.68%
MMART 169 --- Social & Emergent Media	NA	NA	NA	NA	NA	NA	NA	NA	60.00%
MMART 169L --- Social & Emergent Media Lab	NA	NA	NA	NA	NA	NA	NA	NA	57.89%
MMART 174A --- WEB DEVELOPMENT: FLASH	78.95%	NA	75.86%	NA	65.63%	NA	NA	NA	NA
MMART 174LA --- WEB DEVELOPMENT: FLASH LAB	76.47%	NA	68.97%	NA	68.97%	NA	NA	NA	NA
MMART 175B --- GAME DESIGN	54.55%	NA	NA	NA	44.12%	77.27%	NA	50.00%	NA
MMART 177 --- INTRO/ANIMATION PRINCIPLES	NA	80.00%	NA	NA	75.00%	NA	NA	95.45%	NA
MMART 177L --- INTRO/ANIMATION PRIN LAB	NA	71.43%	NA	NA	69.23%	NA	NA	95.45%	NA
MMART 178 --- DRAWNG FOR ANIMATION	NA	NA	67.57%	NA	NA	68.42%	86.36%	73.91%	66.67%
MMART 178L --- DRAWNG/ANIMATION LAB	NA	NA	62.16%	NA	NA	65.00%	90.00%	71.43%	68.00%
MMART 181 --- EXPERIMENTALANIMATN	NA	NA	47.37%	NA	NA	45.45%	NA	NA	NA
MMART 181L --- EXPER ANIMAT LAB	NA	NA	47.37%	NA	NA	41.67%	NA	NA	NA
MMART 185A ---3---DILLUSTR/CINEMA4D I	NA	80.77%	78.13%	NA	76.67%	70.59%	NA	68.18%	80.95%
MMART 185B ---3---DILLUSTR/CINEMA4D II	NA	80.00%	100.00%	NA	85.71%	93.33%	NA	25.00%	77.78%
MMART 185LA ---3---DILLUSTR/CINEMA4D I LAB	NA	80.00%	75.00%	NA	74.19%	68.75%	NA	68.18%	80.95%
MMART 185LB ---3---DILLUSTR/CINEMA4D II LAB	NA	80.00%	100.00%	NA	85.71%	86.67%	NA	25.00%	80.00%
MMART 186 --- FLASH 2D ANIMATION	NA	NA	70.37%	NA	NA	64.71%	NA	NA	81.82%
MMART 186L --- FLASH 2D ANIMATION LAB	NA	NA	70.37%	NA	NA	62.50%	NA	NA	86.36%
MMART 187 --- ANIMATION PRACTICES I	NA	NA	NA	88.24%	NA	NA	NA	NA	NA
MMART 187L --- ANIMATION PRACTICES I LAB	NA	NA	NA	82.35%	NA	NA	NA	NA	NA
MMART 188 --- INTRO TO 3D ANIMATION I	NA	NA	NA	NA	51.85%	53.85%	50.00%	70.37%	51.85%
MMART 190A --- Beg Digital Fine Art Photo	NA	NA	NA	NA	NA	NA	NA	75.00%	81.25%
MMART 195A --- SP PRJ: FESTIVAL ORG	NA	84.62%	NA	NA	78.57%	NA	NA	91.67%	NA
MMART 195B --- SP PRJ: FESTIVL PROD	NA	100.00%	NA	NA	100.00%	NA	NA	#####	NA
MMART 195LA --- SP PRJ: FESTIVAL LAB	NA	83.33%	NA	NA	83.33%	NA	NA	91.67%	NA
MMART 195LB --- SP PR: FESTVL PROD L	NA	100.00%	NA	NA	83.33%	NA	NA	NA	NA
MMART 197 --- MULTIMEDIA PORTFOLIO	NA	NA	83.87%	NA	NA	89.66%	NA	NA	88.00%
MMART 197L --- MULTIMEDIA PORTFOLIO LAB	NA	NA	83.33%	NA	NA	88.89%	NA	NA	88.00%
MMART 198 --- MULTIMEDIA PRJ MGMT	NA	NA	NA	NA	NA	80.00%	NA	NA	NA
MMART 199 --- MULTIMEDIA SPECIAL PROJ	NA	NA	NA	NA	NA	95.24%	NA	85.71%	94.44%
MMART 200 --- DIGITAL MEDIA LITERACY	NA	NA	NA	NA	46.67%	NA	NA	65.00%	NA

MMART224--BEGINNING ART GALLERY MANAGEMENT	NA	NA	NA	NA	NA	76.47%	NA	60.00%	100.00%
MMART48UZ--LOCATION SOUND REC	NA	41.67%							
MMART48VA--ADVANCED CSS	NA	NA	53.33%	NA	NA	70.00%	NA	NA	NA
MMART48VB--ADVANCED CSS LAB	NA	NA	53.33%	NA	NA	75.00%	NA	NA	NA
MMART49--I/S--MMART	NA	100.00%	50.00%	NA	NA	NA	NA	NA	NA
Grand Total	71.01%	71.79%	69.31%	76.99%	68.86%	71.32%	70.19%	68.61%	67.24%

Course Success: Subject

IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE, SUBJECT, CATALOG NUMBER

CAMPUS	Berkeley								
SUBJECT	(All)								
CATALOG_NBR	(All)								
Success	Term								
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Grand Total	71.60%	66.49%	65.00%	72.06%	64.37%	65.10%	70.72%	64.66%	65.10%

Animation:

Overall the Level of student success over the past 3 years is 77 %.

(How do the discipline, department, or program course completion rates compare to the college course completion standard?)

The course completion for the MMART department is higher than that of BCC as a whole by about 2-5 % points during Fall and Spring semesters and is very slightly lower during the Summer semesters.

Completion Rates Analysis:

Propose Fig for Spring 2016 – encourage faculty w/ low retention rates to analyze why students drop

Speculations why students drop out:

- 1 x visits** - students who aren't dropped during first census as No-shows, but they never return after one visit
- challenging lives** – caring for family members, poverty and health issues.
- juggling a lot of responsibilities**
- ill prepared for college in terms of study skills or knowing when to approach instructors for help.**
- Learning Disabilities** – inadequate resources. Refuse to identify and use available resources.
- Students find full time employment so discontinue school.**

Not engaged in class

Not engaged in community at BCC

Mental health and support issues

Returning adults who juggle a lot and put other priorities ahead

Mmart Classes with low success rates:

Online courses: Common for online classes to have poor retention. Especially amongst men.

Writing/Theory Classes- students are uncomfortable writing.

(Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.)

The four data sets seen below describe the MMART Success Rate by Course and by Ethnicity comparing the Percentages and Headcounts.

To further look into equity issues, we have outlined in yellow the courses that had 4 or more African American students enrolled and that showed a success rate of 50% or lower for African Americans.

Trends by Ethnicity:

African American students tend to drop out in the highest number in intro level courses across the department, web classes and online classes. As far as introductory classes go, this may reflect African American students coming from backgrounds that have not prepared them adequately for college and for having fewer resources to sustain and support them once they arrive.

Classes that have particularly strong success rates for African-Americans are video production, editing (beyond level 1) and the reel/portfolio classes. My theory from years of teaching courses that see high success rates for African-Americans is that we intentionally build an inclusive community where our diversity is seen as a strength. The high level of collaboration in our classes also encourages community building and all students to feel actively involved and connected. Through Faculty training in implicit bias, collaboration and active learning techniques we hope to see greater success rates across the Multimedia department. I have requested Fig and Apple funding for our instructors to research why students drop courses and what can be done to increase teamwork and collaboration in courses across the department (currently the more collaborative courses are typically in the video strand.)

Course Success Rate by Course and Ethnicity

IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE, SUBJECT, CATALOG NUMBER

CAMPUS Berkeley

SUBJECT MMART

CATALOG_NBR (All)

TERM 2015 Spr

Course	Success									
	American Indian/Alaskan Native	Asian	Black/African American	Filipino	Hispanic	Other Non white	White Non Hispanic	Multiple	Unknown/Non Respondent	
MMART 110 - SCRIPT/STORYBOARDING	NA	60.00%	52.94%	0.00%	66.67%	NA	65.00%	41.18%	66.67%	
MMART 121 - DIGITAL CULTURE	NA	42.86%	20.00%	0.00%	57.14%	NA	33.33%	55.56%	0.00%	
MMART 129 - CONTEMPORARY COLOR	NA	NA	100.00%	NA	100.00%	NA	100.00%	87.50%	66.67%	
MMART 129L - CONTEMP COLOR LAB	NA	NA	66.67%	NA	83.33%	NA	100.00%	87.50%	66.67%	
MMART 130 - SVY/DIGITAL IMAGING	NA	100.00%	100.00%	0.00%	80.00%	NA	100.00%	62.50%	0.00%	
MMART 130L - SVY/DIGITAL IMAG/LAB	NA	100.00%	50.00%	0.00%	80.00%	NA	100.00%	57.14%	0.00%	
MMART 131A - PHOTOSHOP I	NA	50.00%	6.67%	50.00%	66.67%	NA	62.50%	80.00%	80.00%	
MMART 131B - PHOTOSHOP II	NA	100.00%	50.00%	100.00%	50.00%	0.00%	38.46%	100.00%	33.33%	
MMART 131LA - PHOTOSHOP I LAB	NA	33.33%	6.67%	50.00%	66.67%	NA	68.75%	60.00%	80.00%	
MMART 131LB - PHOTOSHOP II LAB	NA	100.00%	33.33%	100.00%	50.00%	0.00%	38.46%	100.00%	33.33%	
MMART 132A - ILLUSTRATOR I	NA	66.67%	75.00%	NA	100.00%	NA	66.67%	87.50%	100.00%	
MMART 132LA - ILLUSTRATOR I LAB	NA	66.67%	75.00%	NA	100.00%	NA	66.67%	87.50%	100.00%	
MMART 133A - DIGITAL PHOTOG I	NA	66.67%	100.00%	NA	60.00%	NA	61.54%	100.00%	100.00%	
MMART 133B - DIGITAL PHOTOG II	NA	50.00%	100.00%	NA	100.00%	NA	90.00%	100.00%	66.67%	
MMART 133LA - DIGITAL PHOTO I LAB	NA	66.67%	100.00%	NA	60.00%	NA	58.33%	100.00%	100.00%	
MMART 133LB - DIGITAL PHOTO II LAB	NA	50.00%	100.00%	NA	100.00%	NA	85.71%	100.00%	75.00%	
MMART 134A - DIGITAL PRINTMKG I	NA	0.00%	0.00%	NA	100.00%	NA	50.00%	50.00%	50.00%	
MMART 134B - DIGITAL PRINTMKG II	NA	100.00%	NA	NA	100.00%	NA	50.00%	0.00%	NA	
MMART 134LA - DIG PRINTMKG I LAB	NA	0.00%	50.00%	NA	100.00%	NA	50.00%	50.00%	50.00%	
MMART 134LB - DIG PRINTMKG II LAB	NA	100.00%	NA	NA	100.00%	NA	50.00%	0.00%	NA	
MMART 135A - ADV DIG PRINTMAKNG I	NA	100.00%	100.00%	NA	100.00%	NA	100.00%	100.00%	100.00%	
MMART 135C - ADV DIG PRNTMKNNG III	NA	100.00%	NA	NA	NA	NA	100.00%	NA	100.00%	
MMART 135D - ADV DIG PRINTMKNNG IV	NA	NA	100.00%	NA	NA	NA	100.00%	NA	100.00%	
MMART 135LA - ADV DIG PRNT LAB I	NA	100.00%	100.00%	NA	100.00%	NA	100.00%	50.00%	100.00%	
MMART 135LC - ADV DIG PRNT LAB III	NA	100.00%	NA	NA	NA	NA	100.00%	NA	100.00%	
MMART 135LD - ADV DIG PRNT LAB IV	NA	NA	100.00%	NA	100.00%	NA	100.00%	NA	100.00%	
MMART 137A - Applications of Large Scale	NA	NA	100.00%	NA	NA	100.00%	100.00%	NA	NA	
MMART 137LA - Applications of Large Scale	NA	NA	100.00%	NA	NA	100.00%	100.00%	NA	NA	
MMART 150A - VIDEO EDITING I	NA	75.00%	50.00%	0.00%	83.33%	NA	71.43%	70.00%	0.00%	
MMART 150B - VIDEO EDITING II	NA	100.00%	72.73%	100.00%	50.00%	NA	72.73%	60.00%	NA	
MMART 150LA - VIDEO EDITING I LAB	NA	75.00%	42.86%	0.00%	83.33%	NA	62.50%	70.00%	0.00%	
MMART 150LB - VIDEO EDITING II LAB	NA	100.00%	66.67%	100.00%	50.00%	NA	72.73%	50.00%	NA	
MMART 151A - DIGITAL VIDEO PROD I	NA	66.67%	66.67%	100.00%	50.00%	NA	60.00%	71.43%	100.00%	
MMART 151B - DIGITAL VIDEO PROD II	NA	100.00%	100.00%	100.00%	0.00%	NA	50.00%	100.00%	NA	
MMART 151C - DIGITAL VIDEO PROD III	NA	NA	100.00%	NA	100.00%	NA	100.00%	NA	NA	
MMART 151LA - DIGITAL VIDEO PROD I LAB	NA	66.67%	66.67%	100.00%	40.00%	NA	60.00%	71.43%	100.00%	

Headcount by Course and Ethnicity										
IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE, SUBJECT, CATALOG NUMBER										
CAMPUS	Berke									
SUBJECT	MMAI									
CATALOG_NBR	(All)									
TERM	Spri									
Sum of HEADCOUNT	Term	Indian/A	Asian	Black/African	Filipino	Hispanic	Other Non white	White Non Hispanic	Multiple	Unknown/Non Respondent
Course	Native			American						
MMART 110 - SCRIPT/STORYBOARDING		5	17		1	6		20	17	3
MMART 121 - DIGITAL CULTURE		7	5		1	7		9	9	1
MMART 129 - CONTEMPORARY COLOR			2			5		6	8	3
MMART 129L - CONTEMP COLOR LAB			3			6		6	8	3
MMART 130 - SVY/DIGITAL IMAGING		4	2		1	5		9	8	1
MMART 130L - SVY/DIGITAL IMAG/LAB		4	2		1	5		8	7	1
MMART 131A - PHOTOSHOP I		2	15		2	3		16	10	5
MMART 131B - PHOTOSHOP II		2	2		1	2	1	13	2	3
MMART 131LA - PHOTOSHOP I LAB		3	15		2	3		16	10	5
MMART 131LB - PHOTOSHOP II LAB		2	3		1	2	1	13	2	3
MMART 132A - ILLUSTRATOR I		6	4			2		6	8	1
MMART 132LA - ILLUSTRATOR I LAB		6	4			2		6	8	1
MMART 133A - DIGITAL PHOTOG I		3	3			5		13	2	2
MMART 133B - DIGITAL PHOTOG II		2	1			3		10	3	3
MMART 133LA - DIGITAL PHOTO I LAB		3	3			5		12	2	2
MMART 133LB - DIGITAL PHOTO II LAB		2	1			2		7	3	4
MMART 134A - DIGITAL PRINTMKG I		1	1			4		4	4	4
MMART 134B - DIGITAL PRINTMKG II		1				1		2	1	
MMART 134LA - DIG PRNTMKG I LAB		1	2			4		4	4	4
MMART 134LB - DIG PRNTMKG II LAB		1				1		2	1	
MMART 135A - ADV DIG PRINTMAKNG I		1	1			3		3	1	1
MMART 135C - ADV DIG PRNTMKNNG III		1						4		1
MMART 135D - ADV DIG PRINTMKNNG IV			1					1		2
MMART 135LA - ADV DIG PRNT LAB I		1	1			3		3	2	1
MMART 135LC - ADV DIG PRNT LAB III		1						4		1
MMART 135LD - ADV DIG PRNT LAB IV			1			1		1		2
MMART 137A - Applications of Large Scale			1				1	6		
MMART 137LA - Applications of Large Scale			1				1	6		
MMART 150A - VIDEO EDITING I		4	6		1	6		7	10	3
MMART 150B - VIDEO EDITING II		3	11		1	2		11	5	
MMART 150LA - VIDEO EDITING I LAB		4	7		1	6		8	10	3
MMART 150LB - VIDEO EDITING II LAB		3	12		1	2		11	6	
MMART 151A - DIGITAL VIDEO PROD I		3	3		1	4		10	7	1
MMART 151B - DIGITAL VIDEO PROD II		1	3		1	1		4	2	
MMART 151C - DIGITAL VIDEO PROD III			3			2		1		
MMART 151LA - DIGITAL VIDEO PROD I LAB		3	3		1	5		10	7	1

Course Success Rate in PERCENT by Course and Ethnicity for Spring 2015 (continued)

MMART 151LB - DIGITAL VIDEO PROD II LAB	NA	100.00%	100.00%	100.00%	0.00%	NA	50.00%	100.00%	NA
MMART 151LC - DIGITAL VIDEO PROD III LAB	NA	NA	100.00%	NA	100.00%	NA	100.00%	NA	NA
MMART 152B - AFTER EFFECTS II	NA	0.00%	100.00%	0.00%	100.00%	NA	57.14%	50.00%	100.00%
MMART 152C - AFTER EFFECTS III	NA	NA	NA	NA	NA	NA	NA	100.00%	100.00%
MMART 152LB - AFTER EFFECTS II LAB	NA	0.00%	100.00%	0.00%	100.00%	NA	57.14%	50.00%	100.00%
MMART 152LC - AFTER EFFECTS III LAB	NA	NA	NA	NA	NA	NA	NA	100.00%	100.00%
MMART 153 - DIGITAL CINEMATOG BASICS	NA	100.00%	100.00%	100.00%	60.00%	NA	100.00%	100.00%	100.00%
MMART 155A - SPEC PROJ/DIGITAL PHOTO A	NA	100.00%	NA	NA	100.00%	NA	83.33%	100.00%	100.00%
MMART 155B - SPEC PROJ/DIGITAL PHOTO B	NA	NA	NA	NA	NA	NA	66.67%	NA	100.00%
MMART 155LA - SPEC PROJ/DIGITAL PHOTO A LAB	NA	100.00%	NA	NA	100.00%	NA	100.00%	100.00%	100.00%
MMART 155LB - SPEC PROJ/DIGITAL PHOTO B LAB	NA	NA	NA	NA	NA	NA	100.00%	NA	NA
MMART 155LC - SPEC PROJ/DIGITAL PHOTO C LAB	NA	NA	NA	NA	100.00%	NA	NA	NA	NA
MMART 164 - Introduction to Web Design	NA	33.33%	33.33%	100.00%	40.00%	NA	54.55%	37.50%	66.67%
MMART 164L - Introduction to Web Design Lab	NA	NA	33.33%	NA	20.00%	NA	0.00%	NA	0.00%
MMART 167 - Mobile and Cross-Platform Web	NA	54.55%	0.00%	100.00%	66.67%	NA	70.00%	33.33%	100.00%
MMART 167L - Mobile and Cross-Platform Web	NA	50.00%	0.00%	NA	50.00%	NA	60.00%	0.00%	100.00%
MMART 168 - Online Games & Interactivity	NA	70.00%	16.67%	100.00%	33.33%	NA	44.44%	50.00%	100.00%
MMART 168L - Online Games & Interactivity L	NA	83.33%	NA	100.00%	0.00%	NA	71.43%	50.00%	100.00%
MMART 169 - Social & Emergent Media	NA	50.00%	100.00%	NA	100.00%	NA	42.86%	55.56%	75.00%
MMART 169L - Social & Emergent Media Lab	NA	50.00%	100.00%	NA	100.00%	NA	40.00%	60.00%	50.00%
MMART 178 - DRAWNG FOR ANIMATION	NA	50.00%	50.00%	NA	66.67%	NA	87.50%	42.86%	100.00%
MMART 178L - DRAWNG/ANIMATION LAB	NA	50.00%	66.67%	NA	66.67%	NA	87.50%	42.86%	100.00%
MMART 185A - 3-D ILLUSTR/CINEMA 4D I	NA	66.67%	66.67%	0.00%	100.00%	NA	75.00%	100.00%	NA
MMART 185B - 3-D ILLUSTR/CINEMA 4D II	NA	0.00%	NA	NA	100.00%	NA	100.00%	75.00%	NA
MMART 185LA - 3-D ILLUSTR/CINEMA 4D I LAB	NA	66.67%	66.67%	0.00%	100.00%	NA	75.00%	100.00%	NA
MMART 185LB - 3-D ILLUSTR/CINEMA 4D II LAB	NA	0.00%	NA	NA	100.00%	NA	100.00%	80.00%	NA
MMART 186 - FLASH 2D ANIMATION	0.00%	83.33%	66.67%	100.00%	100.00%	NA	100.00%	75.00%	100.00%
MMART 186L - FLASH 2D ANIMATION LAB	0.00%	83.33%	66.67%	100.00%	100.00%	NA	100.00%	100.00%	100.00%
MMART 188 - INTRO TO 3D ANIMATION I	NA	33.33%	50.00%	100.00%	50.00%	NA	57.14%	50.00%	100.00%
MMART 190A - Beg Digital Fine Art Photo	NA	0.00%	100.00%	NA	100.00%	NA	81.82%	NA	100.00%
MMART 197 - MULTIMEDIA PORTFOLIO	NA	100.00%	83.33%	100.00%	100.00%	NA	87.50%	66.67%	100.00%
MMART 197L - MULTIMEDIA PORTFOLIO LAB	NA	100.00%	83.33%	100.00%	100.00%	NA	87.50%	66.67%	100.00%
MMART 199 - MULTIMEDIA SPECIAL PROJ	NA	100.00%	100.00%	100.00%	NA	NA	87.50%	100.00%	NA
MMART 224 - BEGINNING ART GALLERY MANAGEME	NA	NA	NA	NA	NA	NA	100.00%	100.00%	NA
MMART 48UZ - LOCATION SOUND RECORDING	NA	50.00%	0.00%	0.00%	33.33%	NA	50.00%	33.33%	60.00%
Grand Total	0.00%	66.27%	55.81%	69.77%	73.48%	50.00%	69.98%	66.31%	72.57%
	Pac/IsI	Asian	af/am	Filipino	Hispanic	Non white	white	Multiple	/Non Responde

Course Success Rate by HEADCOUNT by Course and Ethnicity for Spring 2015 (continued)

MMART 151LB - DIGITAL VIDEO PROD II LAB	1	3	1	1	4	2			
MMART 151LC - DIGITAL VIDEO PROD III LAB		2		2	1				
MMART 152B - AFTER EFFECTS II	1	1	1	2	7	4	1		
MMART 152C - AFTER EFFECTS III						1	1		
MMART 152LB - AFTER EFFECTS II LAB	1	1	1	2	7	4	1		
MMART 152LC - AFTER EFFECTS III LAB						1	1		
MMART 153 - DIGITAL CINEMATOG BASICS	1	4	1	5	5	1	2		
MMART 155A - SPEC PROJ/DIGITAL PHOTO A	1			1	6	1	3		
MMART 155B - SPEC PROJ/DIGITAL PHOTO B					3		1		
MMART 155LA - SPEC PROJ/DIGITAL PHOTO A LAB	1			1	5	1	2		
MMART 155LB - SPEC PROJ/DIGITAL PHOTO B LAB					1				
MMART 155LC - SPEC PROJ/DIGITAL PHOTO C LAB				1					
MMART 164 - Introduction to Web Design	3	9	2	5	11	8	3		
MMART 164L - Introduction to Web Design Lab	1	6	1	5	5	5	1		
MMART 167 - Mobile and Cross-Platform Web	11	3	1	3	10	3	2		
MMART 167L - Mobile and Cross-Platform Web	10	3	1	3	9	3	2		
MMART 168 - Online Games & Interactivity	10	6	1	3	9	6	2		
MMART 168L - Online Games & Interactivity L	6		1	1	7	2	2		
MMART 169 - Social & Emergent Media	2	1		2	7	9	4		
MMART 169L - Social & Emergent Media Lab	2	1		2	5	5	4		
MMART 178 - DRAWNG FOR ANIMATION	2	2		3	8	7	2		
MMART 178L - DRAWNG/ANIMATION LAB	2	3		3	8	7	2		
MMART 185A - 3-D ILLUSTR/CINEMA 4D I	3	3	1	4	4	6			
MMART 185B - 3-D ILLUSTR/CINEMA 4D II	1			1	3	4			
MMART 185LA - 3-D ILLUSTR/CINEMA 4D I LAB	3	3	1	4	4	6			
MMART 185LB - 3-D ILLUSTR/CINEMA 4D II LAB	1			1	3	5			
MMART 186 - FLASH 2D ANIMATION	1	6	3	4	1	4	2		
MMART 186L - FLASH 2D ANIMATION LAB	1	6	3	4	1	4	2		
MMART 188 - INTRO TO 3D ANIMATION I	6	4	1	2	7	6	1		
MMART 190A - Beg Digital Fine Art Photo	1	2		1	11		1		
MMART 197 - MULTIMEDIA PORTFOLIO	2	6	4	1	8	3	1		
MMART 197L - MULTIMEDIA PORTFOLIO LAB	2	6	4	1	8	3	1		
MMART 199 - MULTIMEDIA SPECIAL PROJ	1	3	3		8	3			
MMART 224 - BEGINNING ART GALLERY MANAGEME					1	1			
MMART 48UZ - LOCATION SOUND RECORDING	4	2	1	6	12	6	5		
Grand Total	2	171	219	45	182	4	461	288	114
	pac/isl	Asian	af/am	Filipino	Hispanic		white	Multiple	Non Responde

Discussion:

- **Describe course completion rates in the department for Distance Education courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?**

- To date 100% online course offerings are fluctuate between around 40% and 60% in success rates. Summer session courses tend to perform with lower percentages than their semester counterparts.
- There have been 5 MMART courses that have been offered 100% online over the last 3 years, with a total of 12 sections.
- The course offerings are: MMART 120 Media & Communication, MMART 121 Digital Culture, MMART 163 Survey of Web Design, MMART 160A Web I: Dreamweaver, MMART 160B – WEB II: ADV/PROJ.
- Assumption for the low numbers of summer session may be attributed to the time of year. A high level of self discipline and dedication are needed for Distance Education courses, and summer activities may contribute to distractions from student's studies. In addition, due to the condensed nature of the class, students may begin to feel overwhelmed by the work load.
- It would be helpful to look into the type of student that is registering for the course in order to gain further insight. An assumption is that summer sections may attract non-full time BCC students, rather they may be students that are looking for extra units returning from college or between highschool and their upcoming college careers.

- **Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.**
College course completion standard _____

Please insert the data chart here or complete the section below. All are listed above.

Department/discipline/Program Distance Education (100% online) course completion rates: see graph above

Discussion:

For online courses there are lower completion rates for Hispanic, Black, and multiple students. Males also struggle in particular to complete online course. Look to Department Wide proposed strategies for increasing retention rates, plus we will engage in a FIG that researches how to increase retention for DE classes. We also are exploring switching 100% courses to Hybrids, where we would have students come in for face to face orientations and mid-term assessments.

- Describe course completion rates in the department for Hybrid courses (less than 100% online) for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?

NA

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

Animation, Video, Digital Imaging : NA

College course completion standard _____

Animation, Video, Digital Imaging : NA

Please insert the data chart here or complete the section below.

Discussion:

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? **na**
- How do you assess the overall effectiveness of Distance Education courses?
- We assess the effectiveness of Distance Education courses in the same manner that we assess face to face courses. Multimedia Media Arts is beginning the process of integrating DE with the rest of our curriculum.**
- We are currently setting up a FIG to discuss our Distance Education courses. The FIG will focus on best practices for learning tools and improving retention rates for Distance Education.**
- MMART is continuing the process of providing online courses, and growing the offerings to reach linked learning communities and audiences with difficulties pertaining to scheduling and transportation.**
- Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a "W" in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

Course Retention: College									
IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE									
CAMPUS	Berkeley								
Retention%	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	84.45%	80.51%	76.19%	83.32%	77.03%	76.28%	80.94%	78.36%	77.42%

Course Retention: Subject									
IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE AND SUBJECT									
CAMPUS	Berkeley								
SUBJECT	MMART								
Retention%	Term	2012			2013		2014	2014	
	Summer	2012 Fall	2013 Spring	Summer	2013 Fall	2014 Spring	Summer	Fall	2015 Spring
Total	87.62%	81.46%	77.48%	83.19%	77.57%	79.42%	81.57%	77.49%	77.46%

Animation: Overall for Animation and Game the retention for the program is 77.04%. Trends indicate that Fall is a harder transition for students. As we cannot disaggregate data further, only by department - my guess is Students starting in the fall may need a boot camp to ready them for the different courses we offer; especially those students transitioning from high school to college for the first time.

- (Are there differences in the retention rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low-income students, Veterans)?)
(If so, please describe.)

- (Discipline, department, or program retention rates.)

- Discussion:

Animation:

Retention is higher in summer due to the immersion style of the summer semester - Spring tends to be higher in retention – anecdotally, new students have adjusted to college courses. Need to look at support for FALL students.

- What has the discipline, department, or program done to improve course completion and retention rates? **In the majority of Video strand courses, we have shifted our end of the term individual conferences with instructors to mid-term meetings between students and instructors.** Instructor reaches out to students earlier vs later in the semester and together they identify issues and develop strategies for completion. We now have 70%+ retention rates for these courses. Instructor requires that students meet either during office hours or lab hours.
- What is planned for the next three years?
- **To improve retention rates across the department, Multimedia will:**
-
- **Create a positive and welcoming environment where students are encouraged to advocate for themselves and approach instructors if they face challenges.** This term the Chair visited many

introductory courses during the first week of school and welcomed new students to the program and explained how we want everyone to succeed and encouraged students to approach us if struggling.

Institute mid-term check-ins versus end of the term conferences to catch struggling students before it's too late. Instructor reaches out to students earlier vs later in the semester and together they identify issues and develop strategies for completion.

- - **Connect with students who miss more than one class.** Have requested access to student enrollment per semester to enable connection with other teachers to see if pattern exists.
 -
 - **Identify at risk students and connect with Early Alert and counselors.**
 - Tried early Alert - but found it was still in development.

Break down complex large assignments into scaffolded, incremental assignments that make student's progress (or lack thereof) more apparent to both the instructor and student.

- **Video: _____ On an institutional level, same as above, plus:**
- **Build buddy system** amongst students, who share notes and check in when a student misses a class so less likely to fall behind and more likely to feel connected.
-
- **Have a designated note taker for each class** and post lecture notes on the server.
-

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

Develop a system for conferring automatic degrees when students have completed all the required courses.

- - **Animation: Have requested access to student transcripts and reports that will run a list of students who have completed 9,15, or 30 credits of Multimedia Courses so that we can cross list them against the Certificates of Achievement once approved , the updated AA's once approved and the updated certificates of achievement.**
- _____

7. Human, Technological, 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.
 - Full-time faculty headcount
Animation: one (1)
Mobile + Web: one (1)

Video 1
Digital Imaging 1
Core Multimedia /Writing /Theory - 0

- Part-time faculty headcount
Animation: one (1)
Mobile + Web: one (0)
Video - fourteen adjuncts (14)
Digital Imaging 1

- Total FTEF faculty for the discipline, department, or program
Animation: 1
Mobile + Web 1
Digital Imaging 1

- Full-time/part-time faculty ratio
Animation: 1:1
Mobile + Web: 1:0
Video 1:14
Core/Theory/Writing Classes 0:4
Digital Imaging 1:8

- Classified staff headcount
- 0
- Shared Position - Multimedia Specialist position (originally intended to primarily assist Mmart.)
The mmart specialist position over the past few years has dedicated primary attention to school events and classroom set-ups but originally ran our equipment cage, helped set up and maintain our shooting studio and sound recording studios, plus maintained the studio lighting system. This position also implemented our purchase orders, kept track of over a million dollars worth of production and photo gear, ordered supplies and took care of repairs. Much of our gear and the studio have fallen into disrepair due to current lack of supervision over the past few years.
- (Describe your current utilization of facilities and equipment.)
 - **Animation: Currently utilizes 2 computer Labs. Room 324 is the Main lab for Animation. The computers are now at the end of their classroom life and need to be replaced.**

 - **Mobile + Web: Courses are taught in computer labs with Mac and PC computers equipped with the Adobe suite (Photoshop, Illustrator, Adobe Premier, etc.). Online there is an additional subscription for a Web Server which students utilize to complete and present projects.**

Video: Most video courses are taught in rooms 227 and 218 “The Studio” and in various classrooms for theory classes. The majority of classes make use of the computers in 227, although overflow classes are sometimes scheduled in 324. Production classes use the studio, plus the control room, green room and A/V equipment.

Digital Imaging 1

- (What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.)

The Multimedia Department desperately needs two classified technician positions to h

Social Media, Branding, Marketing, Writing, Fundraising Faculty

Video:

- **Animation strand has added additional specialized classes and will need to hire a rotating group of Part Time Faculty Members to come in and teach 1-2 courses. Some teachers have already self-identified from the Advisory board which will increase our diversity within the faculty in the Animation program. As these are new courses no enrollment data is available. This request reflects the recommendations of the advisory board.**
- **Mobile + Web Design expects to hire 2 part time instructors over the next three years that are capable of teaching 2 courses or more per semester. Student success and enrollment data has grown exponentially in the strand. With growing relationships with outside non-profits and high schools, there is an even greater increase of student enrollment expected over the next 3 years. The advisory committee recommends that if courses are not possible to take in sequence and with a cohort of other students, the program will suffer with creating continuity and student success.**

- (What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.)

The Multimedia Department’s most pressing need is replacing the computers in our labs:

Video/ Animation: Additional Sound gear and 10 more seats of Protools

- **Animation: In order for students to be successful they need to have computers to work on to learn the skills needed for the industry. Without computers they cannot learn those skills. The current computers within the college labs are 4 years old and are at the end of their classroom use. The Graphics cards and processors are no longer supported for the**

software needed for all MMART programs. We are already running out of date drivers to keep some software running.

- Additional document for computer needs will be included. New HD projectors are needed for the classrooms.
 - **Mobile + Web Design** - requires a significant budget increase, with funding relevant to software and hardware needs. There are significant software technologies that require subscriptions to access. The software is relevant to the needed skills and outcomes in the program. In addition to software, students should be confident and experienced with the usage of modern hardware technology and diversified platforms of implementation. Based on the student financial demographic, many of the enrolled students do not have access to the needed software or hardware outside of the classroom.
 - (What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.)
 - **Computer labs are a heavy resource for instruction for the majority of Multimedia courses, In 3 years time, we may need an additional PC lab and this could be shared w/ CIS.**
 - Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.
-

8. Community, Institutional, and Professional Engagement and Partnerships:

Part A.

- (Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that *full-time faculty* participate in.)
- **Multimedia at Large:**
- **Video - lead Rachel Mercy Simpson**
 - **Department Chair – Chairs Committee**
 - **Curriculum -Department wide development and revisions (2014-2015) and Coordination with Laney & CIPD**
 - **Occasional visits to the following committees, especially when Multimedia related issues are on the agenda: Technology Committee, Academic Senate**
 - **Presentations for Multimedia and General Public in the Auditorium, including:**
 - **Multimedia Alumni working in the Industry Panel**
 - **EJ Holowicki – Sound Designer for “Brave.”**
 - **Josh Penn- producer of “Beasts of the Southern Wild.”**
 - **The annual Multimedia Showcase**

- Lead flex day departmental meetings and other department meetings throughout year
-
- **Animation lead Mary Clarke-Miller :**
 - **Senator for CTE Academic Senate + CTE district representative**
 - **Multimedia Art Representative and co-chair in training Curriculum Committee**
 - **Multimedia Art representative Technology Committee**
 - **CPT champion and SAP champion - building connections for High school to community college**
- **Mobile + Web Lead Justin Hoffman:**

Amends Dinner, District Flex Days, BCC Flex Days, District Technology Committee, BCC Technology Committee, BCC CTE Committee, Attendee at BCC and District Curriculum Committee, Faculty Development TLC, Created BCC Agora with Fabian Banga bringing guest speakers to discuss institutional effectiveness and online learning, brought guest speakers from Beats/Apple to interact with students and discuss professional workflow, Web Developer hiring committee.
- (Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.)
 - **Video**
 - **5 year partnership with Bay Area International Children’s Film Festival. BCC video and animation students instruct 100+ filmmaking workshops at film festival sponsored by Pixar. Our students also assist in curating the films, coordinating and social media on behalf of the festival.**
 - **Organize and supervise 75+ student internships annually across the Bay Area including students working with Oscar nominated filmmakers and institutions including Oracle, The America’s Cup, the Oakland A’s, KQED,.**
 - **Partnership with Berkeley’s Pacific Film Archive –we interview visiting film directors for them and edit work for their website and the Museum of Modern Art.**
 - **Partnership with the California Film Institute – We interview directors from around the world, cut the interviews and also photograph their big events**
 - **Partnership with “Uncharted – Ideas Festival”**
 - **Partnership with UC Berkeley Film Department and Student film Clubs –**

Five of our faculty have spoken to the BFF or Giant film club

We mutually publicize Department Events

Cal Berkeley Film department and advisors include links to our courses for their students.

- (Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that *full-time faculty* participate in.)
- - **Animation & Game Design** – Pamela Stalker, our part time member runs the Animation Club. Mary Clarke-Miller, our full time faculty member, runs Salon and IGDA student chapter. Animation & Game is currently working with the Science department to develop short animations and eventual Apps to demonstrate different scientific processes to increase student understanding in Science.
 - **Other outreach projects are under development: the Curved Blackboard, a project working with elementary students to enable them to visualize science concepts.**
 - **Chabot Space and Science Center collaboration:**
 - **Space X plot project - Visualization of Life on Mars - Mentorship/Internship potential for both Animation and Science students.**
 - **Interviewing and recording scientists answering elementary student questions. The internship and mentoring for Video students will include Animation students producing animated visualizations of some of the answers**
 - **Science students and Animation students will work with scientists to study the adaption of microbes during long-term space travel; producing working simulators to study proteins and to judge threat level.**
 - **ICT/Digital Media CPT Grant: Animation will work with various High schools in the SF Bay Area to develop articulation and Dual Enrollment opportunities for High School students.**
 - **Mobile + Web:**
Meetings with Pixar, Google, Apple, Berkeley Career Development to discuss partnerships with Multimedia Arts. Meetings and relationship building with city of Oakland economic & resource development, Oakland unified school district, and “#yes we code” to grow linked learning with high school curriculum. Attended conferences at University of California Berkeley and Stanford University.

(Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.)

Animation: Mary and Pamela meet every other week to discuss courses and future plans.

Part B.

- (What are the job placement rates for your discipline/department/program for the past three years?)

- **Animation:** Most data is anecdotal
In 2013/14, one (1) student transferred to San Jose State
One (1) student from ILM took animation courses to expand his understanding at work.
One (1) student transferred to East Bay Hayward.
One (1) student 2d Animator took classes to enrich her skills for work in Game Design and 3D animation. One Student hired full time after internship with Whamix for 3D modeling /unity skills
Three (3) students transferred to CCA's Animation major and one (1) student transferred to the Illustration major.

Mobile + Web Design:

The curriculum for Mobile + Web was approved in the Spring of 2015. Since that time the strand has had 10 individuals who received jobs during or after finishing courses. In addition, there have been 3 students who have received internships. Some of the employers involved have included Intel and Tesla Motor Cars.

- (What are the projected job openings in your discipline/department/program for the next three years?)
 - **Animation:** Center of Excellence provided data for Game Design Certificates see attachment.
 - **Animation and Multimedia Art in General** the outlook is 4,300 new jobs expected by 2022.
Art Directors: 2,200
 - **Mobile + Web Design:**
According to the Bureau of Labor Statistics as of 2012 there were 1,018,00 jobs. There is an expected 22% increase in growth of these positions between 2012 and 2022. Median pay for these positions is \$93,350 per year and \$44.88 per hour.
- (How is the discipline/department **program** responding with regard to labor market demand?)
 - **Animation and Game Design:** There is a demand for 3D animation skills in all areas and an understanding of game design and game prototyping. We have developed new courses to begin to meet this need. See advisory minutes
<https://drive.google.com/open?id=0B4TtGAFXoAyMYTBuckViOEh5a00>
 - **Mobile + Web Design:**
Advisory board was created in the Spring of 2015. See attached Advisory Board Meeting Minutes
- (Do you have an advisory board in place? Has it met regularly? Please provide a list of your advisory board members and attach agendas and meeting minutes from the past year.)
 - **Animation and Game Design:** Our Animation and Game Design Advisory was updated two years ago and meets formally once a year. Minutes and Advisory List are in a separate document.
 -

- **Mobile + Web Design:**
Advisory board was created in the Spring of 2015. (See attached Advisory Board Meeting Minutes)

- (Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?)
 - **Animation and Game Design:** Our Advisory board encouraged the development of new courses for 3D animation and game design and prototyping. The board stated need for students to increase technical skills through taking computer science scripting classes. Have encouraged the expansion of the Salon and will be collaborating to provide mentorship to the Salon students.
 - **Mobile + Web Design:**
Infrastructure recommendations from advisory board are not able to be accomplished due to lack of budget. Mobile and Web Scripting was updated in the curriculum to represent contemporary needed skills based on the advice of the advisory board.

- (Does your program require state or national licensing? Please explain. What is your licensing status?)
 - **Animation:** No
 - **Digital Imaging:** No
 - **Mobile + Web Design:** No
 - **Video Production and Editing:** No

- (Do your students participate in third party certifications? What are their success rates [include the # of students, # of certifications, etc.]?).
 - **Animation:** No
 - **Digital Imaging:** No
 - **Mobile + Web Design:** No
 - **Video Production and Editing:** No

- (Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.)
 - **Animation:** ICT/Digital Media Deputy Sector Navigator: Sandy Jones: One Networking event - met some other college faculty from Santa Rosa.
 - **Digital Imaging:** Attended same above event, of little value for our strand.

- (In which ways is your discipline/department/program collaborating with other community colleges in the region? What similar programs exist in the surrounding area or nearby colleges?)
 - **Animation:** Have met teachers from Canada College - they are teaching some animation courses. Contacted SF City College on their certificate offerings - offered inclusion in next advisory committee. Programs are not complete.

- (Is your discipline/department/program currently participating in any grants? Please list and briefly describe the grant name, granting agency and the goals of the grant as it relates to your discipline/department/program.)

Grant Name	Granting Agency	Grant Goals
Perkins/CTE Transitions	CCCCO	<ul style="list-style-type: none"> · Address disparities in core indicators, including increasing enrollment and student success for underrepresented populations via creation or enhancement of CTE programs of study · Professional development
CTE Enhancement	CCCCO	<ul style="list-style-type: none"> · development of multi-strand capstone course allowing for the alignment of 4 MMART stands of study, and a diversified portfolio for students · professional development · pilot open lab model and workshop model for MMART students
Career Pathways Trust	CCCCO	<ul style="list-style-type: none"> · develop robust career and college pathways with feeder k12 districts · identify potential barriers to student success and implement services to provide for seamless transition

		<ul style="list-style-type: none"> · engage industry and 4 year institutions to contextualize work based learning and develop a system of mentorship
SAP	Foundation for California Community Colleges/Career Ladders Project	<ul style="list-style-type: none"> · plan and pilot the first West Coast 9-14 ICT/DM Pathway in collaboration with SAP · implementation of virtual mentoring, and enhanced transitional and matriculation services
CCCLLI	Foundation for California Community Colleges/Career Ladders Project	<ul style="list-style-type: none"> · develop and solidify pathways with Linked Learning institutions · update articulation agreements, provide transitional services, hold joint industry advisory boards, and a large event engaging high school and community college students in the classroom to explore careers

9. Professional Development:

- (Please describe the professional development needs of your discipline/department/program. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.)
 - **As Part of CPT Grant we will be developing faculty led workshops in key core areas of multimedia – while they will be designed for developing stronger articulation agreements with the High schools they will be open to existing Multimedia faculty so that they can**

better know the scope of Multimedia art – Workshops creators will be paid stipends by CPT grant.

- - **Mobile + Web Design:** It is expected that faculty stay on top of the emerging trends in Mobile, Web, and Interactivity and bring the information to students. Some of this training is in the form of online resources. Although there is little to no budget for faculty to attend conferences or pay for online subscriptions to grow, test, and learn contemporary tools to bring to students.
 - How do you train instructors in the use of Distance Education platforms? Is this sufficient?
 - **Moodle training needs to be expanded.**
-

10. Discipline, Department or Program Goals and Activities:

- (Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates [APUs]).
 - **Animation and Game Design:** To meet the needs of industry by providing students the opportunity to develop skills in coding, 3D and game design.
 - To increase number of students attaining work placement and transfer to 4-year colleges.
 - To create a bridge from High school to Community college
 - To develop Mentorship program for animation and game design students.
 - To create stronger community relations
- (Then fill out the goal setting template included in Appendix B. that aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.)
- Goal 1. Curriculum:
- **Develop courses to be rigorous and supportive that meet the needs of the community and industry**
-

Activities and Rationale:

Create resources for students to utilize outside of class time. Create virtual study group check in for students to encourage collaboration.

- Goal 2. Assessment:
- **Aim for most classes to use quizzes as a tool to reinforce concepts and vocabulary**
- **ILO rubrics for Communication and critical thinking**

Activities and Rationale:

Develop rubrics for students to match ILOs

Communication and Critical thinking ILOs are common across Multimedia courses. MMART will develop 2 new rubrics by end of spring 2016 to be used in most of MMART courses.

- Goal 3. Instruction:

To develop a stronger understanding of our students.

To ensure our equipment, computers ie instructional technology meets the minimum standards used in the industry and can run required software

Activities and Rationale:

Diversity training understanding Bias.

Instructional Technology computers List :

https://docs.google.com/document/d/1YfkRBPe8A_OFp1Bg4LNvvgf3cl3HdOgSHRvDjTnnDTZc/edit?usp=sharing

Additionally new HD projectors are needed which adds in contractor request for wiring projectors. HD needed in order to see fine print on menus of Programs.

Cameras needed for Stop Motion Experimental Animation - which could be opened up as a bridge course. When renumbering happens for Animation Experimental Animation will be one of the first choices on the animation options = more students and high school students taking the course.

- Goal 4. Student Success and Student Equity:

To create an environment within the classroom and beyond that focuses on success for all.

Activities and Rationale:

Developing Mentorship opportunities for students through Salon. Allowing students to connect with all branches of industry to create a more transparent path to success.

- Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:

To Expand into the community and create awareness for our programs. To continue to develop our advisory board and Mentorships

Activities and Rationale:

To grow program and improve productivity goals.

- Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

CTE Program Review

Prioritized Resource Requests Summary for Additional (New) Resources

College: _____

Discipline, Department or Program: _____

Contact Person: _____

Date: _____

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	Additional Part Time faculty to teach specialized courses within All strands. 1 additional Full time faculty by 2017	2 2		
Human Resources: Classified				
Human Resources: Student Workers	TA's needed for beginning classes to assist students.	1	Per year 30,000??? Rachel	Goal 4 – Student Success
Technology	Computers that can run up to date drivers and meet the requirements of Software see link Update of 3 Multimedia computer Labs Animation still needs dragon software Laptops to run software to capture frames. Software for student learning support in Game	1	427,408.00 (93K for animation lab update rm 324) software 60,000 to include additional Pro tools – Dragon software – Harmony updates etc laptops 3,000 unity plugins 4,000	Goal 4 – Student Success

Equipment	Animation Cameras for stop motion Game VR headsets for students to use in game design	1 2	Animation camera 2K VR 2K	
Supplies	Standard Animation and game supplies supplies eg paper, pencils, postits, postipads	1	2K	
Facilities	Room to set up stop motion Animation set up	3	unknown	
Professional Development	Diversity Training Classroom management/training for professionals	1 2	TBD College wide 4K	
Other (specify)				

Appendix B

PCCD Program Review

Alignment of Goals Template

College: _____

Discipline, Department or Program: _____

Contact Person: _____

Date: _____

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. Develop Outreach program for High school students	Improve career and college preparation	
2. Develop Mentorship program through the community outreach salon program. Increase Job placement and Transfer rate for Animation students	4+5	
3. Ensure Instructional Technology meets needs of programs	1	
4. Increase number of Animation Students and Game student enrolled to achieve maximum productivity.	4	
5. Support Faculty Advising to support students over their time in college.	2	
6.		

7.		
8.		

Appendix C

Program Review Validation Form and Signature Page

College: **Berkeley City College**

Discipline, Department or Program: **Multimedia Arts**

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p>2. The analysis of data is thorough.</p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	

