



# FULLERTON COLLEGE

ELEVATING. EXCELLENCE.

## Instructional Programs

### 2014-2015 Self-Study

#### Three-Year Program Review Template Cinema-Radio-Television

#### Technology and Engineering

#### Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Jay Goldstein  
Marie Perez  
Peg Donahoe

#### Participants in the self-study

Colm Melia  
Brian Brooks

Victor Phan  
Dave Echols

Tracy Thackrah  
Mike Moore

#### Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

Jay Goldstein  
Printed name of Principal Author

[Signature]  
Signature

FACULTY 11/19/14  
Title Date

Marie L Perez  
Printed name of Department Coordinator

[Signature]  
Signature

Communications  
Dept. Coord 11/19/2014  
Title Date

SCOTT MCKENZIE  
Printed name of Dean

[Signature]  
Signature

Dean 12/4/14  
Title Date

## 1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

### Mission:

We prepare students for a lifetime of learning in the Cinema-Radio-Television Program at Fullerton College through a strong "hands on" curriculum by maintaining industry currency and emphasizing scholastic, academic and vocational resources which provide student success in their ability to adapt to today's ever-changing marketplace

### Vision:

Cinema-Radio-Television industry is built on collaboration. Our program consistently incorporates both an aesthetic and academic collaboration, challenging our students to create and achieve a standard that equals or surpasses many four year institutions and closely mimics industry collaborative environments.

### Core Values:

The Cinema-Radio-Television department supports the core values of innovation, tradition and decision-making involvement through maintaining a viable credible technical currency employed in the industry, teaching, incorporating and testing a historic core of global techniques and principles used throughout the Cinema-TV field and by the very essence of this field being one of consistent collaboration, involving students in organizing, deciding, evaluating and creating productions supporting current and future student success.

### College Goals:

**Goal 1** – CRTV will continue to promote student success as verified through the current KPI data which has shown a significant increase in the number to certificates and degrees awarded. These results can be addressed in assisting the under prepared student through pre-semester orientations, describing and promoting upcoming semester classes and their requirements in addition to directing students to pursue their certificate or degree.

**Goal 2** - We will continue to work to reduce the achievement gap by better preparing students for tests, to raise student comprehension and increase student success, including referring students who need remedial assistance in Basic Skills to the Tutoring center. We recognize these skills are crucial for student success by producing remedial materials and using Supplemental Instruction in our program.

**Goal 3** - We strive to maintain and strengthen our partnerships with the broadcast/media/entertainment communities for the academic and employment benefit of our students through membership in professional organizations, internship partnerships, guest speaker presentations, and advisory committees. CRTV keeps current its contacts with industry through the internship classes, yearly meetings with the Cinema-Television Advisory Committee and the Radio Advisory Committee and guest speaker program. Additionally, contacts with local high schools is achieved through outreach and engagement with community through agreement with ROP and broadcasting relationship with Sportsnetusa.net.

## 2.0 Program Data & Trends Analysis

### 2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean.  
(Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Findings
Enrollment	Enrollments have been consistent, averaging 1,459 per FY. There has been an increase of 30 students from 2009-2010 to 2013-2014.
Total FTES	FTES have been consistent over five years-, averaging 177 per FY.
Sections	Sections have increased over 5 years from 60 to 77. Majority of these sections are due to the state disallowing repeatability requiring the CRTV department to develop “family” courses for a number of its courses.
FTEF	Slight increase from 13.1% to 14.9%.
Fill Rate	Fill rates had a 5 year average of 99.4%, starting with 101% and ending with 93%.
WSCH/FTEF	Increased from 393 WSCH per FTES in 2009-2010 to 444 WSCH per FTES in 2013-2014.
Retention	Retention was consistent averaging over 5 years at 82%, starting at 83% and ending with 81%.
Success	Success remain constant averaging 64.6% over 5 years, starting at 63% and ending at 64%

## 2.2 Peer Institution Comparison

Complete the table below.

<b>College/Program:</b>	Fullerton	Canyons	Glendale	LA Pierce	Santa Ana
<b>Retention:</b>	F11 82% F12 80% F13 81%	F11 93.3% F12 93.3% F13 91.6%	F11 85.8% F12 82.1% F13 92.4%	F11 85.7% F12 80% F13 90.9%	F11 91.4% F12 88.7% F13 90.6%
<b>Success:</b>	F11 68% F12 63% F13 60%	F11 84.7% F12 85.1% F13 84.4%	F11 69.1% F12 65% F13 73.4%	F11 64.2% F12 45% F13 62.6%	F11 83.7% F12 83.8% F13 87.8%
<b>Degrees Awarded:</b>	AN1112 <b>37</b> AN1213 <b>43</b> AN1314 <b>51</b>	AN1112 <b>4</b> AN1213 <b>1</b> AN1314 <b>1</b>	AN1112 AN1213 AN1314 <b>1</b>		AN1112 <b>5</b> AN1213 <b>6</b> AN1314 <b>6</b>
<b>Certificates Awarded:</b>	AN1112 <b>8</b> AN1213 <b>5</b> AN1314 <b>11</b>	AN1112 <b>2</b> AN1213 AN1314	AN1112 <b>2</b> AN1213 <b>2</b> AN1314 <b>2</b>	n/a	AN1112 <b>4</b> AN1213 <b>7</b> AN1314 <b>8</b>
<b>Transfers:</b>					

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

Though our program is on par in retention and success with Glendale and LA Pierce College and is lower in those areas than College of the Canyons and Santa Ana College our program awarded four to six times the A.A. Degrees than the comparative institutions. We feel this is quite outstanding considering the majority of our students come in with the goal of transferring to a 4-year institution.

### 2.3 Achievement Gap

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

Group	% Retention	% Success
<b>Males</b>	AN0910 86% AN1011 84% AN 1112 81% AN1213 78% AN1314 78%	AN0910 63% AN1011 65% AN 1112 66% AN1213 59% AN1314 59%
<b>Females</b>	AN0910 80% AN1011 84% AN 1112 82% AN1213 83% AN 1314 74%	AN0910 61% AN1011 66% AN 1112 69% AN1213 70% AN1314 61%
<b>Asian-American</b>	AN0910 88% AN1011 90% AN 1112 82% AN1213 83% AN 1314 81%	AN0910 7188% AN1011 78% AN 1112 69% AN1213 70% AN 1314 61%
<b>African-American</b>	AN0910 76% AN1011 75% AN 1112 68% AN1213 70% AN 1314 66%	AN0910 51% AN1011 54% AN 1112 50% AN1213 47% AN 1314 52%
<b>Filipino</b>	AN0910 83% AN1011 90% AN 1112 89% AN1213 88% AN 1314 82%	AN0910 68% AN1011 73% AN 1112 70% AN1213 80% AN 1314 66%
<b>Hispanic</b>	AN0910 83% AN1011 82% AN 1112 81% AN1113 79% AN 1314 79%	AN0910 55% AN1011 58% AN 1112 66% AN1213 61% AN 1314 60%
<b>Native American</b>	AN0910 71% AN1011 85% AN 1112 79% AN1213 87% AN 1314 89%	AN0910 50% AN1011 54% AN 1112 64% AN1213 80% AN 1314 68%
<b>Other Non-White</b>	AN0910 73% AN1011 72% AN 1112 100% AN1213 50% AN 1314 75%	AN0910 64% AN1011 72% AN 1112 100% AN1213 50% AN 1314 75%
<b>Pacific Islander</b>	AN0910 43% AN1011 71% AN 1112 86% AN1213 73% AN 1314 40%	AN0910 29% AN1011 29% AN 1112 71% AN1213 33% AN 1314 40%
<b>White</b>	AN0910 85% AN1011 84% AN 1112 83% AN1213 82% AN 1314 80%	AN0910 66% AN1011 70% AN 1112 71% AN1213 64% AN 1314 64%
<b>Unknown</b>	AN0910 87% AN1011 86% AN 1112 83% AN1213 82% AN 1314 38%	AN0910 74% AN1011 72% AN 1112 70% AN1213 74% AN 1314 31%
<b>Range (Max-Min)</b>	43-89%	29-100%

### 2.4 Program Effectiveness

Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

Since our last program review we have seen a 38% increase in A.A. Degrees awarded and a 50% increase in Certificates. Our retention rate has remained about the same at 81% but our success rate has declined from 68% to 60% with the greatest decline among Asian-Americans from 78% to 65%.

The most significant changes to our program have been qualitative and not quantitative. The Radio Department received a VTEA Grant for 2014. This will greatly improve our News, Sports and On-Air

programs by providing internet broadcasting capability, new sound boards and the ability to connect all studios for future projects. The Television/Film Department received a VTEA Grant in 2013 that allowed us to incorporate a tapeless file management production/post production curriculum to match industry currency and to upgrade all editing software to AVID which is industry standard.

Retirement of the Radio Broadcast Technician in 2013 after numerous decades on the job and hired a new person to fill the position. Also, in 2011 hired a Television- Video Technician to address repairs and maintenance needs for the film and television classes.

We only recently came out of a period of class and section reductions and there was a recent retirement of a Cinema-Television faculty member. If this vacancy isn't filled added to the vacancy of a 2008 retirement this will be a net reduction of 50% of CTV FTE. Even if the current vacancy is scheduled to be filled in Fall 2015 this will still be 25% understaffed.

**2.5** Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

New rules from the State of California ending the repeatability of courses has led to the creation of new course sequences for numerous CRTV courses. These sections statistically misrepresent what is taking place and have a negative impact on student access by not indicating actual enrollment opportunities that exist. A first semester section may be closed but a second semester section may have numerous seats. A first semester student may not know that these seats will become available to them the first day of class and thus enroll in a completely different class. The impact has been the uncertainty of fill rates on these "family" classes.

Switching from an 18 to a 16 week semester required adjusting and reprioritizing class curriculum. This was especially daunting in the "hands on" TV and film production classes. The need to fit into a reduced schedule many of the traditional core values discussed at the front of this review was observed in a student workload that might have a negative impact on retention and success.

The reduction in ROP articulation agreements is due to the inability of local High Schools to keep up with the changing industry standards that the CTV Program at Fullerton College continues to adopt.

The loss of the Career Technical Education (CTE) Counselor that had been funded through VTEA has had a negative impact on the currency of employment counseling regarding industry standards.

**2.6** Provide any other data that is relevant to your self-study.

CRTV majors have grown 38% over the last 5 years from 622 majors to 857 majors. The good news is our industry is growing.

According to Labor Market Research from the Employment Development Department the following positions show growth in the state of California over the next 6 years.

- Cameraperson 6%
- Film and Video Editors 10.1%
- Directors/Producers 9.4%

- Writers 9.3%
- All Other Radio/TV production workers 2.7%

LA Times research (10/21/14) found film and television production in the 3<sup>rd</sup> quarter of 2014 was up 31% and when the California Film and Television Job Creation Act – AB 1839-(California Newswire)- passes it will retain 51,000 industry jobs from leaving the state.

### **3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)**

Based on your analysis in 2.1 through 2.6, answer the following questions:

#### **3.1 What are the strengths of your program?**

- Increase in Degrees and Certificates since 2011 Program Review. Delivered significantly more degrees and certificates than peer colleges.
- Increased enrollments, hence increased FTES
- Year by year we have consistent retention and success
- Filled a Television-Video Technician position in 2011
- Filled a Radio Broadcast Technician position in 2013
- Filled a Lab Clerk/Radio position in 2013
- Staying up to date on state-of the-art equipment
- Success in students working in the film/TV/radio industries before and after leaving programs.
- Receipt of a VTEA Grant for the Radio Program and also one for the Television/Film Program
- New Broadcast News Certificate approved by Campus Curriculum Committee

#### **3.2. What are the weaknesses of your program?**

- Full-time Cinema-Television faculty member retired in May 2014 leaving 66% of CTV classes taught by adjunct faculty members. Another full-time Cinema-Television instructor plans on retiring within the next three years.
- Need for Engineering position to provide higher level of technical support for growing Radio/Television Programs.
- Until a technical support position is provided for KBPK and the radio program a budget increase is needed to provide ad hoc technical support.

#### **3.3 What opportunities exist for your program?**

- The increase in Internet Advertising sales from 26 to 53 billion dollars annually indicates the strength of podcasts, internet radio and other on-line media.
- Employment opportunities are up due to job growth in the industry for program graduates
- Extending community/high school outreach through:
  - Creating and maintaining a departmental website including possible video streaming of student projects
  - Increasing High School visitations
- Increase curriculum development to further address industry changes.
  - Develop a Business of TV/Film/Media Industry Course
  - Develop a class specific to creating video for social media
  - Expand CRTV124 Advertising Sales curriculum from 1-3 units to include more digital media sales, entrepreneurship, and marketing.

### 3.4 What challenges exist for your program?

- Need expertise and funds to develop department website & keep it current
- Need for Engineering position to provide higher level of technical support for growing Radio/Television Programs
- Funds to keep current with changing technology in our industries in the areas of both equipment and training
- Increased administrative paper work is overtaxing the time of faculty members. The accumulated time it takes to complete comprehensive Program Review, PSLOA'S, CSLOA'S, and ISLO'S, literally consumes weeks of faculty time. The valuable time invested in completing newly mandated forms and procedures could and should be used for writing lectures, updating classroom presentations, staff development, implementing department activities, and serving on college committees. The added paper work placed on faculty in the last few years is especially difficult for technology/vocational instructors. In addition to teaching responsibilities, vocational faculty, also have the added responsibility for the maintenance and updates of all labs and equipment. Programs that are put into place with the implied purpose of enhancing student achievement in fact take away from the time faculty could be using to implement department activities that directly enhance student success.

## 4.0 Student Learning Outcomes (SLO) Assessment

### Television/Film Associate of Arts Degree

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon successful completion of courses in the A.A. Degree in Television/Film Degree program, students will be able to distinguish between attached shadows that influence perception of shape and texture and cast shadows that articulate distance from a surface or other objects	Spring 2014	Spring 2014	Course has been analyzed every semester since Fall 2011 for improvements.	Six cycles
2.	Upon successful completion of the courses in the A.A. Degree in Television/Film Degree program, students will be able to distinguish how volume of light, distance, color spill, and mixed color temperature can compromise the accurate appearance of color.	Spring 2014	Spring 2014	Course has been analyzed every semester since Fall 2011 for improvements.	Six cycles
3.	Upon successful completion of the courses in the A.A. Degree in Television/Film Degree program, students will be able to demonstrate proficiency in ability to direct a production using the proper terminology 75% of the time.	Spring 2012 and Spring 2013	Spring 2012 and Spring 2013	Spring 2012 and Spring 2013	Three cycles
4.	Upon successful completion of the courses in the A.A. Degree in Television/Film Degree program, students will be able to calculate proper f-stop settings when given a written example.	Fall 2012 And Fall 2013	Fall 2012 And Fall 2013	Fall 2012 And Fall 2013	Three cycles

#### 4.2 Assessment: Complete the expandable table below.

**Note: 100% of students completing course assessed including those receiving D and F grades.**

<b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
1. Students will be able to distinguish between attached shadows that influence perception of shape and texture and cast shadows that articulate distance from a surface or other objects	Exams Question	Spring 2014 – 41 Students 76% answered correctly. Of the 27 who received an A – C grade 100% answered correctly.	No changes in instruction needed
2. Students will be able to distinguish how volume of light, distance, color spill, and mixed color temperature can compromise the accurate appearance of color.	Exam Question	Spring 2014 – 41 Students 71% answered correctly. Of the 27 who received an A – C grade 100% answered correctly.	No changes in instruction needed
3. Students will be able to demonstrate proficiency in ability to direct a production using the proper terminology 75% of the time.	Directing live production/ Instructor kept track of correct terminology	Spring 2013 – 33 students Spring 2014 – 31 students Both semesters all students used proper terminology over 90% of the time.	No changes in instruction needed
4. Given a written example students will be able to calculate proper f-stop settings.	Written Test/Calculation question	Fall 2012 – 40 students 65% were able to calculate correctly Fall 2013 – 34 students 76% were able to calculate correctly	Between 2012 & 2013 instructor institutionalized remedial worksheets on all subjects.

#### 4.0 Student Learning Outcomes (SLO) Assessment Television/Film Production Certificate

4.1 List your program level SLOs and complete the expandable table below.

	<b>Program Student Learning Outcomes (PSLOs)</b>	<b>Date Assessment Completed</b>	<b>Date(s) Data Analyzed</b>	<b>Date(s) Data Used For Improvement</b>	<b>Number of Cycles Completed</b>
1.	Upon successful completion of courses in the Television/Film Production Certificate program, students will be able to identify key factors pertaining to the business operations of the radio, television and film industries.	Spring 2014	Spring 2014	Course has been analyzed every semester since Fall 2011 for improvements.	Six cycles
2.	Upon successful completion of the courses in the Television/Film Production Certificate program, students will be able to distinguish how volume of light, distance, color spill, and mixed color temperature can compromise the accurate appearance of color.	Spring 2014	Spring 2014	Course has been analyzed every semester since Fall 2011 for improvements.	Six cycles

3.	Upon successful completion of the courses in the Television/Film Production Certificate program, students will be able to produce radio, internet radio and television recordings using digital audio software.	Fall 2013 And Spring 2014	Fall 2013 And Spring 2014	Fall 2013 And Spring 2014	Three cycles
4.	Upon successful completion of the courses in the A.A. Degree in Television/Film Degree program, students will be able to calculate proper f-stop settings when given a written example.	Fall 2012 And Fall 2013	Fall 2012 And Fall 2013	Fall 2012 And Fall 2013	Three cycles

**4.2 Assessment:** Complete the expandable table below.

**Note:** 100% of students completing course assessed including those receiving D and F grades.

<b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
1. Students will be able to identify key factors pertaining to the business operations of the radio, television and film industries.	Written Exam/ 70% or higher on specified questions	Fall 2013 – 77 students 78% of the students received 70% or higher. Of those who successfully completed class with a grade of A – C 89% received 70% or higher.	Have already institutionalized remedial materials.
2. Students will be able to distinguish how volume of light, distance, color spill, and mixed color temperature can compromise the accurate appearance of color.	Exam Question	Spring 2014 – 41 Students 71% answered correctly. Of the 27 who received an A – C grade 100% answered correctly.	No changes in instruction needed
3. Students will be able to produce radio, internet radio and television recordings using digital audio software.	Live Studio and Edited productions depending on class	Fall 2013 – 48 Students Spring 2014 – 46 Students 100% of students were able to produce a video program.	No changes in instruction needed.
4. Given a written example students will be able to calculate proper f-stop settings.	Written Test/Calculation question	Fall 2012 – 40 students 65% were able to calculate correctly Fall 2013 – 34 students 76% were able to calculate correctly	Between 2012 & 2013 instructor institutionalized remedial worksheets on all subjects.

## 4.0 Student Learning Outcomes (SLO) Assessment

### Radio and Television/Video Certificate

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon successful completion of courses in the Television/Film Production Certificate program, students will be able to identify key factors pertaining to the business operations of the radio, television and film industries.	Fall 2013	Fall 2013	2013	Three cycles
2.	Upon successful completion of courses leading to the Radio and Television/Video Production Certificate, the students will be able to compose written copy for radio, TV, film and the Internet.	Fall 2011	Fall 2011	2011	One cycles
3.	Upon successful completion of the courses in the Television/Film Production Certificate program, students will be able to produce radio, internet radio and television recordings using digital audio software.	Different classes were assessed different semesters Fall 2011 Fall 2013	Data was evaluated different semesters Fall 2011 Fall 2013	Fall 2011 Fall 2013	Two classes – one cycle and two classes – three cycles
4.	Upon successful completion of the courses in the A.A. Degree in Television/Film Degree program, students will be able to calculate proper f-stop settings when given a written example.	Fall 2012 And Fall 2013	Fall 2012 And Fall 2013	Fall 2012 And Fall 2013	Three cycles

4.2 Assessment: Complete the expandable table below.

**Note: 100% of students completing course assessed including those receiving D and F grades.**

<b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b>			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. Students will be able to identify key factors pertaining to the business operations of the radio, television and film industries.	Written Exam/ 70% of higher on specified questions	Fall 2013 – 77 students 78% of the students received 70% or higher. Of those who successfully completed class with a grade of A – C, 89% received 70% or higher.	Have already institutionalized remedial materials.
2. Students will be able to compose written copy for radio, TV, film and the Internet.	Programs and Exams	Fall 2011 100% of students successfully achieved.	With 100% achievement there is no need for additional attention.
3. Students will be able to produce radio, internet radio and television recordings using digital audio software.	Live Television Studio, Edited Television, Audio recording	Fall 2011 – 19 Students Fall 2013 – 48 Students 100% successfully produced a program	With 100% achievement there is no need for additional attention.

4. Given a written example students will be able to calculate proper f-stop settings.	Written Test/Calculation question	Fall 2012 – 40 students 65% were able to calculate correctly Fall 2013 – 34 students 76% were able to calculate correctly	Between 2012 & and 2013 instructor institutionalized remedial worksheets on all subjects.
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#### 4.0 Student Learning Outcomes (SLO) Assessment Radio Broadcasting A.A. Degree

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon completion of the Radio Broadcasting Associate of Arts Degree, the successful student will be prepared to transfer a four year university to continue their studies, and to compose an employment package for entry-level employment in the radio industry, broadcast entity or audio production company.	12/14			One Cycle

4.2 Assessment: Complete the expandable table below.

<b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b>			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
Student will be prepared to transfer a four year university to continue their studies, and to compose an employment package for entry-level employment in the radio industry, broadcast entity or audio production company.	Through assessment of course student learning outcomes, students were evaluated through various projects and laboratory activities.	Students are successful.	Creation of new instructional materials.

#### 4.0 Student Learning Outcomes (SLO) Assessment

##### Radio Production A.A. Degree

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon completion of the Radio Production Associate of Arts Degree, the successful student will be prepared to transfer a four year university to continue their studies, and to compose an employment package for entry-level employment in the radio industry, production house, agency, studio or audio production company.	12/14			One Cycle

4.2 Assessment: Complete the expandable table below.

<i>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</i>			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
Student will be prepared to transfer a four year university to continue their studies, and to compose an employment package for entry-level employment in the radio industry, production house, agency, studio or audio production company.	Through assessment of course student learning outcomes, students were evaluated through various projects and laboratory activities.	Students are successful.	Creation of new instructional materials.

#### 4.0 Student Learning Outcomes (SLO) Assessment

##### Radio Broadcasting Certificate

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon successful completion of the Radio Broadcasting Certificate, the successful student will be prepared to compose an employment package for entry-level employment in the radio industry or audio production company, or complete General Education requirements and transfer to a four year university to continue their studies.	12/14			One Cycle

4.2 Assessment: Complete the expandable table below.

<b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
Student will be prepared to compose an employment package for entry-level employment in the radio industry or audio production company, or complete General Education requirements and transfer to a four year university to continue their studies.	Through assessment of course student learning outcomes, students were evaluated through various projects and laboratory activities.	Students are successful, by and large.	Creation of new instructional materials.

#### 4.0 Student Learning Outcomes (SLO) Assessment

##### Sports Broadcasting Certificate

4.1 List your program level SLOs and complete the expandable table below.

	<b>Program Student Learning Outcomes (PSLOs)</b>	<b>Date Assessment Completed</b>	<b>Date(s) Data Analyzed</b>	<b>Date(s) Data Used For Improvement</b>	<b>Number of Cycles Completed</b>
1.	Upon successful completion of the Sports Broadcasting Certificate, the successful student will be prepared for entry-level position in sports broadcasting/sports journalism, or complete their A.A. Degree/transfer to a CSU.	12/14			Once Cycle

4.2 Assessment: Complete the expandable table below.

<b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
Student will be prepared for entry-level position in sports broadcasting/sports journalism, or complete their A.A. Degree/transfer to a CSU.	Through assessment of course student learning outcomes, students were evaluated through various projects and laboratory activities.	Students are successful.	Creation of new instructional materials.

4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress. **100% of Program Level SLO's have on ongoing assessment.**

4.4 How has assessment of program level SLOs led to improvements in student learning and achievement? **Where needed in courses, remedial materials have been created, Supplemental Instruction has been attempted, and ongoing use of Student Skills Center has been recommended to students. This is not a result of Program Level SLO assessments but direct result of continuous assessment that is already going on in the classroom.**

**4.5** How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards? **For years instructors have assessed courses and made improvements where needed in order to facilitate student success. Program-level SLO's are only reflecting what instructors are already doing in their courses. When instructors have proper time to evaluate and assist students in their individual courses then students will be successful in that course. If they are successful in that course then they are more likely to go on and be successful in other courses and eventually transfer and/or earn a certificate/degree.**

**4.6** What challenges remain to make your program level SLOAs more effective?  
**As more courses are taught by adjunct and as we bring on new instructors they will need to be educated in the SLOA and PSLOA process.**

**5.0 Evaluation of Progress Toward Previous Goals/SAP's** (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

### **Short Term Goals**

**5.1** List the goals from your last self-study/program review.

**Goal 1** - Upon Advisory Committee recommendation will replace digital video tape with tapeless capacity that is the industry standard which is high definition.

**Goal 2** –Develop a Business of the Television/Film Industry course.

**Goal 3** - Add to the Associated Press contract so the Broadcast News students' newscasts can be heard on the KBPK Internet stream, and not just on the 19 watt Radio Station that few people can hear due to its small signal.

**Goal 4** - Put an Internet Radio station on line for news, sports, Fullerton jazz and podcasts as a Teaching facility – not the student services 'station' which is not a teaching facility.

**Goal 5** - Acquire network server for student editing stations to improve their access to production material. Also, to improve instructor access to student material and the utilization of facility within existing limited resources.

**Goal 6** – Complete installation and reconfiguration of equipment including 12' x12' screen, moving projector back and installation of additional white boards.

**5.2** Describe the level of success and/or progress achieved in the goals listed above.

**Goal 1** – 100% Successful. Using VTEA and Program Review Funds purchased eight (8) Panasonic HMC-150 HD tapeless camcorders and a Broadcast Pix Digital Switcher.

**Goal 2** – Course not developed. CTV program spent last three years re-establishing sections and courses that were previously cut due to budget constraints. There were not units available to offer new courses.

**Goal 3** – We were granted short term (one time only) funds from the NOCCCD in 2012 to expand Wire Ready and put news broadcasts on the KBPK Internet stream. In 2013 and 14 we utilized KBPK

subscription fund monies to continue to expand Wire Ready for this Internet stream for News. Our future goal is to pay for this out of the CRTV budget or future VTEA funding for Radio. Our goal is to reapply for VTEA funding in 2016 or 2017, to continue this funding.

**Goal 4** – Did not develop.

**Goal 5** – Not achieved due to insufficient funds.

**Goal 6** – Partially achieved. The 12' x 12" screen was installed and the projector was moved back. Additional white boards were not installed but faculty have found work a rounds and are satisfied with results.

**5.3** How did you measure the level of success and/or progress achieved in the goals listed above?

Equipment was integrated into curriculum of CRTV 150 Television Studio Production, CRTV 157 Digital Production/Non-Linear Editing, CRTV 164 Advanced Digital Production/Non-Linear Editing and CRTV 280 Television Production Workshop.

The larger screen has allowed students in the back of Room 515, a large lecture hall, to see the image better. And students have been better able to evaluate enlarged screen details and the aesthetics of the bigger image.

**5.4** Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

Generally, an increase in certificates and degrees validates the program in student success. Second, by offering currency in equipment and seamless file management system with the possible purchase of a file server, vocational standards are on par with the film/TV industry. By having a server in place, consistency in file storage reduces time spent by instructor or engineer with the student to correct technical issue due to lack of consistency.

The larger screen allowed students in the back of Room 515 to see the image better. And students were better able to evaluate the aesthetics of the larger image.

**5.5** In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

Majority of purchases involved in the goals came from VTEA or allocation of 2011 program review requests. These purchases improved the program by:

- validating student success
- remaining technically current with industry standards

**5.6** If funds were not allocated in the last review cycle, how did it impact your program?

Not purchasing a file server requires all post production students to buy an external hard drive for their media storage. This produces time the instructor could be using for lecture and laboratory due to technical complications including formatting glitches, faulty or crashing drives, connectivity speed.

HD projection/playing have not been purchased and current usage is in standard definition. Courses such as Media Aesthetics benefit from detailed imagery which can be lost in SD (standard definition). Also all post production classes use HD footage, hence replaying in SD format negates the use for high definition.

## **Long Term Goals**

**5.1** List the goals from your last self-study/program review.

**Goal 1** – Increase the number of Certificates and A.A. Degrees Awarded.

**Goal 2** – To increase the number of sections of CRTV 150 Television Studio Production classes to two a semester. CRTV 150 is a required course for a number of A.A. Degrees and certificates. It is also the most articulated course in Cinema-Radio-Television. This will assist in Goal 1 (increasing the number of A.A. Degrees and Certificates awarded).

**Goal 3** - Restore canceled classes and sections.

**Goal 4** – Hire a female adjunct in radio.

**Goal 5** - Monitor industry transition from current DVD standard to High Definition playback and projection.

**Goal 6** - Upon Cinema-Television Advisory Committee recommendation students should be instructed in the use of both Final Cut Pro and Avid editing software. This will increase their feasibility in obtaining a job as an editor.

**Goal 7** – Update articulation agreements with 4-year institutions.

**5.2** Describe the level of success and/or progress achieved in the goals listed above.

**Goal 1** – Achieved

**Goal 2** – Achieved

**Goal 3** – Achieved

**Goal 4** – In the fall of 2013 we hired Debra Mark, fulfilling our goal of hiring a female adjunct. Debra is now teaching at Cal State Northridge and doing mornings on “Go Country” 105 FM. Our revised goal for 2014 was to hire minority adjuncts. We accomplished this by hiring an adjunct of African-American, and another of Mexican-American descent in the Fall of 2014.

**Goals 5** – Not achieved and are re-evaluating with newer technology.

**Goal 6** – Avid software was purchased late spring 2014 and is being taught. Final Cut Pro is no longer supported; therefore we are reevaluating and are focusing on Adobe Premiere CC for replacement.

**Goal 7** - Not achieved. With the implementation of the AA-Transfer Degree in Radio-Television-Film there will no longer be a need for individual articulation agreements with four year institutions.

**5.3** How did you measure the level of success and/or progress achieved in the goals listed above?

**Goal 1** – The number of Certificates and A.A. Degrees awarded doubled between 2011 and 2014.

**Goal 2** – The number of CRTV 150 Television Studio Production classes increased to two a semester.

**Goal 3** – As per recommended outcome in 2011 we stored CRTV 235 On-Air Radio Broadcasting, CRTV 280 Television Production Workshop and CRTV 175 The Documentary Film along with some sections of CRTV 118 Introduction to Radio, Television and Film and CRTV 150 Television Studio Production.

**Goal 4** - Achieved

**Goal 5** – N/A

**Goal 6** – Avid nonlinear software was purchased and is in use in our digital post production classes. Apple's Final Cut Pro 7 is no longer supported, and as stated in # 9, industry is always changing. Hence in replacement of Final Cut offerings, a strong consideration and research has derived at incorporating Adobe Premiere CC into the curriculum.

**Goal 7** – N/A

**5.4** Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

With the restoration of classes in our program students were able to register for classes they needed to complete the programs. We saw an increase in Certificates and A.A. Degrees awarded. By restoring cancelled classes, students get a more diverse selection of industry related courses, preparing them more completely for employment.

Purchasing and installing the HD projectors and playback equipment will bring classrooms up to current industry and consumer standards.

**5.5** In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

Without voters passing Proposition 98 (which restored Community College Funding) in 2012 restoration of cut classes and sections would not have occurred. Additionally, restoring cancelled classes increased academic course diversity, supporting student success.

**5.6** If funds were not allocated in the last review cycle, how did it impact your program?

HD is the industry standard for production, transmission, and playback. HD projection and playback equipment has not been purchased and current classroom usage is in standard definition. Degree and certificate required courses such as Media Aesthetics are better able to provide more effective image comprehension and evaluation than is possible in standard definition. Also, all post-production classes create HD footage and playback of that material with SD equipment in lecture classes poorly represents the images that students shot and edited.

## 6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1		
Describe Strategic Action Plan: (formerly called short-term goal)	Acquire network server for student editing stations to improve their access to media production material. This was one short term goal expressed in the 2011 review.	
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 2, 3,4	
Describe the SAP: (Include persons responsible and timeframe.)	<ul style="list-style-type: none"> <li>Acquire high band width-high performance network media storage server for student editing stations to improve their access to production material. This will also improve instructor access to student material as well as student access to instructional media editing projects and reduce instructor time fixing separate student hard drive issues and provide for a seamless file management system replicated in the TV/film industry.</li> </ul> Install/ incorporate into Fall 2015 classes Jay Goldstein – Faculty Colm Melia- Television-Video Technician	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Seamless file storage, workflow and management for all students involved with basic and advanced digital production and post-production classes.	
What specific aspects of this SAP can be accomplished without additional financial resources?	None	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment	\$76,000.00	
Supplies		
Computer Hardware	Included	
Computer Software	Included	
Training	Included	
Other		
<b>Total Requested Amount</b>	\$76,000.00	

## STRATEGIC ACTION PLAN # 2

Describe Strategic Action Plan: (formerly called short-term goal)	Establish and fill Television/Radio Engineer position
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 2,3,4,5
Describe the SAP: (Include persons responsible and timeframe.)	Due to the growth of the CRTV department by 38% (622 majors – 857 majors) and in equipment over the past 5 years there is a need for additional technical support for our television and radio facilities  People responsible include: Scott McKenzie, Dean of Technology & Engineer Marie Perez, Faculty Peg Donahoe, Faculty Jay Goldstein, Faculty  Timeframe: Hire within the next two years.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Have a Radio/Television Engineer onboard by January 2017.
What specific aspects of this SAP can be accomplished without additional financial resources?	Job description can be formulated. Hiring committee formed.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	Salary/Benefits package	District Funding
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	Salary/Benefits package	District Funding

### STRATEGIC ACTION PLAN # 3

Describe Strategic Action Plan: (formerly called short-term goal)	Completion of upgrading iMac video editing laboratory
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 2,3,4,5
Describe the SAP: (Include persons responsible and timeframe.)	In 2013 VTEA funds were granted to produce several hardware and software upgrades to our computing editing labs. Currently 11 more computers are needed to complete the upgrade. The current lab has a mixture of computers and OS software creating inconsistency in computer screen size and processing capability. Maintaining industry standards makes student success more viable by meeting job market requirements and university transfer compatibility.  Jay Goldstein- Faculty Colm Melia-Television-Video Technician Completed before Fall 2015 semester
What <i>Measurable Outcome</i> is anticipated for this SAP?	Replacement of older 21" iMac computer editing stations.
What specific aspects of this SAP can be accomplished without additional financial resources?	None

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware	\$28,000.00	
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	<b>\$28,000.00</b>	

## STRATEGIC ACTION PLAN # 4

Describe Strategic Action Plan: (formerly called short-term goal)	Incorporate script writing software and additional editing software used in the film/TV industry into our screenwriting classes.
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1, 2, 3
Describe the SAP: (Include persons responsible and timeframe.)	<p>Final Draft or similar screenwriting software is the standard current template used throughout the film industry. Students going to pursue a vocation in script writing either in TV or film will benefit.</p> <p>Adobe Premiere CC non-linear software is now the currently supported software along with Avid (which we currently use). It was a goal to have our facilities be multi-format with Apple Final Cut Pro and Avid software.</p> <p>Since the 2011 Program Review goal, Apple has stopped supporting Final Cut Pro 7. Therefore Adobe Premiere is recognized in the film industry as acceptable additional nonlinear editing software.</p> <p>Installed for Fall 2015 semester Jay Goldstein-Faculty Colm Melia-Television-Video Technician Victor Phan-Adjunct Faculty</p>
What <i>Measurable Outcome</i> is anticipated for this SAP?	Instructors are able to incorporate Final Draft and Adobe Premiere into the proper class curriculum.
What specific aspects of this SAP can be accomplished without additional financial resources?	None- only trial versions lasting 30 days are available for free. Additionally, software suppliers are incorporating an annual licensing schedule to their software. Hence ongoing yearly licensing costs need to be considered by augmenting departmental fiscal budgets.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software	\$4,800.00	Augmented departmental budget
Training		
Other		
<b>Total Requested Amount</b>	<b>\$4,800.00</b>	

## STRATEGIC ACTION PLAN # 5

Describe Strategic Action Plan: (formerly called short-term goal)	Yearly funds for Staff Development
List College goal/objective the plan meets:	College Goal # 1 Objective 2,3,4,5
Describe the SAP: (Include persons responsible and timeframe.)	As the CRTV department is laden with constant hardware and software upgrades to keep current with the media industry, ongoing training and equipment awareness through workshops, conventions and seminars is imperative to curriculum and student success.  Spring 2015 – Fall 2017 Jay Goldstein-Faculty Marie Perez-Faculty
What <i>Measurable Outcome</i> is anticipated for this SAP?	Budget augmented to assure staff development funds
What specific aspects of this SAP can be accomplished without additional financial resources?	None

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training	\$3,500.00	Partial SAP funds
Other		
<b>Total Requested Amount</b>	<b>\$3,500.00</b>	

## STRATEGIC ACTION PLAN # 6

Describe Strategic Action Plan: (formerly called short-term goal)	Camera hardware support for video studio cameras and hand held high definition camcorders.
List College goal/objective the plan meets:	College Goal # 1 Objective 2,3,4,5
Describe the SAP: (Include persons responsible and timeframe.)	<p>We currently lack camera support hardware for our introductory and advanced digital video classes. To replicate the TV/film industry, hand held camera devices usually are supported by a stabilizing device- the generic name is a "steadicam".</p> <p>Additionally, our studio cameras, which weigh much more than a hand held video camera, need pedestal support tripods. Currently they rest on film camera tripods not designed for studio camera weight.</p> <p>Operational for Fall 2015 semester Colm Melia-Television-Video Technician Jay Goldstein-Faculty Marie Perez-Faculty</p>
What <i>Measurable Outcome</i> is anticipated for this SAP?	Incorporation of operation into the fall 2015 class curriculum
What specific aspects of this SAP can be accomplished without additional financial resources?	None

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware	\$24,000.00	
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	\$24,000.00	

## STRATEGIC ACTION PLAN # 7

Describe Strategic Action Plan: (formerly called short-term goal)	Fill recently vacated Cinema-Television Faculty Position
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 2,3,4,5
Describe the SAP: (Include persons responsible and timeframe.)	Maintaining staffing levels to achieve the mission of the college by preparing students to be lifelong learners and promote intellectual curiosity is paramount. As a result of this vacancy, currently 66% of the Cinema-Television sections are taught by adjunct. With only two full time faculty in the CTV area this provides limited student contact with the continuity of the program and impair the ability of faculty to devote time to students and their classes due to their technical nature of the discipline.  Jay Goldstein- Faculty Marie Perez- Faculty Scott McKenzie – Dean of Technology & Engineer Hire before Fall 2015 semester
What <i>Measurable Outcome</i> is anticipated for this SAP?	Hiring a full time instructor
What specific aspects of this SAP can be accomplished without additional financial resources?	Initialization of funds exist from prior position

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	FTE 1.0	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	FTE 1.0	

## STRATEGIC ACTION PLAN # 8

Describe Strategic Action Plan: (formerly called short-term goal)	Establish AA-Transfer Degree in Radio-TV-Film
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 3
Describe the SAP: (Include persons responsible and timeframe.)	In the next two years Peg Donahoe and Marie Perez will take through curriculum an A.A. – Transfer Degree in Radio-TV-Film.
What <i>Measurable Outcome</i> is anticipated for this SAP?	A.A – Transfer Degree will be active by Fall 2017
What specific aspects of this SAP can be accomplished without additional financial resources?	No additional funding necessary

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	N/A	
Facilities	N/A	
Equipment	N/A	
Supplies	N/A	
Computer Hardware	N/A	
Computer Software	N/A	
Training	N/A	
Other	N/A	
<b>Total Requested Amount</b>	N/A	

## STRATEGIC ACTION PLAN # 9

Describe Strategic Action Plan: (formerly called short-term goal)	Develop a Business of the Television/Film Industry course
List College goal/objective the plan meets:	College Goal #: 1, Objective #: 1, 2, 5
Describe the SAP: (Include persons responsible and timeframe.)	Carried over from 2011 Program Review, this course would address the film/video landscape from a business perspective, from producing to networking.  Start as special topics course for 2015-2016 academic year. Marie Perez-Faculty
What <i>Measurable Outcome</i> is anticipated for this SAP?	Course is offered.
What specific aspects of this SAP can be accomplished without additional financial resources?	No additional funds are needed.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	N/A	
Facilities	N/A	
Equipment	N/A	
Supplies	N/A	
Computer Hardware	N/A	
Computer Software	N/A	
Training	N/A	
Other	N/A	
<b>Total Requested Amount</b>	N/A	

## 7.0 Long Term Plans

Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

Being a vocational program, we yearly meet (Advisory Committee) with a cross section of industry professions for examination and suggestions about our program as compared to industry. This has continually been a great advantage in supporting student success with our measured ability to align with current production hardware and software. Those suggestions are, in part, incorporated into our long-term plans.

-HD cameras and rewire Television remote Van

- Fullerton College is iconic due to the ownership of a remote television van. This mobile studio production capacity allows students to participate in live community and campus productions, which strongly emulates real world, broadcast television such as ESPN. These student productions are involved with college sporting events and live theater productions that have the ability to be cablecast to the local community. In support of this scholastic attribute, (we are currently recording in SD-standard definition and not HD -high definition), we would replace the studio cameras to high definition and provide the remote television van with the corresponding wiring and hardware to support the camera upgrades.

- LED studio lights

- Since the invention of LED lighting, the film/TV industry has incorporated such lighting instruments into their productions. Replacement of our current halogen studio lighting with LED instruments will provide industry currency. This currency upgrade has additional benefits as LED lights do not emit heat therefore they provide a more safe and less stressful working environment for talent due to lack of heat generated and possible heat related injury due to lamp heat. Additionally LED bulbs last 50-100 times longer than the standard bulb, therefore using less utilities and bulb replacement costs.

-Social Media video production class

- Production needs to support the social media field is reported to have one of the largest growth areas in communications with 30 thousand jobs in the next five-years (*Economic Modeling Specialists 2012 report*). Creation of a new production course that stresses the creative and technical aspects of video and graphic production for social media. Center for Excellence projected a strong need for community colleges to provide courses in skills used in social media production. (*Centers Of Excellence 2012 February*).

-Centralization of department offices for Cinema Television to maximize utilization and improve student success.

-Marketing to maintain community engagement.

- Production and maintenance of a comprehensive web page. This outreach tool is currently used by most film schools. It is a place where students can get a virtual snapshot of the facilities, courses and the ability to stream previous student films. Additionally in the mid 1990's, our department created a class to produce a weekly cable casted program- *Community College Profile*- that engaged managers, instructors and staff from the district and college to talk about their areas. The show would be cable casted to 9 cities in the North Orange County area.

-Yearly refresh program to review new needs and supportive budget. This would include purchase of new films for course instruction and updates for software.

- Lab assistant. Incorporate an open lab for students to complete video projects outside of class meetings.

-Incorporate and maintain new technologies into production classes such as DSLR curriculum and production.

-Increase Sports and Broadcast News content on KBPK. This is contingent upon the approval of two certificates and an A.A. degree by the LAOCRC in the Fall of 2014.

## 8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

While vitality of our program and the range of our courses offered have been reduced by the budget reductions over the half decade we have been able to offer a core of courses that leads to successful degree and certificate completions, transfers, and employment. The reduction in the number of courses that can be offered each semester has, as of this 2014 year, begin to bounce back, however the length of time needed to complete our program and delayed readiness for employment is still a credible fact (are there stat we can plug in here?)

In the face of such budget shortfalls and college and district decisions, we have just recently been able to meet a number of short-term goals. Vocational educational programs have shown a better unemployment rate (*1% less- May 2014 Bureau of Labor Statistics*) than that of academic programs.

As the country's unemployment rate has fallen over the past 3 years, job readiness is paramount, especially in the field of media production. In a recent study, 9 of the top 25 film schools reside in California, mostly Southern California (*Hollywood Reporter July 2014*). Additionally Chapman University (one of those top 9 schools) has engaged in operating its own production and distribution company, Chapman University Productions, LLC.

Themes of our program center on teaching core media curriculum that leads to transfers or to certificates and degrees, hence leading to student success. That theme requires maintaining facilities to meet a now growing need for the film/TV/media workforce. It is continual in scope and a key denominator if we are to feed the industry and/or any of the top film schools.

The previous reduction in sections offered has reduced student access and enrollment. The effectiveness and success of the program continues to be evident in our contact with students who have transferred or obtained jobs in the industry. It is hoped that budget restorations continue to take place which will enable us again to serve more students and to make it possible for them to again be able to progress through our program in a shorter period of time.

## APPENDIX

KPI Data

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Corrections to KPI Data

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Bibliography

Page III



# KEY PERFORMANCE INDICATOR REPORT 2013 - 2014

## Cinema Radio Television

Key Performance Indicator	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				
	Su	Fa	Sp	An																	
<b>Course Information</b>																					
Courses Offered	3	20	20	23	3	16	19	22	1	16	18	20	1	16	18	21	4	18	27	28	
Sections Offered	3	29	28	60	3	27	27	57	1	28	27	56	1	29	30	60	4	31	40	77	
<b>Student Information</b>																					
Majors		481	476	622		511	486	636		388	407	531		430	591	700		656	846	857	
New Majors		138	28	166		126	38	164		77	28	105		105	100	205		284	107	391	
Enrollments	90	702	688	1,480	82	749	636	1,466	14	733	642	1,389	8	757	697	1,462	87	696	726	1,509	
FTEs	12	82	78	171	8	92	79	178	3	94	82	178	2	91	84	177	9	84	88	181	
WSCH	357	2,450	2,326	5,133	226	2,754	2,363	5,343	121	3,255	2,368	5,744	94	3,639	3,374	7,106	893	2,783	2,963	6,638	
<b>Program Resources</b>																					
FTE Faculty	0.6	6.2	6.2	13.1	0.6	6.5	6.3	13.3	0.3	7.4	7.0	14.8	0.3	7.6	7.8	15.7	0.8	6.6	7.6	14.9	
<b>Program Efficiency</b>																					
Ave Section Size	30.0	24.2	24.6	24.7	27.3	27.7	23.6	25.7	14.0	26.2	23.8	24.8	8.0	26.1	23.2	24.4	21.8	21.1	18.2	19.6	
Fill Rate (Census)	90%	104%	99%	101%	115%	108%	99%	104%	140%	102%	96%	99%	80%	105%	95%	100%	60%	99%	93%	93%	
WSCH per FTEF	595	394	373	393	399	425	377	401	367	437	338	388	283	479	435	433	1,165	421	392	444	
<b>Program Outcomes</b>																					
Degrees Awarded				12				25				37				43					51
Certificates Awarded				7				8				10				6					4
Transfers				74																	
<b>Course Retention Rates</b>																					
Overall	89%	87%	80%	83%	85%	86%	81%	84%	100%	83%	79%	82%	100%	81%	78%	80%	77%	82%	72%	81%	
Females	88%	83%	77%	80%	79%	87%	79%	83%	100%	83%	80%	82%	100%	84%	82%	83%	69%	79%	69%	78%	
Males	89%	89%	82%	86%	91%	85%	83%	84%	100%	83%	79%	81%	100%	80%	76%	78%	82%	83%	74%	83%	
African American	100%	82%	66%	76%	100%	83%	62%	75%		67%	70%	68%		71%	70%	70%	25%	71%	67%	66%	
Asian American	100%	87%	86%	88%	71%	91%	91%	90%	100%	81%	81%	82%		79%	88%	83%	64%	86%	81%	81%	
Filipino	83%	89%	77%	83%	75%	97%	80%	90%	100%	86%	94%	89%		90%	86%	88%	86%	79%	84%	82%	
Hispanic/Latino	82%	86%	80%	83%	89%	82%	82%	82%	100%	84%	77%	81%	100%	79%	78%	79%	80%	84%	75%	79%	
Native American	100%	83%	55%	71%		100%	71%	85%		100%	67%	79%		100%	80%	87%	100%	100%	82%	89%	
Other Non-White	100%	75%	67%	73%	0%	77%	75%	72%		100%	100%	100%		100%	0%	50%		67%	100%	75%	
Pacific Islander	100%	100%	0%	43%	0%	100%	80%	71%		100%	67%	86%		100%	60%	73%		50%	33%	40%	
White	91%	87%	82%	85%	92%	86%	81%	84%	100%	84%	81%	83%	100%	84%	79%	82%	91%	87%	73%	80%	
Unknown	71%	91%	85%	87%	83%	96%	73%	86%	100%	76%	88%	83%		87%	77%	82%	88%	46%	23%	38%	
<b>Course Success Rates</b>																					
Overall	64%	65%	60%	63%	59%	65%	66%	65%	71%	69%	66%	68%	75%	64%	62%	63%	61%	64%	56%	64%	
Females	71%	66%	56%	61%	53%	67%	67%	66%	100%	71%	66%	69%	83%	69%	70%	70%	63%	65%	56%	65%	
Males	60%	65%	63%	63%	63%	64%	66%	65%	60%	67%	66%	66%	50%	62%	56%	59%	57%	64%	55%	63%	
African American	71%	45%	51%	51%	50%	63%	42%	54%		49%	51%	50%		51%	43%	47%	13%	53%	56%	52%	
Asian American	89%	71%	68%	71%	43%	80%	80%	78%	50%	70%	69%	69%		66%	76%	70%	64%	69%	62%	65%	
Filipino	67%	74%	62%	68%	50%	77%	70%	73%	100%	68%	72%	70%		80%	81%	80%	71%	62%	68%	66%	
Hispanic/Latino	50%	59%	50%	55%	52%	56%	61%	58%	100%	69%	63%	66%	33%	62%	60%	61%	70%	65%	55%	60%	
Native American	100%	67%	27%	50%		50%	57%	54%		100%	44%	64%		80%	80%	80%	100%	100%	45%	68%	
Other Non-White	0%	75%	67%	64%	0%	77%	75%	72%		100%	100%	100%		100%	0%	50%		67%	100%	75%	
Pacific Islander	50%	100%	0%	29%	0%	100%	20%	29%		100%	33%	71%		40%	30%	33%		50%	33%	40%	
White	71%	67%	67%	67%	77%	69%	70%	70%	40%	71%	72%	71%	100%	65%	63%	64%	55%	69%	61%	64%	
Unknown	57%	79%	72%	74%	58%	81%	65%	72%	100%	68%	71%	70%		80%	68%	74%	75%	39%	18%	31%	

## CORRECTIONS TO KPI DATA

The number of certificates issued by the CRTV Department is reported incorrectly in the KPI Data. The following data was collected in both the Communications Department Office and Technology & Engineering Division Office and was used to honor students with their Certificate at our annual Communications Awards Ceremony. The top chart shows the Certificates of 18 units or more awarded from 2010 – 2014. The second chart shows our Skills Certificate which is 16 units.

Certificates	2009-2010	2010-2011	2011-2012	2102-2013	2013-2014
TV Film	7	6	5	4	6
Radio Broadcasting	4	2	3	1	5
Radio /Television		1			1
<b>Total</b>	<b>11</b>	<b>9</b>	<b>8</b>	<b>5</b>	<b>12</b>

Skills Certificate	2009-2010	2010-2011	2011-2012	2102-2013	2013-2014
Sports Broadcasting	1		4	2	3

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**Division Deans' or appropriate Immediate Management Supervisor (IMS)  
Response Page**

*I concur with the findings contained in this Program Review.*

*I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

*Area of exception:*

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*I do not concur with the findings contained in this Program Review (include a narrative exception):*

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