Instructional Programs

2017-2018 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.

Participants in the Self-Study

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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.

Printed name of Principal Author	Signature	Title	Date

Printed name of Department Coordinator	Signature	Title	Date

Printed name of Dean	Signature	Title	Date

1.0 Mission and Goals

The College's <u>Mission, Vision, Core Values and Goals</u> 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:
The Cinema, Television and Radio (CRTV) program advances student learning and achievements through flexible pathways for students who seek certificates, associate degrees, transfer, career growth and personal enrichment. We provide a supportive learning environment for students to succeed via our curriculum in film studies courses and "hands-on" production classes. Students are taught industry-level production skills, media literacy, and critical thinking skills that will enable them to be successful learners, responsible leaders, and engaged community members.

We currently offer the following pathways for our students:

Certificates
- Radio Broadcasting Certificate
- Radio and Television/Video Production Certificate
- Sports Broadcasting Skills Certificate
- Television-Film Production Certificate

Degrees
- Communications: General Associate in Arts Degree
- Radio Production Associate in Arts Degree
- Television/Film Associate in Arts Degree

Transfer
- Film, Television, and Electronic Media Associate in Science Degree for Transfer – pending at the state level in curriculum

Vision:
Our program seeks to inspire and empower our students to study and work in an industry that they are passionate about, enabling them with the skills and knowledge to create a meaningful career for themselves in the radio, television and film industries.

Core Values:
First and foremost our program is built around *community*. With our student-centered class environments and alumni-network connections, we want our students to feel that they are part of a community of media makers that extend well beyond the physical reaches of our campus. We are striving to create new curriculum and resources that reflect the diverse population and needs of our students. Through this, we embrace and value the *diversity* of our community while fostering an environment of *inclusivity* and *respect* that embraces the individuality of all. This is of paramount importance in our media field – as diverse voices are not well represented in film, television and radio. Our program strives to empower students from diverse backgrounds to enter the field, bringing with them a wide range of perspectives and experiences to can be reflected in the work they choose to create. Our classes teach *integrity* to students through the understanding of ethical standards and considerations in film, television, radio, and new

media productions. We support the core value of *innovation*, through maintaining technical currency and standards employed in the industry.

Overall, we honor and build upon our established traditions of *excellence* and *growth*. Our program is already well established in the community and is known for having an outstanding program. We are constantly working to maintain and build upon this tradition of excellence so we can continue to attract and serve students from all over the county, as well as international students. Our faculty and staff are committed to professional growth via involvement in staff development workshops, conferences, and technical trade shows.

College Goals:

Goal 1: *Fullerton College will increase student success.* – The Cinema, Television and Radio program is committed to promoting student success. We begin each academic year with two orientations designed to introduce new students into the program, acquaint students with faculty, give students an opportunity to connect with some of their new peers prior to the start of the semester, tour our facilities, and explain our degrees, certificates and transfer pathways. We help to address the needs of underprepared student by connecting them with some of our great campus resources such as the Academic Support Center, DSS, the Career Center, and Transfer Center, Counseling and the Umoja Program.

Additionally, to support student success in an ever-changing media industry, CRTV is addressing this need by developing a Film and Television Producer's Certificate pathway. *(see SAP #4)*

CRTV will continue to promote student success as verified through the current KPI data. However in order to maintain and build upon our success, we need to fill three full-time staff positions, two of which have been left unfilled after faculty retirements.

Goal 2 *Fullerton College will reduce the achievement gap.* - We will continue to work to reduce the achievement gap by helping all students to feel that they belong and are part of a community at the college. Connecting our students with some of our campus resources such as Cadena Cultural Center, EOPS, Academic Support Center and Puente Project helps to foster a sense of community and belonging. We are also working to incorporate more diverse perspectives into our curriculum, to better reflect the diversity of our students.

Goal 3 *Fullerton College will strengthen connections with the community*. - 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 are achieved through outreach and engagement with community, and broadcasting relationship with Sportsnetusa.net. . We will also work to boost the power of KBPK by obtaining translator equipment to increase the station's effectiveness and footprint among Southern California stations. Currently our 19 watt FCC licensed station is only heard in a few block radius in Buena Park. This could be changed to cover much more of an area in Southern California.

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	African American enrollment increase from 40.30% to 75.80% Hispanic student enrollment increase from 62% to 74.10 % Asian enrollment increase from 62% to 74.10 % White student enrollment increase from 66.60% to 76.20% American Indian enrollment decrease from 50% to 33.3% Unknown enrollment increase from 59% to 77.50% African American, Hispanic, Asian, White and Unknown enrollments are up while American Indian enrollments rates have decreased by 16.7%. The largest area of enrollment increase is with African American students, with a 35.5% increase, followed by Unknown at a 18.5% increase, Hispanics and Asians at 12.1% each, and White at 9.6%. From this data, we can see that the diversity of our student population has increased, particularly among African American students.
Total FTES	FTES is down from 172.9 to 154.1 Since the last program review cycle the amount of Full Time Equivalent Students has decreased by 18.8 students.
Sections	Sections went from 60 to 78 Cancelled sections went from zero to 12 The number of sections has increased by 18 while the number of cancelled has increased from none to 12.
FTEF	Total FTEF 2013 14.0826 Total FTEF 2014 14.9473 Total FTEF 2015 15.6829 Total FTEF 2016 15.1974 Total FTEF 2017 15.1994 This does not reflect recent retirement in spring of 2017 and a previous retirement in 2008. These current vacancies represent a net of 50% reduction in fulltime faculty.
Fill Rate	99.8 to 87.0

	We've seen a 12.8% decrease in fill rates.
WSCH/FTEF	WSCH per FTEF 2013 377.1356 WSCH per FTEF 2014 363.7233 WSCH per FTEF 2015 355.0174 WSCH per FTEF 2016 325.444 WSCH per FTEF 2017 308.2748 Weekly Student Contact Hours (WSCH) per Full Time Equivalent Faculty (FTEF) has steadily decreased each year since the last review cycle. Since 2013 it has decreased by 68.86 hours.
Retention	Student retention is down, from 1470 to 1285 2014 1,520 2015 1,532 2016 1,356 2017 1,285 Our student retention rates have steadily decreased each year since our last review cycle. Since 2014 our student retention has dropped by 235 students. This can be attributed to our deficit of full time faculty, who tend have more contact with students via office hours, orientation, and other school events. The addition of more full time faculty will increase student retention rates, giving students more access to their professors.
Success	2014 60.00% 2015 71.30% 2016 71.00% 2017 75.10% Overall success rates for CRTV have increased by 15.1% since 2014. It appears that since retention is down, students who are struggling academically are more apt to withdraw a course rather than see it to its completion. Ideally, we would like to continue to raise our student success rates while increasing our retention. An increase in our full time faculty positions along with increased student access to class resources such as time in the editing lab during the weekends or evenings will help to increase both retention and success rates.

2.2 Peer Institution Comparison

Complete the table below.

College/Program:	Your Program	Mt. Sac	Pasadena	Saddleback	Cerritos
Retention:					
Fall 2014	86.64 %	88.62 %	87.56 %	88.84 %	83.28 %
Fall 2015	85.65 %	92.73 %	86.51 %	89.81 %	82.86 %
Fall 2016	86.78 %	87.65 %	86.49 %	90.85 %	85.79 %
Success:					
Fall 2014	72.78 %	77.63 %	74.35 %	75.57 %	70.56 %
Fall 2015	72.69 %	77.38 %	74.51 %	74.35 %	67.49 %
Fall 2016	75.62 %	76.37 %	72.07 %	72.49 %	72.20 %
Degrees Awarded:					
Fall 2013-14	49	14	14	39	7
Fall 2014-15	52	50	27	69	11
Fall 2015-16	79	63	24	72	22
Certificates Awarded:					
Fall 2014	17	16	11	29	0
Fall 2015	19	28	23	52	0
Fall 2016	9	21	11	51	0
Transfers:					
Fall 2014	72.78	76.34	74.94	74.36	70.56
Fall 2015	72.69	74.59	74.01	76.61	67.49
Fall 2016	75.62	77.33	72.07	76.26	70.20

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)).

From the data above we can see that our program is on par with its peers in terms of retention rates. Saddleback College has a bit of an edge in these rates, about 4% higher than ours. Looking at the success rates across peer institutions, we are again on par, coming in approximately 3% higher compared to Pasadena City College, Saddleback College and Cerritos. Mt. Sac has about 1% higher success rates than we do. In terms of degrees awarded over the past three years, we are leading the pack by averaging 50 more degrees compared to Cerritos, 31 more degrees than Pasadena, and 18 more degrees than Mt. Sac. Compared the Saddleback College we've awarded an equal amount of degrees over the past three years. Over the past three years we have, on average, awarded 15 certificates per year. Comparing this across peer institutions, we can see that Mt. Sac averages 17 more degrees per year, Saddleback averages 29 more degrees per year, and we are on par with Pasadena's average of 14. Looking at transfer rates, we are on par with Mt. Sac, Pasadena and Saddleback, and average about 5 more transfers per year compared to Cerritos.

In analyzing the data, we can see that overall we are competitive with peer institutions in terms of retention, success and transfer rates. We are ahead of our peers in the number of degrees awarded. We are behind our peers in the number of certificates awarded.

In many ways, we are currently coasting as our program is operating with a fraction of its full-time staff. In order to prevent any future dip in our stats, we will need to fill these positions immediately, so that we can maintain and grow our program, while staying competitive with peer institutions. We are currently down a full-time Television Instructor who was instrumental in the increase in student retention, success and degrees. We need to fill this position immediately so that we can maintain and increase our overall rates. Additionally, Radio is operating with only one full-time professor; in order to grow in that area, an additional hire is necessary, hence we could award more certificates and degrees and increase transfer rates by adding and replacing full-time instructors.

We anticipate that once our AS Transfer Degree has been approved by curriculum our transfer rates will increase at a greater rate.

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
Males			
	AN 2014	78%	59%
	AN 2015	61%	58%
	AN 2016	60%	56%
Females			
	AN 2014	74%	61%
	AN 2015	73%	71%
	AN 2016	72%	73%
Asian-American			
	AN 2014	81%	61%
	AN 2015	79%	63%
	AN 2016	77%	65%
African-American			
	AN 2014	66%	52%
	AN 2015	67%	54%
	AN 2016	69%	61%
Filipino			
	AN 2014	82%	66%
	AN 2015	84%	68%

AN 2016	85%	69%
Hispanic		
AN 2014	79%	60%
AN 2015	81%	61%
AN 2016	83%	65%
Native American		
AN 2014	89%	68%
AN 2015	73%	69%
AN 2016	62%	59%
Other Non-White		
AN 2014	75%	75%
AN 2015	73%	74%
AN 2016	71%	72%
Pacific Islander		
AN 2014	40%	40%
AN 2015	39%	38%
AN 2016	51%	39%
White		
AN 2014	80%	64%
AN 2015	75%	68%
AN 2016	74%	67%
Unknown		
AN 2014	38%	31%
AN 2015	33%	38%
AN 2016	37%	32%
Range (Max-Min)	33-89%	31-73%

In analyzing the data, we can see that both the retention and success rates for male students has decreased over the past three years by 18% and 3% respectively. Retention rates for female students have decreased marginally by 2% while success rates in this area have increased by 12%. Asian American retention rates have decreased by 4% while success rates have increased by 4%. Both the retention and success rates for African-American students have increased by 3% and 8% respectively. Both rates have increased for Filipino students at 3% each. Retention rates for Hispanic students have risen by 4% and success rates by 5%. Both rates have decreased for Native American Students, with retention dropping 27% and success falling 9%. Rates for Other Non-White students have dropped marginally by 4% for retention and 3% for success. Retention rates for Pacific Islander students have risen by 11% while success rates have marginally dropped by 1%. Retention rates for White students

have decreased by 6% while success rates have risen 3%. For Unknown students rates have remained steady, with retention dropping only 1% and success rising 1%.

The areas with the most dramatic negative shift in numbers are the retention rates for male students and both rates for Native American students. As a program we will need to implement more measures to encourage both types of students to stay the course in order to help increase retention and success rates in this area. The addition of more full-time faculty and support staff will help with both these groups as well across the board by giving students more access to their professors, as well as more access to our facilities and equipment. *(See SAP 1, 2 and 5)*

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

As the industry expands at a phenomenal rate into the realm of new media such as You Tube, Amazon, Netflix and others, our program needs to be able to prepare our students with the new technology, skills and knowledge essential to a successful career in this area. This includes filling two vacant fulltime faculty positions due to retirements, equipment upgrades, additional curriculum, new pathways, and additional support staff.

Looking towards the future of our program, one of the most significant changes is that we have lost two full-time tenured faculty members in Cinema and Television, which have not been filled. In 2008 a Cinema/Screenwriting instructor retired who was never replaced and more recently in spring 2017, our only Television Instructor retired, leaving us with no Television Instructors. These current vacancies represent a net of 50% reduction in fulltime faculty. Even if one current vacancy is filled by Fall 2018, this area will still be 25% understaffed. We currently have no full time faculty member in Television. This is a huge blow to our program and could really impact our students and program in a negative way.

The Radio Department received a VTEA Grant for 2014. This has greatly improved 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 Radio Department received a 255K VTEA grant in 2017, which will be implemented for new studio configurations for upcoming state approved programs. 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. Our Television Studio, through a VTEA Grant was able to upgrade its cameras to HD to meet industry standards in this area.

Acquisition of funds from the Strong Workforce Grant have provided the department to partially provide industry hardware and software currency. The film and television editing lab has been upgraded with a Nexus file server. We have updated our field audio recording mixers for our film/television production students. We are currently developing a new program website and social media presence that highlights our program, outstanding student work, and pathways for success. Additionally, we are developing an online alumni database, to connect our grads, enabling them to network with one another and form connections via this platform.

Upon the recommendations of our Cinema-Television Advisory Committee held earlier this year, our program will need to invest in some equipment and facility upgrades in order to stay current with industry trends *(see Appendix 1 # 5-CRTV Advisory committee minutes 4/30/17)*. In terms of cameras and editing workflows, everything is going 4K and our program will need to acquire cameras, additional support hardware and editing software such as DaVinci Resolve that can support this. DSLR and high-end Digital Cinema Cameras have become standard in the industry. Our committee advised us that our students would benefit from training on a high-end digital cinema camera, such as the Blackmagic URSA 4K Digital Cinema Camera. This will give an advantage to our students and prepare them for employment.

In terms of keeping our Television Studio current with industry trends, our advisory committee advised us to upgrade our current lighting grid to LED studio lighting, add pedestals for the studio cameras, and the addition of a portable cyclorama background would make it possible for production classes to utilize digital backgrounds and virtual sets.

Our committee also advised expanding our curriculum to meet industry trends, particularly in the area of Producing since there in an expected 9% job market growth rate until 2024 in this area *(Appendix 1, #6).* Upon this advice we would like to create a Producer's Certificate, offering a pathway for students interested in this area of Film and Television.

As a program, we are looking to the future where our student population is increasingly diverse and would like to create courses that reflect that diversity in relation to film and television. Beginning with a *Women in Film* course that explores the intersection of race, ethnicity, gender and class will be our first step in this direction *(SAP#4)*.

In order to grow our program and help increase our retention and success rates, adding a new Instructional Assistant Staff Position is essential *(SAP #5).* This will improve student learning and achievement by giving students extended access to Film and TV production tools so they can practice and hone their skills outside of class time. This position will also function to give our night students additional evening access to the editing lab, where they previously do not have access outside of class time. An Instructional Assistant will extend the services provided to our students while providing support for our faculty and classified Media Video Technician.

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.

There is no involvement in ROP articulation agreements due to the inability of local High Schools to keep up with the changing industry standards that the CTRV Program at Fullerton College continues to adopt.

Until recently we had the loss of the Career Technical Education (CTE) Counselor that had been funded through VTEA. This 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.

- Current Bureau of Labor statistics average growth rate for video camera persons and video editors is 11%- higher growth rate than the national average of 7.5%. This growth is projected till 2024.
- Los Angeles County of Economic Development states there is a 353% growth in video/film production due to web-based production with employers such as *Amazon Studios, Yahoo* and *Netflix* among others.
- According to the Bureau of Labor Statistics:
  - Broadcast and Sound Technicians positions are up by 8% and average pay is 42K a year.
  - Broadcast Technicians make up to 80K a year.
  - Radio and TV announcers make an average of 48K a year with this area increasing by 2.8 %.
  - These are high paid, high profile jobs. Our VTEA grants in radio (2014 and 2017) will help us prepare students for these high paid positions
- Podcasts are on the increase according to Nielsen, the Radio/TV ratings service, stating that 80% of American households are tuning in to podcasts.
- Camera Operators, Television, and Motion Picture (2016) make an hourly mean of $34.82 according to the EDD the projected job growth over the next 10 years is 2.9%.
- Producer/Directors (2016) make an hourly mean of $60.93 according to the EDD and the projected job growth over the next 10 years is 15%.
- Video and Film Editors (2016) make an hourly mean of $52.98 according to the EDD and the projected job growth over the next 10 years is 13.9%.
- Additionally, as there is a vital and measurable effort to emphasize CTE vocations programs, our departments award of the Strong Workforce Grant is providing our department to be more competitive with and a comprehensive outreach program including building a website to include streaming video elements and a showcase portfolio of our students media accomplishments.
- All the above industry positions, which include audio, are incorporated into the CRTV curriculum and use the campus radio station facility, KBPK.

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?

- CRTV has a state and national reputation for excellence in media education and significant alumni working in the entertainment industry.
- Increase in Degrees since the previous Program Review.
- Providing diverse pathways for students including certificates, degrees and transfers.
- Filled a Cinema Television instructor position in 2015.
- Striving to provide industry currency with 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 Television/Film Program upgrade studio cameras to high definition and re-engineer television control room.
- Receipt of two VTEA grants for Radio in 2014 and 2017.
- Strong Workforce Grant to provide video media server to upgrade our film and television editing lab to meet industry standards.
- Provide real world feedback to students with the Guest Speaker program.
- Internship Opportunities: Our internship class is extremely valuable to students. Internships help students decide what they want to do while providing them with networking opportunities *(Appendix 1, #3).*
- International student film outreach with China involving the Wanda Studios partnership.

3.2. What are the weaknesses of your program?

- **Need for two full time instructors.** A Full-time Cinema-Television faculty member retired in May 2017. Previously another full-time Cinema-Television retired in 2008. A possible third faculty member could retire before next Program Review. Fulfillment will meet various objectives/goals including retention and success through providing consistency in faculty/student relationships. Additionally, radio requires to hire a full time instructor
- **Need for Television/video Technician position reclassification 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. Outsourcing of contract technical support for installation, upgrades and ongoing maintenance.
- **Instructional Assistant Staff Position**. This will improve student learning and achievement by giving students extended access to Film and TV production tools so they can practice and hone their skills outside of class time. This position will also function to give our night students additional evening access to the lab, where they previously did not have access outside of class time. An Instructional Assistant will extend the services provided to our students while providing support for our faculty and increase course retention and success.
- **Equipment currency**. The Fullerton College CRTV Program has always been known by incoming students and industry professionals for its state of the art facilities and equipment. Radio is upgrading consoles, connectivity, networks, studio configurations and getting camcorders for Radio/TV collaborations and courses that include TV content, including CRTV129, CRTV139, CRTV149, CRTV135 and CRTV145, CRTV146 and CRTV147. To keep us current with industry

standards we need make the following upgrades listed below. This will address college **Goal 1** by replacing equipment to the new industry standard (SAP # 2).

- The purchase of 4K tapeless camcorders and digital cinema cameras with support equipment.
- Replacement of television studio lighting to LED lighting.
- Camera pedestal lifts for studio TV cameras to duplicate industry studio setting.
- Green-screen cyclorama (curtain) for CGI insertion
- Provide HD (high definition) projection in labs.
- Update editing software to meet 4K standard.
- Camera support equipment.

- **<u>Create and Maintain a Social Media Presence</u>:** A strong and active social media presence will address Fullerton College's **Goal 3 Objective 1** by creating various platforms for department alumni to stay connected to current faculty, student work, department offerings and events. It will also address **Goal 3 Objective 5** by creating a digital liaison between the CRTV department, students and the community as social media is an excellent tool for promoting events and communicating course offerings. Using social media to build relationships with students helps to build a sense of community within our program, which addresses **Goal 1 Objective 2**, increasing the course retention of our students.
- Staff in Radio to maintain a KBPK Facebook page.
- The weakness of the KBPK radio signal at only 19 watts resulting in limited coverage of about 3-4 miles. This shrinking thumb print for the college can impact viewer listenership as well as station recruitment. To increase the audience/student recruitment, KPBK should seek additional FM radio broadcast frequencies *(Radio Advisory minutes Appendix 2)*

3.3 What opportunities exist for your program?

The following meet goal 1, objective 2,3,4,6

- Updated/new facilities due to passing of current bond measure
- Increasing new curriculum to present specific "media tracks" of study including:
  - Social media production.
  - *Women in Cinema* survey course.
  - Producer track film/media for the current job market.
  - Creation of two Radio News Programs and updated Sports Certificate
- Expand CRTV124 Advertising Sales curriculum from 1-3 units to include more digital media sales, entrepreneurship, and marketing.
- Increase collaboration with theater, music and business areas (producer track curriculum)

  The following meet goal 3 and objectives 1,3,5
- Create an annual student film festival competition to showcase student's work, recruit new students and involve community participation
- Expand guest speaker element for classes.
- Increase alumni involvement through web created database.
- Increase KBPK power by obtaining FM translator to boost signal *(Appendix 2 SAP # 8)*

3.4 What challenges exist for your program?

- **Need for Television/Video Technician (reclassification)** to provide higher level of technical support for growing Radio/Television Programs…expansion of duties now include administration of media file server storage and engineering support to KPFK campus radio station including maintenance of hybrid IP studio system. Department historically had two technicians, each with a different expertise through the early 2000's.

- **Need for Radio Instructional Assistant** to be increased from 10-12 month employee. Currently assistance with TV and Football has required usage of Non Duty Days.

- **Ongoing CTE/vocational funding** – both hardware and software, 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 and grant writing literally consumes weeks of faculty time. Most of our funding is due to the weeks of grant writing to qualify for equipment to keep adjusting to industry standards. 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.

- **Students with learning disabilities**. Over the past years there has been a dramatic increase in students with learning disabilities, mainly attention deficit and autism. To improve student success in this area an exploration to effectuate a supportive ongoing process needs to be addressed which will assist in the special needs required by student and instructor.

- **Slow curriculum process.** The extremely slow curriculum approval process makes it difficult to keep our curriculum up to date and reflect significant changes happening in the industry in a timely manner. This is a huge detriment to keeping our curriculum current with changing media trends, necessary skills and technological updates essential for the continued success of our program and students. For example, our pending AS-T degree in Film, Television & Electronic Media has not advanced at all in curriculum since January of 2016.

4.0 Student Learning Outcomes (SLO) Assessment

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

Television/Film Associate of Arts Degree

	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.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
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	No changes in instruction needed

		Both semesters all students used proper terminology over 90% of the time.	
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.

4.0 Student Learning Outcomes (SLO) Assessment

Television/Film Production Certificate

	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.	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.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
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% or higher on specified questions	Fall 2013 – 77 students 78% of the students received 70% or higher.	Have already institutionalized remedial materials.

		Of those who successfully completed class with a grade of A – C 89% received 70% or higher.	
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 & and 2013 instructor institutionalized remedial worksheets on all subjects.

4.0 Student Learning Outcomes (SLO) Assessment

Radio-Television/Film Certificate

	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.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
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 & 2013 instructor institutionalized remedial worksheets on all subjects.

4.0 Student Learning Outcomes (SLO) Assessment

Radio Broadcasting Associate of Arts Degree

Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed

	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.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
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 Associate of Arts Degree

	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.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
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	Students are successful.	Creation of new instructional materials.

	various projects and laboratory activities.		

4.0 Student Learning Outcomes (SLO) Assessment
Radio Broadcasting Certificate

	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.

Program Student Learning Outcomes **Assessment for Instructional Programs at Fullerton College**			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
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

	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 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.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
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 faculty there will be a higher need to be educated in the SLOA and PSLOA process. As requested new full time faculty is placed, seamless consistency will greatly contribute to making learning objectives more effective.

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.)

5.1 List the goals from your last (2014) self-study/program review.

<u>Short Term Goals</u>

Goal 1 - Upon Advisory Committee recommendation will replace digital videotape 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.

Long Term Goals

5.1 List the goals from your last (2014) 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 an 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 <u>success</u> and/or progress achieved in the goals listed above.

Short Term Goals- updates

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

- **We were able through a VTEA grant secure the purchase of 8 new Panasonic HD tapeless camcorders for use in both entry and advanced cinema production courses.**

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

- **This is still part of our expanded curriculum to provide special courses to reconcile the industry need for a producer for film/video entertainment as addressed in 3.3**
- **We developed a Bus of Film seminar in prep of a semester long course- need to develop full curriculum for this (SAP #4)**

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*.

- **This was completed in 2015**

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*.

- **Has not been competed**

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*.

- **Through the approval of our 1st year Strong Workforce Grant the Avid *Nexus* media server was installed over the summer 2017.**

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

- **This refers to room 515, a large theater layout classroom. A larger screen has been installed in addition to a new video projector and white boards. However the room is significantly deficient in LED dimmable lights, old, uncomfortable seats, a stage that is too large, inadequate spacing between rows, insulation from outside noise and a host of other design problems. Since the bond measure approval discussions have been continuing regarding the requirement in the 500 building from faculty.**

Long Term Goals-updates

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

- **Departmental increase in student success in degrees but not certificates 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).*

- **Two CRTV 150 classes are now offered and usually fill to cap capacity.**

Goal 3 - *Restore canceled classes and sections.*
> **CRTV 175- Documentary Filmmaking was restored in Spring 2015 and continues to be offered.**
> - **All is restored except Traffic Reporting CRTV133. Waiting for new programs to be approved by the State**.

Goal 4 – *Hire an adjunct in radio.*
- **Prior adjuncts hired during the 2014-2017 have left.**

Goal 5 - Monitor industry transition from current DVD standard to High Definition playback and projection.
- **This has not been achieved in our classrooms. In most cinema studio-lecture lab classrooms and lecture hall (515) we are still using standard definition to show films. Most film production classes shoot in High Definition .We will require the need for additional grant monies to resolve this deficiency in instructional currency.**

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*.
- **Apple's Final Cut Pro is no longer used for instruction. Avid Media Composer, a standard in the entertainment industry, is taught to all entry and advance classes. However the addition of DaVinci Resolve and Adobe Premiere Pro editing software to be added based on the advice of our advisory committee (Appendix 1 #5).**

Goal 7 – *Update articulation agreements with 4-year institutions*.
- **We have an A.S. Transfer degree in Film, Television and Electronic Media that is currently making its way through the curriculum process, which will take the place of many of the individual articulation agreements.**

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

Short term goals

Most of either short or long term goals were simple to evaluate. They were either achieved in total, in part or not at all. Success that has been attained is evident with the level of intern/employment in the industry. For example, due to students learning the Avid editing software they were employable at KDOC Channel 56 due to this skill.

Goal 1 - **Achieved**
- **We were able through a VATEA grant secure the purchase of 8 new Panasonic HD tapeless camcorders for use in both entry and advanced cinema production courses.**

Goal 2 – **Not achieved- re-requesting in 2017 Program review**

Goal 3 – Achieved was Associated Press contract so the Broadcast News students' newscasts can be heard on the KBPK Internet stream.

Goal 4 Not Achieved- Internet Radio station on line for news, sports, Fullerton jazz and podcasts as a Teaching facility

Goal 5 – Achieved
- **Through the approval of our 1st year Strong Workforce Grant the Avid Nexus media server was installed over the summer 2017.**

Goal 6 –Partial Implementation.
- **This refers to room 515, a large theater layout classroom. A larger screen has been installed in addition to a new SD video projector and white boards. However the room is significantly deficient in LED dimmable lights, old, uncomfortable seats, a stage that is too large, inadequate spacing between rows, insulation from outside noise and a host of other design problems. The room needs a HD projector and Blu-ray player in order to project at a higher resolution. Since the bond measure approval discussions have been continuing regarding the requirement in the 500 building from faculty.**

Long Term Goals-
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Goal 1 – Increase the number of Certificates and A.A. Degrees Awarded.
- **Only degrees increased, certificates decreased according to KPI and Datamart**

Goal 2 – Achieved
- **Two CRTV 150 classes are now offered and usually fill to cap capacity.**

Goal 3 - Achieved
- **CRTV 175- Documentary Filmmaking was restored in Spring 2015 and continues to be offered.**

- **Goal 4 – Hire an adjunct in radio. However position is open as both instructors left.**

Goal 5 – Not Achieved
- **In most cinema studio-lecture lab classrooms and lecture hall (515) we are still using standard definition to show films. Most film production classes shoot in High Definition .We will require the need for additional grant monies to resolve this deficiency in instructional currency.**

Goal 6 -Achieved.
- **Apple's Final Cut Pro is no longer used for instruction. Avid Media Composer, a standard in the entertainment industry, is taught to all entry and advance classes.**

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

- **All courses that articulate to a CSU or UC institution did not need to be renegotiated.**

5.4 Provide examples of how the goals in the last cycle (2014) contributed to the continuous quality improvement of your program.

Short Term Goals- improvement to program

Goal 1 -
- *A VATEA grant secured the purchase of 8 new Panasonic HD tapeless camcorders for use in both entry and advanced cinema production courses*.
Through achieving this goal students now have training with an industry standard of camcorder, which provides better viability for employment.

Goal 2 –Develop a Business of the Television/Film Industry course.
- ***This is still part of our expanded curriculum to provide special courses to reconcile the industry need for a producer "track" of study for film/video entertainment as addressed in 3.3***
- **Once this curriculum is approved, funded and implemented, the departmental curriculum will be a pro-active industry diverse academic track to better provide success to our Cinema/TV/Radio students.**

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. However, on the Internet, KBPK is heard in over 20 thousand homes worldwide.

Goal 4 - **Lacked facilities to complete to put an Internet Radio station on line for news, sports, Fullerton jazz and podcasts.**

Goal 5 *Through the approval of our 1ˢᵗ year Strong Workforce Grant the Avid Nexus media server was installed over the summer 2017.*
By achieving this goal, our students are now supported through the consistency of in-house media capture. In past semesters students, at their cost, had to provide an external hard drive to capture and save film projects. This goal provides both a financial benefit to the student and a supportive network for their projects.

Goal 6 –*This refers to room 515, a large theater layout classroom. A larger screen has been installed in addition to anew video projector and white boards. However the room is significantly deficient in LED dimmable lights, old, uncomfortable seats, a stage that is too large, inadequate spacing between rows, insulation from outside noise and a host of other design problems. Since the bond measure approval discussions have been continuing regarding the requirement in the 500 building from faculty.*

As this goal is not fully implemented and the 500 building is moving into a construction phase, the major goals will not be met for several years, hence it is not possible for goal assessment.

<u>**Long Term Goals-improvement to program**</u>

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Goal 1 – Increase the number of Certificates and A.A. Degrees Awarded.
- **We are awarding slightly more degrees with fewer certificates.**

Goal 2 *Two CRTV 150 classes are now offered and usually fill to cap capacity*.
- **This completed goal has provided more students with this core prerequisite to enroll in advanced film/television classes.**

Goal 3 - Restore canceled classes and sections.
- **CRTV 175- Documentary Filmmaking was restored in spring 2015 and continues to be offered. Having a more diverse offering of transferable electives provides our students with training in current production narrative techniques, increases retention and success and is a template for undergraduate course of study.**

Goal 4 – Still need to hire adjunct or prefer the SAP request for a fulltime radio instructor.

Goal 5 - ***In most cinema studio-lecture lab classrooms and lecture hall (515) we are still using standard definition to show films .Most film production classes shoot in High Definition .We will require the need for additional grant monies to resolve this deficiency in instructional currency*. See goal 6 under short term goals.**

Goal 6 - *Apple's Final Cut Pro is no longer used for instruction. Avid Media Composer, a standard in the entertainment industry, is taught to all entry and advance classes.*
- **By achieving this goal, the film industry standard in editing has given our students the advantage at a two year college what most students do not receive as a junior in a four year university- hence employability is increased**.

Goal 7 – Update articulation agreements with 4-year institutions.
All courses that articulate to a CSU or UC institution did not need to be renegotiated.

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)	Fill vacated Cinema-Television Faculty Positions
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 these vacancies, currently a majority of the Cinema-Television sections are taught by adjuncts. With only two full time faculty in the CTV area, this provides limited student contact with the continuity of the program and impairs the ability of faculty to devote time to students and their classes due to the technical nature of the discipline. Currently there is no full time television instructor. Jay Goldstein- Faculty Laura Bouza- Faculty Ken Starkman – Dean of Technology & Engineer Hire before Fall 2018 semester
What *Measurable Outcome* is anticipated for this SAP?	Hire at least one of the two tenured vacancies
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	2.0 FTE	H R

Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 2	
Describe Strategic Action Plan: (formerly called short-term goal)	Continued currency in industry standard film and television production equipment.
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 2,3,4,6
Describe the SAP: (Include persons responsible and timeframe.)	• The purchase of 4K tapeless camcorders and digital cinema cameras with support equipment. • Replacement of television studio lighting for the CRTV. Studio Production 150 classes to LED lighting. • Camera pedestal lifts for studio TV cameras to duplicate industry studio setting. • Green-screen cyclorama (curtain) for CGI insertion • Provide HD (high definition) projection in labs. • Update editing software to meet 4K standard. • Camera support equipment. Jay Goldstein-Instructor Laura Bouza-Instructor Colm Melia- Media technician Ken Starkman- Dean, Technology -Engineering
What *Measurable Outcome* is anticipated for this SAP?	Incorporation of operation into the Fall 2018 class curriculum, CRTV 164, CRTV 150, CRTV 157
What specific aspects of this SAP can be accomplished without additional financial resources?	None- however a small portion of the remaining Strong Workforce Grant can be applied to this plan.

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	145,000.00	Possible carryover Strong Workforce Grant- 25%
Supplies		
Computer Hardware		
Computer Software		
Training	10,000.00	
Other		
Total Requested Amount	155,000.00	

STRATEGIC ACTION PLAN # 3	
Describe Strategic Action Plan: (formerly called short-term goal)	Hire a full time Radio Instructor
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. Currently a majority of Radio sections are taught by adjuncts. With only one full time Radio instructor, limited student contact along with program continuity impairs the ability of faculty to devote time to students and their classes/labs due to their technical nature of the discipline. Currently there is one full time radio instructor. Peg Berger Ken Starkman – Dean of Technology & Engineering Hire for Fall 2018 semester
What *Measurable Outcome* is anticipated for this SAP?	Incorporation of operation into the Fall 2018 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	1.0 FTE	HR

Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	1.0 FTE	

STRATEGIC ACTION PLAN # 4	

Describe Strategic Action Plan: (formerly called short-term goal)	Additional Curriculum and Pathways
	  1. *Film and Television Producer's* Certificate *pathway*
	  2. *Women in Film course*

List College goal/objective the plan meets:	College Goal #:1 2 Objective #: (1)-2,6, (2) 5
Describe the SAP: (Include persons responsible and timeframe.)	1. Creating a *Film and Television Producer's* Certificate will offer our students a pathway for training in a growing sector of the industry. Producing skills are in demand and are amongst some of the best-paid positions in film and television. Our advisory committee advised (Appendix 1) expanding our curriculum to meet industry trends, particularly in the area of Producing since there in an expected 9% job market growth rate until 2024 in this area. Upon this advice we would like to create a Producer's Certificate, offering a pathway for students interested in this area of Film and Television. Based on job growth indicated in section 2.6. 2. The *Women in Film* course will enhance our program's services by adding a class that specifically addresses diversity in film. It will continue to improve student learning and achievement by offering students a forum to engage in critical thinking, media literacy and provide an informed view of representations of women and minorities on screen. Laura Bouza-Instructor Jay Goldstein-Instructor Ken Starkman- Dean- Technology-Engineering

What *Measurable Outcome* is anticipated for this SAP?	Courses and certificate are adopted and approved by curriculum committee with state approval in a timely manner.
What specific aspects of this SAP can be accomplished without additional financial resources?	No additional funds are needed. These courses would be supported with the hire of the requested full time positions.

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		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 5	
Describe Strategic Action Plan: (formerly called short-term goal)	Instructional Assistant Staff Position
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 2, 3,4
Describe the SAP: (Include persons responsible and timeframe.)	This will improve student learning and achievement by giving students extended access to Film and TV production tools so they can practice and hone their skills outside of class time. This position will also function to give our night students additional evening access to the editing lab, where they currently do not have access outside of class time. An Instructional Assistant will extend the services provided to our students while providing support for our faculty and classified Media Video Technician. Jay Goldstein –Instructor Laura Bouza-Instructor Colm Melia- Media Technician

What *Measurable Outcome* is anticipated for this SAP?	Assistant is hired
What specific aspects of this SAP can be accomplished without additional financial resources?	Most of the Strong Workforce Grant does not fill a need for permanent part time support positions, departmental budgets, TER's, could only offset a portion of hourly costs.

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	TE A Rate 2	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	TE A Rate 2	

STRATEGIC ACTION PLAN # 6	
Describe Strategic Action Plan: (formerly called short-term goal)	Reclassification of Radio Instructional Assistant from 11 month to 12 month employee.
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 2, 3,4
Describe the SAP: (Include persons responsible and timeframe.)	Chad Kelley filled in for Tracy Thackrah (Radio Technician) several times during medical absences, helping to plan and purchase equipment for the 2017 Radio VTEA grant. He has added significantly to the Orange Voice Interview (KBPK Friday evening) and TV Stand-Upper Reports for the CRTV129 class (look for Orange Voice/KBPK on YouTube. Currently Chad Kelley is working 70 hours a week to support his family. He would like to work only at Fullerton College. As an 11 month employee he needs to take non-duty days, plus he covers football games for the CRTV145 Sports Broadcasting/TV program/classes which happens on Saturday. He states that with this change, he would not miss any more Mondays. Further, Chad could cover local events and prepare graphics and video over the summer to be uploaded on KBPK and Fullerton College websites.
What *Measurable Outcome* is anticipated for this SAP?	
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	HR can calculate	HR
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 7

Describe Strategic Action Plan: (formerly called short-term goal)	Reclassification of Television/Video Technician
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 2, 3,4
Describe the SAP: (Include persons responsible and timeframe.)	As equipment currency has required new skills (IT- Linux) server support and training set, plus the expansion of responsibilities to include technical support to the KBPK campus radio station
What *Measurable Outcome* is anticipated for this SAP?	Reclassification from 40 to 48
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	Increase step 40 to 48	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 8

Describe Strategic Action Plan: (formerly called short-term goal)	Obtain FM translator to boost KBPK's FCC licensed signal
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 2, 3,4
Describe the SAP: (Include persons responsible and timeframe.)	Edward Ford, consultant would oversee project Ken Starkman Peg Berger

	Within 1-5 years
What *Measurable Outcome* is anticipated for this SAP?	Increased profile in market and increased jobs for students
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	15,000	Grant
Facilities	100,000	
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	115,000	
		Potential Funding Source

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 meet yearly (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.

- **Creating a Cinema, Radio and Television footprint in the new Arts Complex.**
    - o With Measure J Funds the future construction of a new digital and fine arts complex should include soundproof sound stages, individual student video edit bays an increased equipment and set storage space in addition to centralizing classrooms and offices.
- **Marketing to maintain community engagement.**
    - o Ongoing maintenance /updating of 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/showcase previous student films.
    - o Increased social media presence
- Continued industry currency in our equipment, facilities and curriculum.
- Social Media video production curriculum incorporation.
    - o 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 new or expanding current production offerings 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*).
- 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. This type of programming should be restored as it is a positive thumbprint of the college and district and distribution via current media such as streaming or apps.
- Yearly refresh program to review new needs and supportive budget. This would include purchase of new films for course instruction and updates for software.
- Incorporate an open lab for students to complete video projects outside of class meetings. Also the support of coordination of equipment checkout for multiple film/TV courses that does not involve faculty involvement. Hours each semester faculty spends checking in and out equipment along with the Media Engineer. The employment of a part time equipment assistant and the implementation of a computer/barcode system would be beneficial to reducing lost/stolen equipment, track equipment repairs and reducing the hour's faculty /staff is involved in equipment check out. (SAP #4)
- Incorporate and maintain new technologies into production classes such as DSLR and digital cinema camera rigs into curriculum and production.

- Increase Sports and Broadcast News content on KBPK. This is contingent upon the state approval of two certificates and an A.A.
- Film festival – Implementing an annual student film festival as a venue to showcase our student work and a community outreach tool.
- Embracing new media in our curriculum, pathways and outreach such as social media, Netflix, YouTube, etc.

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.

The Cinema, Radio, and Television (CRTV) program of Media Studies continues to have a reputation for excellence in this field of study. We continue to have students come from other areas in Southern and Northern California, out of state, and international students.

Our program advances student learning and achievements through flexible pathways for students who seek certificates, associate degrees, transfer, career growth and personal enrichment. We provide a supportive learning environment for students to succeed via our curriculum in film studies courses and "hands-on" production classes. Students are taught industry-level production skills, media literacy, and critical thinking skills that will enable them to be successful learners, responsible leaders, and engaged community members. Overall, the Cinema, Radio, and Television program seeks to inspire and empower our students to study and work in an industry that they are passionate about, enabling them with the skills and knowledge to create meaningful careers in the radio, television and film industries.

Looking towards the next few years, we would like build upon our current retention and success rates along with continuing to boost our transfers, degrees and certificates. Our program is on par with its peers in terms of retention, success, and transfer rates. We are significantly ahead of our peers in terms of degrees awarded over the past three years. Looking at the number of certificates awarded in the past three years, we can see that we are behind our peers in the number of certificates awarded and need to implement measures to increase rates in this area.

Our program is currently operating at a net of 50% reduction in fulltime faculty. One of the most significant changes is that we have lost two full-time tenured faculty members in Cinema and Television, which have not been filled. In 2008 a Cinema/Screenwriting instructor retired who was never replaced and more recently in spring 2017, our only Television Instructor retired, leaving us with no Television Instructors. These current vacancies represent a net of 50% reduction in fulltime faculty. Even if one current vacancy is filled by Fall 2018, this area will still be 25% understaffed. We currently have no full time faculty member in Television. This is a huge blow to our program and could really impact our students and program in a negative way.

In many ways, we are currently coasting as our program is operating with a fraction of its full-time staff. In order to prevent any future dip in our stats, we will need to fill these positions immediately, so that we can maintain and grow our program, while staying competitive with peer institutions. Additionally, Radio is operating with only one full-time professor. In order to grow in that area, an additional hire is necessary,

hence we could award more certificates and degrees and increase transfer rates by adding and replacing full-time instructors.

As the industry expands at a phenomenal rate into the realm of new media such as You Tube, Amazon, Netflix and others, our program needs to be able to prepare our students with the new technology, skills and knowledge essential to a successful career in this area. This includes filling vacant fulltime faculty positions, equipment upgrades, additional curriculum, new pathways, and additional support staff.

Acquisition of funds from the Strong Workforce Grant and VTEA Grants have provided the department to partially provide industry hardware and software currency. Upon the recommendations of our Cinema-Television Advisory Committee held earlier this year, our program will need to invest in some equipment and facility upgrades in order to stay current with industry trends *(see Appendix 1 # 5-CRTV Advisory committee minutes 4/30/17)*. Our committee also advised expanding our curriculum to meet industry trends, particularly in the area of Producing since there in an expected 9% job market growth rate until 2024 in this area *(Appendix 1, #6).* Upon this advice we would like to create a Producer's Certificate, offering a pathway for students interested in this area of Film and Television.

As a program, we are looking to the future where our student population is increasingly diverse and would like to create courses that reflect that diversity in relation to film and television. Beginning with a *Women in Film* course that explores the intersection of race, ethnicity, gender and class will be our first step in this direction *(SAP#4)*.

In order to grow our program and help increase our retention and success rates, boosting our support staff is key. Adding a new Instructional Assistant Staff Position is essential *(SAP #5)* to improve student learning and achievement by giving students extended access to Film and TV production tools so they can practice and hone their skills outside of class time. Reclassification of our Television/Video Tech and Radio Instructional Assistant from 11 month to 12-month employee is imperative to provide the level of support needed for our program to thrive *(SAP# 6, SAP #7)*.

As the country's unemployment rate has fallen over the past years, job readiness is paramount, especially in the field of media production; cinema, digital media, media for social networks, expansion of non-studio production such as Amazon Studios and Netflix. In a recent study, 9 of the top 25 films schools reside in California, mostly Southern California (*Hollywood Reporter August 2017*). Additionally Chapman University (listed 6th in the top 9 schools) has engaged in operating its own production and distribution company, Chapman University Productions, LLC. . Current Bureau of Labor statistics average growth rate for video camera persons and video editors is 11%- higher growth rate than the national average of 7.5%. This growth is projected till 2024. See section 2.6 for addition data.

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/updating facilities to meet a now growing need for the Film/TV/Media workforce (SAP #2, 5 and 7). It is continual it scope and a key denominator if we are to feed the industry and/or any of the top film schools. Most film schools now employ the latest 4K technology as more feature films are produced with digital technology vs. shooting film.
It is also paramount that we offer curriculum to meet the needs of a fast changing industry. Hence, to that end new curriculum in producing (film producer occupation) is needed and provide a unique offering at the community college level. (SAP # 4)

Our yearly meeting of advisory committee members is made up of industry professionals and prior students working in industry jobs such as *Access Hollywood* –cameraman, *Nickelodeon*- assistant director, *Anaheim Ducks*- cameraman and editor, *Sony Pictures*- asset management, and radio positions at National Public Radio, KFI radio station and KOST Fm.

Media studies- Cinema – Radio-Television is recognized for:
1. The rigor of its media production classes that embellish industry standards.
2. High success rates of transfer students into top film/media programs in California.
3. Strong employment into industry. Students in radio are working at NPR, KFI Radio, Total Traffic, and KOST FM radio, and iheartmedia .
4. Strong Internship program.
5. Diverse course offerings that reflect changing media landscape.
6. Curriculum that reflects real work employable needs.

.9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, pamphlets, etc.), when they were last reviewed, and denote the publication is accurate in all representations of the College and program missions and services. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the internet, please provide a sample of the publication with your program review self-study.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Our new Cinema/TV web is under construction Communications has had a name change to Media Studies. On the College web site it is still called Communications, as is the departmental web site. Secondly the faculty member listed for contact is now retired.
We received grant funds to assist in a new Cinema/TV web site. A contract for services with a web design company has recently been completed and a copywriter and photographer are being secured for assets to the web site. It is our hope to have the web site up and accessible for spring 2018 semester.

Publication	Date last reviewed	Is the information accurate?	URL of publication
Web - Tec Ed-Comm	10/2017	no	http://techneng.fullcoll.edu/communications.html
Communications Film/TV	10/2017	no	http://techneng.fullcoll.edu/tvfilm.html
KBPK	N/A	N/A	http://kbpk.fullcoll.edu/
Tech Ed radio broadcasting	N/A	N/A	http://techneng.fullcoll.edu/radio.html
Tune In web site	11/ 2017	yes	https://tunein.com/

Routing & Response Page
Originator → IMS → Appropriate President's Staff Member → Program Review Chair

Originator

Electronically submit completed Program Review to Division Dean/IMS for review.

Appropriate Immediate Management Supervisor (IMS)
RESPONSE

_____   _____   _____
Printed name of IMS   Title   Date
Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.

☐ | *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:
_____
_____

☐ | *I do not concur with the findings contained in this Program Review (include a narrative explanation):*
_____
_____

Appropriate President's Staff Member
Acknowledging Receipt

_____   _____   _____   _____
Printed Name   Signature   Title   Date
Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.

Bibliography

https://www.bls.gov/   For Labor Dept. information on jobs in CRTV

http://www.pewresearch.org/topics/state-of-the-news-media/ Pew Research center for data on increased jobs in Radio, TV and Film.

http://kbpk.fullcoll.edu/ For alumni of the Radio program at Fullerton College

http://www.nielsen.com/us/en/insights/reports/2017/nielsen-podcast-insights-q3-2017.html

Nielsen Podcast Insights Q3 2017

www.nielsen.com
"Data by Occupation." *Employment Development Department*. N.p., n.d. Web. 18 Nov. 2014.

Schott, Kristen. "ENTERTAINMENT INDUSTRY NEWS." *OC METRO – Chapman Launches Film Production and Distribution Company*. Orange County Register, 30 Mar. 2011. Web. 19 Nov. 2014.

Simmons, Christopher. "California Film and Television Job Creation Act Passes Final Policy Committee - AB 1839 - California Newswire." *California Newswire*. N.p., 25 June 2014. Web. 18 Nov. 2014.

"Top 25 Film Schools in the United States - Hollywood Reporter." *The Hollywood Reporter*. N.p., 30 July 2014. Web. 19 Nov. 2014.

APPENDIX 1

CRTV Advisory Committee
April 30, 2017
Fullerton College Campus

Minutes

Attendees:
> Laura Bouza, Fullerton College Full-Time Faculty
> Jay Goldstein, Fullerton College Full-Time Faculty
> Marie Perez, Fullerton College Full-Time Faculty and Department Coordinator
> Susan Dvorak, Fullerton College Part-Time Faculty
> Dave Echols, Fullerton College Part-Time Faculty
> Carlos Verdugo - Chainsaw Productions
> Colm Melia, Fullerton College Full-Time Staff
> Kevin Montjoy -Anaheim Ducks
> McFlyod Nguyen, Fullerton College Student Representative
> Lisa Carranza, Fullerton College Student Representative
> Pete Villani- Cinematographer, Independent Contractor
> Matthew Noren- VFX Legion

1. The meeting began with a welcome by CRTV Department Coordinator, Marie Perez. She announced that since the last meeting the television studio has become completely HD. The CRTV department is currently planning to launch a new website and alumni database.

2. Attendees introduced themselves and described their connection to the program.

3. Current job market conditions were discussed amongst the committee members.
For the entry level job market, the committee is seeing movement among those getting hired. The most common pathway to achieving employment is by doing an internship first. Interns need to have a car, a cell phone and email. Chainsaw Productions has been hiring students in the Los Angeles area. It is a highly competitive job market. The committee advises job seekers to be available anytime they are called as companies typically add new hires to the bottom of the list and they must be willing to work inconvenient hours to become established. The job market for producers is expected to grow at a rate of 9% from now to 2024.

4. **Current skills considered valuable in this job market** include the knowledge of equipment along with soft skills such as being reliable, punctual, focused, and going the extra mile. The committee recommends that students take the initiative to learn new skills on their own every day. It is important to learn how to handle a professional grade digital cinema camera, in addition to a DSLR. The committee advised that taking a film class will help students learn the value of shooting wisely in this age of digital cinema. Understanding a tapeless workflow, transcoding, grouping, syncing, and transcribing is essential. Transcribing script is a common entry level job. ASA film speed, color temperature and frame rate basics are also beneficial to know. Social media non-disclosure agreements are a factor in media employment. Production assistants or interns will be fired if they post anything confidential about programs they are working on because this falls under breach of contract.

5. **Equipment Considerations**: 4K, LED lighting, and other equipment suggestions were discussed. The committee advised that students would benefit from training on a camera comparable to an Arri Alexa camera. The Blackmagic URSA 4K Digital Cinema Camera was recommended. The committee consensus was that a high end digital cinema camera would give an advantage to advanced students and prepare them for employment**.** In addition to camera equipment, the committee advised Fullerton College to upgrade to LED studio lighting. Student representatives commented that learning how to use the lens and lighting is key. They also pointed out that sound is the most difficult area on student productions and agreed that the Tascam sound equipment needs to be upgraded. For post-production,

students need access to Avid and Adobe Premiere if they want to be an editor. Black Magic Davinci Resolve is also a useful editing tool for post-production. In the television studio, pedestals would be a functional improvement for the studio cameras. A portable cyclorama background would make it possible for production classes to utilize digital backgrounds and virtual sets. Having current equipment will help market Fullerton College to incoming students.

6. **In terms of curriculum**, the Producer's certificate or Pathway was discussed. The committee proposed the importance of offering classes in business, financing, marketing, distribution, script breakdown and storytelling. LA City College and Saddleback College have programs for producing. This is an area of job growth. Skills for an Editor's Pathway were also discussed. It was advised that managing online and offline workflow, editing for trailers and promos, and file management are essential skills to know.

7. Internship Opportunities: The committee's opinion is that the internship class at Fullerton College is extremely valuable. Internships will help students decide what they want to do and give them connections with people in the industry. Interns must have technical skills along with a strong work ethic and positive attitude to succeed. The industry is tight knit and networking is critical.

8. In other business, student representatives shared that the primary reasons they decided to attend Fullerton College included the quality of instruction, practical curriculum, and caring teachers. It was also mentioned that the Communications Seminar was extremely helpful and could be expanded.

Appendix 2

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
ADVISORY COMMITTEE MEETING MINUTES AND DRAFT MINUTES

DATE OF MEETING: Friday, November 3, 2017

LOCATION: Angelo and Vinci's restaurant, Harbor Blvd in Fullerton

COMMITTEE: Radio

MEMBERS PRESENT:

Ken Starkman, Dean, Tech & Eng., FC
Lisa Osborn, News Director, UC SB
Sabina Mora, KCRW
Sean Beneviste, current student
Gil Perez, iheartmedia,(Fullerton College)
Steve Guzman, GoCountry (Fullerton   College)
Chad Kelley, KWVE, (Fullerton College)
Martha P. Hernandez, (Fullerton College)
Peg Stewart Berger, (Fullerton College)

The meeting was held at Angelo and Vinci's restaurant on Harbor Blvd in Fullerton. The meeting got underway at 12:30 pm and adjourned at 2:00 pm

Notes taken by Peg Berger and Ken Starkman

General Department Update and previous minutes content approval

The committee was then updated with the following agenda:

Meeting Topic Question and minutes for remainder of meeting

Call for approval of last year's minutes. The Committee voted to approve.

Call for approval of Radio Program SLOAs. The Committee voted to approve.

Call for reaffirmation of approval for programs before the state. The Committee voted to prompt the State to approve the Radio B N Certificate, Radio BN AA and Sports certificate.

Department updates…and equipment needs by Peg Berger

We got approval for a 255K VTEA grant in 2017. We are currently purchasing digital sound boards and new studio configurations to accommodate the new curriculum before the State. We will be upgrading all production programs, computers, getting new WireReady and Simian set ups, new cameras and networking to resolve current issues in the facility. Installation will happen in early summer 2018 to avoid disrupting instruction.

State of the Broadcast Industry

Currently there are lots of jobs in audio production as well as in broadcasting. Podcasts are up by 12 % according to the Pew research center, points out Peg.

Gil points out that several stations have downsized so employees must be able to do more with less.

CBS Citadel merger discussed.

Still a lot of jobs in news and traffic.

KBPK

The Committee also discussed KBPK's poor signal at 19 watts.
Ed Ford mentioned that the program could obtain translators at a reasonable price to boost the signal (FCC licensed traditional signal) because we do not know if one day Buena Park School District might not allow us to continue our agreement with them.
Ken Starkman mentioned we should do a grant for this. Ken also mentioned a grant to obtain a vehicle for the Radio program.

Peg said she would like a hydrid.

Ed says we should look at a 5 year timeline to boost the signal. Ken said he would support the program seeking funds for this.

Ken says we should consider a 5 year timeline for this project.

Peg stated she would put the issue into the CRTV program review for 2017, to start the ball rolling.

Former Students

Lisa , Gil and Steve are Fullerton College Radio Program students who are working full-time in the LA/OC market.

The meeting adjourned at 2 p.m.

Program Overview

*NOTE: An Academic Year combines the Summer, Fall, and Spring terms (e.g.., Academic Year 2013 includes Summer 2012, Fall 2012, and Spring 2013).

View*: Program Award Detail
Degree / Certificate ▾

Enrollments

	2013	2014	2015	2016	2017
Enrollments	1,470	1,520	1,532	1,356	1,285
Student Headcount	986	1,053	990	892	805
Course Success	63.2%	60.0%	71.3%	71.0%	75.1%
Course Retention	79.9%	76.6%	83.7%	84.1%	86.6%

Program Awards

(NOTE: These are total program awards, not unique students)

	2013	2014	2015	2016	2017
Degree	42	47	47	80	67
Certificate	6	13	14	22	11

Sections

	2013	2014	2015	2016	2017
Active Sections	60	75	82	86	78
Average Section Size	24.4	20.1	18.7	15.8	16.5
Course Fill Rate	99.8%	92.6%	95.0%	88.8%	87.0%
Non-Resident FTES	4.2	2.6	3.7	2.6	2.1
Resident FTES	172.9	178.7	181.9	162.3	154.1
Total FTES	177.0	181.2	185.6	164.9	156.2

Faculty

	2013	2014	2015	2016	2017
Total FTEF	14.1	14.9	15.7	15.2	15.2
WSCH per FTEF	377.1	363.7	355.0	325.4	308.3

Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

Approved by Fullerton College President's Advisory Council and accepted by President Schulz May 2017.

VALUES

Community
We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity
We embrace and value the diversity of our entire community.

Equity
We commit to equity for all we serve.

Excellence
We honor and build upon our tradition of excellence.

Growth
We expect everyone to continue growing and learning.

Inclusivity
We support the involvement of all in the decision-making process.

Innovation
We support innovation in teaching and learning.

Integrity
We act in accordance with personal integrity and high ethical standards.

Partnership
We work together with our educational and community partners.

Respect
We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility
We accept our responsibility for the betterment of the world around us.