## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borenstein</td>
<td>Primary Team Member</td>
<td><a href="mailto:bonnie.borenstein@marin.edu">bonnie.borenstein@marin.edu</a></td>
<td>7435</td>
<td>all</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yolanda Bellisimo</td>
<td>Facilities Committee Co-Chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
<td></td>
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</table>

## III. Vice President of Academic Affairs

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Nick Chang</td>
<td></td>
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</tbody>
</table>

## IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program Overview—Introduction
COMM-2009

**Instructions:** Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

**I. Program Definition**
Outline the unique qualities that define the importance of your program.

The program is designed to provide basic introduction to the fundamentals of mass media theory, history, effects, and current trends for those who are interested in pursuing a career in mass media, and/or for those concerned about the effects of mass media on society.

**II. Program Purpose**
**Pathway:**
Transfer

Briefly describe how your program fits into the pathways you have chosen.

Two major courses, (Introduction to Mass Communications; and Images of Race, Class, and Gender in the Media) provide a foundation for students interested in pursing a four-year degree in communications or mass media/cultural studies or journalism. These two courses are considered to be general education in the field and are required for most communications/journalism majors. For those interested in a career in mass media, these two courses provide a taste of the various professions available.

**III. Students Served**
Briefly outline what students are served in your program.

Students interested in transferring to a four-year program with a major in mass media or communications; students wanting to satisfy GE requirements for an AA or other four-year majors; students interested in better understanding how mass media operate.

**IV. Program History**
Briefly outline the recent history of your program.

Since 2003, the program has made two new full time hires in the Department of Communications, who teach at least 25 to 50 per cent of their load in mass media. Five years ago, the program reinstituted Comm/Jour 160: Images of Race, Class and Gender, after that course had been off the books for several years. The course, which was fully revised in 2007, now meets the UC system's American Culture requirement. In the last five years, the program has also built up its library of media resources, including a decent selection of DVDs and videos. Guest speakers are now regularly invited to address particular current media related issues and to discuss professions.

**Attachments:**
List and briefly describe any attachments

Sample syllabi
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
COMM-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Some students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: Some students

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: To a great extent/ a majority of the students
Transfer Major: A good proportion of the students, but not a clear majority

II. What are your program’s goals for each pathway?
For Transfer GE and Major the main goal is provide a foundation in understanding how mass media function in our society, their importance, and the dangers of the ever shrinking number of outlets.

III. How does your program/discipline help students meet these goals?
Courses provide a venue for students to analyze and criticize popular media forms and content; and to make their own media products.
IV. How do you measure your success?
Rates of successful course completion; enrollment growth; feedback from students in formal and informal surveys; quality/depth of insight of student analysis and projects.

V. How do you make sure your students are able to get through your program in a timely fashion?
The two courses in this program Comm 110/Journ 110 and Comm/Journ 160 are offered every semester.
Student Access and Success
COMM-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

The data for "Communications" is both inconsistent (the enrollment numbers for the demographic breakout are completely different than the enrollment numbers in WSCHGrades); and inconclusive since film courses are not separated out from the media courses.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

☐ Access to student support services (counseling, tutoring, etc.)
☐ Curriculum change
☐ Course scheduling for students needs
☐ New offerings/additional sections
☐ Articulation for transfer or COM GE
☐ Recruitment/outreach
☐ Student/job market demand change
☐ Faculty availability
☐ Facilities & technology
☐ Professional development
Other:

V. Please explain and provide additional details regarding your choices above:
Facilities Questionnaire
COMM-2009

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

Smart classrooms are needed.
Student Learning Outcomes
COMM-2009

Five College Learning Outcomes:
1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates
1. What degrees and certificates does your discipline offer?

   AA in Communications

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline’s requirements for each degree or certificate?

   1. Be able to succeed in a four-year communications/mass media program.

   2. Be "media literate."

   3. Be able to articulate the basic media issues of the day in terms of technology, society, and economics.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

   i. Written, Oral and Visual Communication

      Write research papers.

      Make small films

      Make in-class presentations

   ii. Scientific and Quantitative Reasoning

      Do content analyses of media

   iii. Critical Thinking

      Write research papers

      Make small films

      Make in-class presentations

   iv. Problem Solving

      Ditto
v. Information Literacy
Ditto

II. General Education:
1. Does your discipline offer any classes which count for general education requirements?
   Yes

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:
   i. Written, Oral and Visual Communication
      Comm/Journ 110 and 160
   ii. Scientific and Quantitative Reasoning
      NA
   iii. Critical Thinking
      Comm/Journ 110 & 160
   iv. Problem Solving
      Ditto
   v. Information Literacy
      Ditto

III. Course Level Outcomes:
1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?
   Yes, they include SLOs.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?
   100%

3. Assessment:
   i. How often do you assess these SLOs?
      Every year

3. Assessment:
   ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.
      Yes, we are satisfied.

3. Assessment:
   iii. What improvements have you made or do you plan to make in the future?
      None so far since we recently revised these 2 courses.

3. Assessment:
   iv. What do you plan to assess this year? Who will you assess? How will you assess?
      nothing.
# Faculty Members

**COMM-2009**

## I. Program Faculty

### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
<th>Status:</th>
<th>Shared W/other program(s):</th>
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<tbody>
<tr>
<td>Borenstein</td>
<td>Bonnie T</td>
<td>T</td>
<td></td>
<td></td>
<td>Full-time, tenured Yes</td>
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<table>
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<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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</thead>
<tbody>
<tr>
<td>30.0</td>
<td>00.000</td>
<td>00.000</td>
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</table>

### Years of Service: **8**

#### Specialty:
- Mass Communications/Media, Film, Speech, Drama, English Basic Skills

### Leadership: List involvement in committees or other service

- PAC, UPM Executive Council, Puente Mentor, Latino Educational and Cultural Foundation
- Faculty Advisor, Students for Social Responsibility and Student Legal Affairs Committee
- Funding Review Committee
- Learning Communities

## II. Faculty Members

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
<th>Status:</th>
<th>Shared W/other program(s):</th>
</tr>
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<tbody>
<tr>
<td>Dougan</td>
<td>Michael</td>
<td></td>
<td></td>
<td></td>
<td>Full-time, tenured Yes</td>
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<tbody>
<tr>
<td>30.0</td>
<td>00.000</td>
<td>00.000</td>
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### Years of Service: **7**

#### Specialty:
- Journalism, Mass Media

### Leadership: List involvement in committees or other service

- Academic Senate
- Diversity Committee
- Curriculum Committee
- Study Abroad Committee
- Governance Review Council
- College Council
- Advisor of student newspaper

## Additional Teaching Unit Requests

### III. FT Faculty Needs

Please fill this out ONLY if you are stating a need for new full time faculty in your area.

1. **Please indicate if there are NO FT faculty in your discipline.** Please provide data regarding the length of time this discipline has been without a full time instructor.

2. **Non-availability of part-time instructors in a subject area.** Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. **RETCUM Faculty:** How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?
4. **New FT Faculty:** How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

5. **Reduction in department TUs as a result of FT Faculty retirements or other significant causes?** Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

6. **Other reasons:** Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

7. **Changes in Student Demand:** Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

8. **Current of forthcoming changes** that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

9. **Program Review Findings:** Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

10. **Other considerations:** Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

11. **Shared Resources:** If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Non-Instructional Support Staff
COMM-2009

I. Current Support Staff

List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support:</th>
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<tbody>
<tr>
<td>Mina Namivar</td>
<td>Clerical</td>
<td>37</td>
<td>130 Classes</td>
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</table>

Leadership: List involvement in committees or other service

II. Request for additional **support staff** (clerical, lab tech, IS, comp tech, tutor, etc.)
Program Summary
COMM-2009

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

Excellent retention and success rates
Faculty who are involved in the college governance
Current course content

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).
1. Full time faculty at current levels or increased levels. 2. Smart classrooms. 3. Adequate support for professional development 4. Adequate support for guest speakers and/or class trips 5. Adequate support for independent student research, i.e., computer and/or video-film support

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?
Maintain current level of faculty involvement in curricular and college matters.
Develop discussions with video program on how to integrate curriculum with probable MTA partnership.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?
none

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.
none

VI. Other concluding remarks.
1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.
   No comment

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.
   No requests.

3. Please comment on the faculty and staff sections.
   No requests

4. Other comments