## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact</th>
<th>Responsible for what part</th>
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<th>Date</th>
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<tbody>
<tr>
<td>Frank Crosby</td>
<td>Primary Team Member</td>
<td><a href="mailto:frank.crosby@marin.edu">frank.crosby@marin.edu</a></td>
<td>9364</td>
<td>entire review</td>
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<tr>
<td>Frank Crosby</td>
<td>Team Member</td>
<td><a href="mailto:frank.crosby@marin.edu">frank.crosby@marin.edu</a></td>
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## II. Program Review Committee

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

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<td>Nick Chang</td>
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## IV. Board of Trustees President

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<td>Eva Long</td>
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College of Marin Program Review Signature Page V1 February 2008
Program Overview—Introduction
FILM/VIDEO-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 Film/Video program at the College of Marin teaches students the fundamentals of film and video aesthetics, production, screenwriting, history and studies. Our production courses provide students with a basic understanding in the aesthetics, theory, form and style of film, video and new media production. Under the direction of faculty, students apply this knowledge in the actual process of creating visual images for film, video and multimedia projects. Our film history and studies and writing courses develop students' critical thinking skills and helps them understand how media is used to influence and shape the world in which we live.

II. Program Purpose
Pathway:
Career Tech. Ed.

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

The programs current goals are to: ~ prepare student to for entry-level positions in the film, television, video and multimedia industries. ~ start careers as independent film or video makers. ~ transfer to an upper division university film/video, communications and multimedia programs. ~ teach the students the importance of media literacy.

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

We serve the following types of students: ~ transfer and degree students: We often have transfer and degree students from other programs taking our courses to fulfill their general education and transfer requirements. ~ students with bachelors and advanced degrees who are changing careers or need to add modern-media skills to their existing skills sets. ~ life-long learners who take our courses for personal enrichment and pleasure.

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

The Film/Video discipline was started in the early 1970's. From the 1970's to mid 1990's, the discipline used a one-room school approach to offer a few basic film and video courses that prepared students to transfer to four-year-university-film/video programs or be independent film/video makers. To stay current with industry trends, in the mid 1990's, we moved away from the one-room school approach to offering a set of courses that helped students build skills in specific industry craft areas. For example, instead of offering a generic film or video production, we offered courses in directing, cinematography, editing and sound. In addition, as media and media technology became part of the foundation of students' basic education, we added the teaching of media literacy to some of our classes. A BRIEF HISTORY Since its inception in 1968, the College of Marin Film Program has been a hub of activity and community for students passionate about media. 1970s The film program, under Judy Gartman for 30 years, emphasized the personal and the independent film. The student film festival was instituted; a women's film festival, comprised of student films traveled California. Media Studies instituted by Wendy Blair Slick. Television/broadcasting classes instituted by David Newby for 20 years. 1980s Inception of Cinema Studies classes and animation classes. Frank Crosby hired full time to
coordinate film program. Crosby gets grants and commercial projects for students to participate in. 2000s Kodak grants Frank Crosby funds for College of Marin student filmmakers. Academy of Television Arts and Sciences chooses Sandy Handsher for Faculty Seminar. Television and animation classes discontinued. Frank Crosby is a board member for the Community Media Center of Marin. FILM STUDENT HIGHLIGHTS AND DISTINCTIONS College of Marin film students have gone on to work at Lucasfilm, ILM, PIXAR, have become sound editors and picture editors, and teachers of film in the Bay area and in Los Angeles, and many have continued making their own films. We have had students who transferred and completed their degrees at USC, UCLA, Cal State Northridge, NYU film schools, San Francisco State and Sonoma State Universities. Our students have had their films in festivals, on television and in theaters. Norm Hunter recently completed his feature film Her Best Move, currently at the Tiburon Film Festival. Mitch Gallane’s feature screenplay Parents was produced and plays on the IFC channel. John Harden’s short films have been on National Public Television’s POV series twice and his most recent La Vie D’Un Chien, a parody of Chris Marker’s French film La Jetee, has won competitions at over 30 festivals. Don Lewis writes for Film Threat, an online film journal, and has won at several festivals for his doc short. Lisa Summers has a radio show and a news column about film. More than a dozen screenwriting students have been finalists or won in screenwriting contests, including the Nicholl, sponsored by the Academy of Motion Picture Arts and Sciences, in which Rita Mehler, Peter Frasier, Elizabeth Apell, Sam Fisk were finalists or semifinalists.

Attachments:
List and briefly describe any attachments

None
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.

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: To a great extent/ a majority of the 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: To a great extent/ a majority of the 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: To a great extent/ a majority of the 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: To a great extent/ a majority of the 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: To a great extent/ a majority of the students

II. What are your program’s goals for each pathway?

Basic Skills
To provide students with an opportunity to use what they learn in basic skill classes in higher level and more challenging learning situations.

To help students realize that media literacy is as important as spoken and written language literacy.

Career and Technical Education

Our film/video production course provide students with basic media skills that:

Prepares them for entry-level positions in the film, television, video and multimedia industries.
Prepares them start careers as independent film or video makers.

Cultural Enrichment

To use media to provide students with information, exposure and knowledge of the myriad cultures that have come and gone throughout human history.

To teach students to use media as a form of expression that allows them to share their views and ideas with their communities and the world.

To help students understand the profound affect media has on culture, society, economics, politics and how it affects one's personal life.

Lifelong Learning

To use film, video and new media to challenge students to think about the world around them and open their minds to new and alternative ways of thinking and appreciating our world.
Transfer

To use media to help students develop the critical thinking, writing and organizational skills that helps them complete their AA degree programs.

To give students the critical-thinking and media literacy skills that helps them succeed at four-year universities.

III. How does your program/discipline help students meet these goals?

Basic Skills

Our film studies, history and writing courses offer basic skills students the opportunity to practice and develop their critical-thinking, basic writing and communication skills. For example, in our film history and studies courses, students must develop and write a critical essay. This work requires students to unify what they learn in their English, computer and library classes into a single effort to complete their assignment. In addition, the area of media provides a content-rich field of study that keeps students interested and engaged in the learning process.

Career and Technical Education

We provide a hands-on, skills developing educational experience that helps students gain a solid theoretical and practical media educational experience. For example, during the spring 2009 semester, the Communication 151, Location Video Production class focused on producing a video project for the San Francisco County Department of Health. This project based learning model gave the students an opportunity to combine traditional classroom learning with real world, professional media producing experience.

Cultural Enrichment & Lifelong Learning

Our media studies and history classes are design to give students insights and understanding of various cultures that have been noteworthy since the emergence of cinema in 1885. In addition, we teach students the skills to express their ideas and views by producing their own media projects. Also, we teach students to use new media technology that allows them to present their work to their communities and the world.
Transfer

We provide transfer students with a learning environment and course work that helps them develop critical thinking, organizational, writing and other related academic skills that are in line with skills needed to be successful at four-year universities.

IV. How do you measure your success?

Evaluation of success and retention rates, enrollment trends, anecdotal feedback and information from students and in depth evaluation of students' in class and out-of-class based on each classes student learning objectives.

V. How do you make sure your students are able to get through your program in a timely fashion?

We offer all courses needed to obtain an AA degree in both Film options at least once every two years, as outlined in the most recent Blueprint.

Transfer courses are offered every semester

We offer morning, afternoon and evening classes

We offer two to four weekend classes every semester
Student Access and Success
FILM/VIDEO-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?

Since 2005, our program's retention rate has risen from 90 to 94 percent. In our view the factors that account for this are:

We offer a selection of morning, mid-morning, afternoon and evening classes.

We are one of the few programs that offers at least four weekend classes each semester.

Our classes offer an informative and engaging alternative way to learn about history, culture, politics and society.

Our classes offer an informative and engaging alternative way to develop college level critical-thinking and writing skills.

The use of the internet and media technology gives students easier access to class assignments, content and information. Providing students access to class content twenty-four hours a day, seven days a week is more desirable that the traditional classroom set-up.

See Number Five for Barriers

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.

Since 2005, our program's success rate hovers around 80%. In our view the factors that account for this are:
Our classes offer an informative and engaging alternative way to learn about history, culture, politics and society.

Also, the factors in the Access section apply here.

See Number Five for Barriers

### 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.

All of the factors listed in I and II also contribute to retention.

See Number Five for Barriers

### 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.)
- [x] Curriculum change
- [ ] Course scheduling for students needs
- [x] New offerings/additional sections
- [ ] Articulation for transfer or COM GE
- [ ] Recruitment/outreach
- [ ] Student/job market demand change
- [ ] Faculty availability
- [x] Facilities & technology
- [x] Professional development

**Other:**

V. Please explain and provide additional details regarding your choices above:

See: See Curriculum Sec. Nos.: four and five

http://programreview.marin.edu/ASReport.jsp
Facilities Questionnaire
FILM/VIDEO-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.)

Current facilities meet the program's needs.
Curriculum
FILM/VIDEO-2009

1. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.

Updated course outlines for the following communication course will be completed by April 30, 2010:

108 A through ZZ--------- Film Studies Selected Topics

149---------------------- Film Directing

146---------------------- Film/Video Preproduction

150---------------------- Intro to Filmmaking

151---------------------- Video Production: Shooting on Location

161---------------------- Film and Television Writing

162---------------------- Advanced Film and Television Writing

163---------------------- Screenplay Projects

170---------------------- Workshop in Cinematography

175---------------------- Avid Nonlinear Editing Workshop

182---------------------- Sync-Sound Production Workshop

240---------------------- Advanced Production Projects

In addition, three or four television studio production class outlines need to be updated. Those course numbers are currently not available.
2. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.

See Question four in this section.

3. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

Currently, Frank Crosby is in discussions with the English department on the possibility of developing a Comm/Hum 109 Film History and English 150 learning community. The student learning benefit for the English 150 is that in addition to developing their basic writing skills they will learn critical-think theory and practical application. Student success should improve because the learning community creates an environment in which the students will be able to learn how to merge basic writing and critical-thinking silks. In the learning community students will have the benefit of learning from one instructor who is a basic writing skills specialist, and another instructor who is a critical-thinking specialist. This should improve student access and success.

See question four in this section.

4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

Most educational media literacy specialists believe that a modern society can only be productive, successful and stable if most of its members are functionally literate. For hundreds of years literate was defined as the ability to write and to read and understand texts. In today’s world, this definition of literacy is inadequate. Lee Masterman, educational media specialist, suggests that, "...the visual image is arguably more important than the printed word?yet there has been no corresponding focus on reading the meaning of visual images."

Currently, Frank Crosby and Michael Dugan are beginning the process of developing a Media Studies program for the College of Marin. The College of Marin classroom environment based on learning using print-based materials, the disseminations of information through limited sourced, teacher selected lecturing and students demonstrating the attainment and understanding of knowledge through print-based assignments, verbal analysis and traditional test taking is no longer adequate. We live in a world in which most information is delivered through media and technology. To be functionally literate in today’s world, one must have media processing and decoding skills. These skills are as important as learning to speak and write English! The influence of media and technology is so powerful that it alters the meaning of information; in addition, most people are being conditioned to use media and technology--not print-based modes-- to receive their information. For those who are not media literate, this profoundly limits their access to information and their ability to process and understand it. In education, this creates a learning environment that is not as effective as it needs be. If we do not incorporate media and technology literacy into everyday learning environment, we are not providing the type of educational access our students need to achieve and be successful in academia and in life.

To resolve this issue, we are considering the shift of some Communication program current resources to develop Media Studies program that should be part of the College’s general education requirements.
Media Studies curriculum would:

~ improve student access.

~ improve student success.

~ put our transfer students in a better position to succeed at four-year institutions.

~ make workforce development students more successful in their careers.

~ help basic skills students be more successful in school and in life.

The following is an overview of our plan:

2009-2010 School Year

1. Develop and outline plan in program review

2. Request first stage equipment upgrade: modular studio/field video production equip.

3. Conduct general research on media studies program development

2010-2011 School Year

1. Establish minimum media literacy standards

2. Continue general media studies research
3. Request money for second stage equipment upgrade: video cameras & support

4. Begin revising, updating or new course development for Media Studies program

5. Offer one or two media studies courses

2011-2012 School Year

1. Complete media studies course development

2. Request money for third-stage equipment upgrade if needed: misc. media equipment

3. Develop media studies program best practices

4. Launch Media studies program

5. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

Currently Frank Crosby uses Blackboard in all his classes. This on-line component gives student access to class information and content twenty-four hours a day, seven days a week. In addition, Frank is taking sabbatical next semester to study and develop hybrid class design. The following is an overview of Frank’s sabbatical framework and how it could benefit the district:

The technology and information explosion is altering the basic process of learning. Traditional learning practices of students sitting in classrooms taking notes while teachers give lectures using PowerPoint presentations and white boards, decoding information from textbooks, watching movies on DVD or vhs tapes and completing text on paper assignments are outmoded, marginally productive methods of teaching and learning. I am not suggesting that we do away with these practices: They can still be effective! I’m suggesting that we need to expand the systems we employ to help our students learn. Quality Education Data’s Technology Purchasing Forecast Study, 2004-2005 reveals that forty percent of K through 20 school districts use one or more types of learning technology. Other data indicate that the use of learning technology to reinforce the information teachers present in the classroom dramatically improves students’ performance and achievement in all subjects. Franklin J. Boster, professor at Michigan State University and president of the research firm Cometrika, suggests that students learn more because learning technology captures and holds their attention more effectively than traditional learning practices. In addition, new learning technology makes teachers more effective in that it allows them new ways to model and explain
content. Currently, the College of Marin's deployment of educational technology consist of:

1. The uncoordinated, unmonitored use of an outdated course management system, WebCT to offer a mishmash of online courses and traditional classes that use the program as a class enhancement.

2. A collection of classrooms that have old vhs/DVD players and computers linked to LCD projectors and some times the internet. These rooms are known as "smart classrooms."

3. A small number of computer labs. The equipment and software in most labs is outdated.

4. A few classrooms with multiple computer stations.

We are a small community college district that will always face the challenge of keeping educational technology current and providing adequate help desk support and training with money and resources that are insufficient. The current state of our educational technology efforts remain uncoordinated and lacks sufficient policy and a plan to guide these efforts. There is an attempt to reconstruct our technology plan; however, this kind of district-wide planning is often too general to be of direct benefit to teachers in the classroom. Yet, as teachers in the classroom, my colleagues and I need help and support, now! As an individual faculty member in a district of several hundred people, I cannot change or shape educational technology district policy and planning by myself. However, under the conditions that exist, there are a few things I can do to improve the use of educational technology in courses that I teach. In addition, my effort may, in some small way, benefit my colleagues and the district in the future.

For my sabbatical independent study, I plan to study online and hybrid class theory and design and create a template for hybrid courses that focuses on the use of combining traditional classroom methods with course management programs (Blackboard/WebCT, Moodle, Angel, Sakai) and new media such as digital motion picture imaging, still imaging, audio and the internet.

6. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

Not at this time.
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?

A.A. in Communications, Filmmaking Option

A.A. in Communication, Screenwriting Option

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?

The current goals are to help students:

obtain entry-level work in the film, television, video and multimedia industries.

start careers as independent film or video makers.

transfer to an upper-division university film/video, communications and multimedia programs.

understand the importance of media literacy.

use modern media technology to express and present their ideas and views clearly and effectively.

develop the ability to collect information from various resources, organize and process the
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

Students are required to demonstrate subject competency by completing assignments and course work that requires them to express their views in written, oral and visual form. For example, students in the film studies course must complete a written essay that demonstrates they have developed the skills that enables them to:

Select a topic

Narrow the focus of the topic to a few specific elements

Collect information on the topic from a number of sources

Use this information to develop their own ideas, viewpoints and conclusions

Express their thoughts in writing that is clear, focused on the topic, well-organized and demonstrates a level of competency at the college level.

ii. Scientific and Quantitative Reasoning

N/A

iii. Critical Thinking

Students are required to develop the ability to collect information, process the information and develop a conclusion. In these activities importance is placed teaching the students to focus on facts, not assumptions, and to resist the practice of formulating a conclusion or opinion based on incomplete information. For example, in our Forced Meaning exercise, an image that resembles a human face is projected on a screen. The students are directed to identify the image based on what they see on the screen. When students attempt to identify the image, most draw the wrong conclusion: What appears to be a face is actually a rock formation. Afterward, the students are taught methods of observation, analysis and problem-solving that helps them develop the skills to become better processers of information.

iv. Problem Solving
See Critical Thinking

v. Information Literacy

Most of our classes use digital technology, computers, media technology and the internet in the everyday learning environment. This requires the students to collect and process information and content from a number of information streams.

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/Hum 109-A, History of Film: Beginning to 1950

   Comm/Hum 109-B, History of Film 1950 to Present

   Comm 108 A-ZZ, Film Studies: Selected Topics

   ii. **Scientific and Quantitative Reasoning**

   iii. **Critical Thinking**

   Comm/Hum 109-A, History of Film: Beginning to 1950

   Comm/Hum 109-B, History of Film 1950 to Present

   Comm 108 A-ZZ, Film Studies: Selected Topics

   iv. **Problem Solving**

   Comm/Hum 109-A, History of Film: Beginning to 1950

   Comm/Hum 109-B, History of Film 1950 to Present

   Comm 108 A-ZZ, Film Studies: Selected Topics

   v. **Information Literacy**

   Comm/Hum 109-A, History of Film: Beginning to 1950

   Comm/Hum 109-B, History of Film 1950 to Present
III. Course Level Outcomes:
1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

All course outlines have student learning outcomes (SLO’s). This year (2010) we will update most of our course outlines. During this process will be reviewing and revising SLO’s.

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

All full‐time faculty include SLO’s in course syllabi; in addition, this information is posted on the home page of all class web sites using the Blackboard classroom management software program.

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

   At the end of every semester, faculty evaluates student success and to what degree did the students achieve course SLO’s.

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.

In our general education courses, Comm/Hum 109 A & B, students have a critical‐thinking assignment that requires them to do the following:

Select a Topic.

Collect information and data on the topic using traditional print and new media/digital sources.

Identify the topic information that is most important and interesting, factual, specific and where the source of the information can be validated.

Evaluate the information and develop their own points‐of‐view, opinions, insights and conclusions.

Organize and present the information along with their thoughts and conclusions in the form of a written essay.

Our evaluation of this work is that approximately twenty‐five to thirty‐five percent of the students have critical-thinking, organizational and writing skills that allows them to successfully complete
college-level writing assignments.

3. Assessment:
   iii. What improvements have you made or do you plan to make in the future?

   To help students develop their critical-thinking and writing skills in our general education courses, we have created weekly on-line discussion forums: Each week the instructor develops a discussion question that requires the students to use critical-thinking skills to formulate an answer to the question. Students posts their responses on the class web sites. Each week the students exchange ideas and consider the merits and issues of the weekly topic by reading and responding to the posts of their class mates. We believe that having the students to participate in activities that require them to use and develop critical-thinking skills weekly will help more student develop college-level critical-thinking and writing skills.

3. Assessment:
   iv. What do you plan to assess this year? Who will you assess? How will you assess?

   We plan to continue and refine our focus on critical-thinking SLO’s:

   We will continue to work with our general education students.

   We will assess their work on the on-line discussion forums and writing assignments.
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Instructional Equipment Committee, IPC, and Budget.
Please enter items that will be used over a period of semesters BY STUDENTS. (Note: These should be NEW items that you are requesting one time only - not ongoing or consumable. Ongoing and consumable requests go under "Other Instructional Equipment". Technology-related requests should go under "Technology Requests".
Select whether the item is less than or more than $200 each. If you are a large discipline with several areas, please include which area this item is for. Include Tax, Shipping and Handling in the total cost for each item.

I. Instructional Equipment/Materials Requirements

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<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
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</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>7 Classes</td>
<td>Over $200 Each</td>
<td>Film/Video &amp; Journalism</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
ASW G500 Anycast Station Live Content Producer: Video field/studio production unit

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$16,000.00</td>
<td>$1,350.00</td>
<td>$200.00</td>
<td>$17,550.00</td>
</tr>
</tbody>
</table>

One-time expenses: (e.g. construction, electrical, installation)
None

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)
None

Item to be shared with the following Department/Program: (Include any shared expenses)
Shared by Film/Video & Journalism

The content producer costs: $15,000.00.
The Film/Video program has raised $6,000 to help pay for the equipment.
The following is a breakdown of how we hope to pay for the equipment:

Film/Video contribution-------------------------------- $6,000
Film/Video Instructional Equip request---------------------$5,000
Journalism Instructional Equip Request---------------------$5,000

$16,000 Total

Again, to be clear: The Film/Video and Journalism are both requesting $5000 to purchase the equipment. This totals $9,000 dollars. We will add to this the $6,000 dollars raised by the Film/Video program. Together this will give us enough money to buy the equipment.

Do you have space for this equipment? Yes
**Justification for Item (See Rating Rubric)**

1. **Indicate how important this item is to the life of your discipline.**
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   Justification "A" is most appropriate to our situation: we can teach our courses without this equipment; however, as our equipment ages, providing first-rate educational environment for our students becomes more difficult.

Film/Video and Journalism have not had equipment upgrades in the past five years. We need this equipment to provide the best and most effective educational experience for our students.

2. **Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)**
   - Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
   - No

3. **How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?**

   Currently, most of our production classes are based on the students using motion picture film and single camera film style video production. Motion-picture film is expensive to purchase and process and single camera video production forces students to do most of their work outside of class and alone. Even though this learning situation has been productive, we can improve our learning environment. This equipment will improve student access in the following ways:

   Because of the cost of motion-picture film, a number of students, especially students in underserved and in economically-challenged communities cannot afford to take our classes. Having this studio equipment makes our classes affordable to all students.

   This studio/field equipment allows us to create in-class learning communities that allows the students to learn in teacher led cohort groups.

   This equipment will enable instructors to work with larger classes and have more productive student/teacher contact.

   It will allow us to develop a media studies program and learning communities with Journalism.
4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

The information noted in question three of this section also applies to this question.

Annually, one hundred to one hundred and thirty student will benefit from this equipment.

It will enable existing students to enhance their educational experience.

This equipment will allow us to provide access to newer information technology and media equipment. New media equipment and educational opportunities it creates will attract new students.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

This equipment will improve student critical thinking and problem-solving skills; we can, in addition, increase students exposure to information and media technology; We can teach them to be more informed and literate media consumers and users; we can offer high-quality instruction that combines the development of students' critical-thinking skills; finally, we can prepare students to meet the challenges of technology based learning environments and a life in which media and technology play an essential role.

In addition, it provides curricular diversity that use a combination of the study of art, basic skills, media, history, politics, economics, culture and technology as an alternative method to teaching critical-thinking skills and meeting some general education requirements.

By adding this equipment to the learning environment, we project a 5 to 10 percent increase in the number of students taking film/video and journalism courses.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

We will use student enrollments, success, access and retention to measure the results of using this equipment. In addition, instructors will evaluation students' class assignments to ensure that students are learning effectively.
Additional Justification for this item:

See media studies program: Curriculum section, No. three
Faculty Members
FILM/VIDEO-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>
</tr>
</thead>
<tbody>
<tr>
<td>Crosby</td>
<td>Frank D</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Status: Shared W/other program(s):
Full-time, tenured No

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>18</td>
<td>00.000</td>
<td></td>
</tr>
</tbody>
</table>

Years of Service: 11
Specialty: Film/Video/Media: aesthetics, history, production, studies
Screenwriting Media Literacy and Studies

Leadership: List involvement in committees or other service
Committees ~ Educational Master Planning ~ Technology ~ Distant Education and Technology Assisted Learning Taskforce Community Media Center Project -- Leadership and Facilitator Board Member, Community Media Center of Marin

II. 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?

http://programreview.marin.edu/TUReportFaculty.jsp
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
### FILM/VIDEO-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>
</tr>
</thead>
<tbody>
<tr>
<td>Jon Gudmundsson</td>
<td>Lab Tech</td>
<td></td>
<td>27</td>
<td>4 Classes</td>
</tr>
</tbody>
</table>

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

- Media Services ~Instructional Equipment

### II. Request for additional support staff

(To support: clerical, lab tech, IS, comp tech, tutor, etc.)
Program Summary
FILM/VIDEO-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.

The Film/Video program's best practices are:

the use of media and media technology in everyday learning to help our students achieve and be successful.

helping students understand that the development of media and visual literacy skills is as important as obtaining good language skills.

the teaching of team building and networking skills that enable students to function in small work groups and learning communities; in addition, it helps prepare them for real-world work environments.

offering classes on days and times that is most convenient to students.

The lack of educational diversity is a district-wide problem. In particular, the number of African-American students attending COM seems low when compared to the percentage of African-Americans living in Marin County and the overall bay area. In an effort to encourage more African-Americans to enroll at COM, one of our faculty will participate in the College of Marin Night in Marin City.

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).

To achieve our media literacy objects, we will need to purchase media and visual literacy programs and classroom aids.

District wide we still need an instructional technology strategic plan, and the resources to ensure
that the use of media and media technology is used in the everyday learning environment.

From a program standpoint, during the next three to five years to stay up-to-date, meet our objectives and to attract students, we need to upgrade our equipment. The first step in this upgrading process is to update the equipment in the TV studio (see instructional equipment request).

**III. Moving Forward Objectives (Planning)**

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

As stated in Student Learning Outcomes, our end-of-the-semester review and grading of students written work in our general education courses indicates that student critical-thinking and writing skills need improvement. To improve students' critical-thinking and writing skills, we developed weekly on-line discussion forms. In this activity the students learn to use new media technology to complete writing assignments that enhance their critical-thinking and writing skills.

**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?

Due to the district’s lack of a coordinated, cohesive review and evaluation policy and procedure that involves faculty, staff, administration, students and the board in the decision-making process, the film/video program was never given an opportunity to present the media center project to the district stake holders. As a result, many of the vested parties were never given the opportunity to make an informed decision as to whether or not it was a good idea to bring the media center to the college. The window of opportunity has closed and the media center will not be on the Kentfield campus. This is an unfortunate loss to the district. This situation places the Film/Video program in a position in which our plans to create a workforce development program and to work Marin County high schools must be placed on hold: Without the media center on campus, we do not have necessary media equipment to create these programs. Currently, Film/Video faculty and students from the Cinema League Club are raising money to help purchase equipment for our TV studio. If we can get this equipment, it places us in a position to reconsider our plans.

In the 2008 Program Review, we requested money to buy a small video camera to use in class room instruction and for student location shooting. At the end of the Fall 2009, we received approval to purchase the camera. Since we have yet to purchase the equipment, it has not had an impact.

**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.
We are requesting money that we will combine with money we have already raised to purchase video production equipment.

As stated, we need this equipment to:

to stay up-to-date, meet our objectives and to attract students.

develop a media studies program.

maintain a learning environment that helps students meet SLO’s and educational objectives.

to establish learning communities with the Journalism program and with other educational institutions.

to give students from underserved and disadvantaged communities the opportunity to learn.

**VI. Other concluding remarks.**
Department Chair Comments
FILM/VIDEO-2009

1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.
   The film program curriculum is in need of serious revisions, but it cannot be a top of the line program without top of the line technology, or at least technology that get us to the year 2000.

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.
   They are vital if the program is to continue.

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

4. Other comments