# Signature Page

## FILM/VIDEO-2008

### I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Specialty</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank Crosby</td>
<td>Coordinator/Professor, Film/Video Program</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>
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</thead>
<tbody>
<tr>
<td>Derek Wilson</td>
<td>Chair of Budget Committee</td>
<td></td>
<td></td>
</tr>
<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>Erik Dunmire</td>
<td>Facilities Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yolanda Bellisimo</td>
<td>Institutional Planning Committee/</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academic Senate President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nick Chang</td>
<td>Instructional Equipment Committee (and Other Expenses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sara Mckinnon</td>
<td>SLO Coordinator and Chair of The Program Review Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joetta Scott</td>
<td>Student Access and Success Committee</td>
<td></td>
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### III. Vice President of Academic Affairs

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

### IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phillip Kranenburg</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program Overview–Introductory Report

FILM/VIDEO-2008

I. Program Definition
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

Primary Goal: Career/Work Training
Secondary Goal: Degree/Transfer
Other Goal: Teaching New Media Literacy and Lifelong Learning

Primary and Secondary Goals Description:
The program's current goals are to:
~ prepare students 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 students the importance of media literacy.

III. Students Served
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
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 Screenwriting classes added to offerings, taught by Sandy Handsher for 25 years. Film appreciation and film history classes become part of the film program, jointly with Humanities.

1990s 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 negotiates with Comcast and Marin Telecommunications agency to create a community media center at the Kentfield campus.

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.

V. Attachments
I. Program Enrollment

How has this changed?

<table>
<thead>
<tr>
<th>FTES</th>
<th>change from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fa03</td>
<td>Fa06</td>
</tr>
</tbody>
</table>

Why has this occurred?

FILM/HISTORY AND STUDIES (see FV Hist-Studies WSCH/FTES Comparison Attachment 1)

Although there is no specific data to pinpoint why film history and studies class enrollments are on a fall semester uptrend while state-wide and across the district there is a downtrend, there is some anecdotal information that students take these classes because:

~ they meet general educational requirements.
~ they are an informative and engaging alternative way to learn about history, culture, politics and society.
~ the use of the internet and media technology gives students easier access to class information, the ability to replay recordings of classroom lectures, and allows on-line testing is more desirable than the traditional classroom set-up.

How can the positive results be maintained or the negative results be improved?

We need to keep class material up-to-date and fresh. In addition, we must discover better and more efficient ways to use the internet and media technology in the learning process.

If there are courses you wish to highlight, please describe changes and trends.

<table>
<thead>
<tr>
<th>FTES</th>
<th>change from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fa03</td>
<td>Fa07</td>
</tr>
</tbody>
</table>

Why has this occurred?

Even though we do not have specific specific data from the College of Marin Office of Research, there is a fairly clear indication that enrollment in the film/video production classes declined about 30% between Fall 03 and 06. However, even though film/video WSCH/FTES is below the state-wide average, film/video production WSCH/FTES is on an uptrend for Fall 06 while statewide there is a downtrend.

The reasons for the drop in production class enrollments are as follows:

COMM 150, Beginning Film Production is the entry/first class that most of our students take. After completing the 150 class students go on to take many of the other production classes. As a result, COMM 150 is the feeder for all other classes in this area. Because 150 enrollment numbers have continued to decline since 2003, there have not been enough students feeding to the other classes to keep their enrollments at expected levels.

Enrollment Decline Analysis

Because the College of Marin's Office of Research and the Chancellor's Office does not breakout specific data for the Film/Video Program, we only have minimal data to support the following claims:

The observations of film/video instructors is that since the Fall 03 semester there has been a significant drop in enrollments in students twenty-seven years old and up. Furthermore, it appears that the biggest reduction has been in male students in this age group. From the District's data, this trend is happening college wide. For example, District wide the following demographic changes have happened:

~ Over the past five years there has been a drop in the following age groups:

<table>
<thead>
<tr>
<th>Male Age Group</th>
<th>Percentage Drop</th>
</tr>
</thead>
</table>
From Fall 02 to 06 in Communications, there was an 11.3 percent drop in the number of male students.

We also believe that the media's interpretation of the administrative and political conditions at the College has had a negative effect: The College of Marin presented in the media is a bleak, technologically backward place devoid of students, where the administration, faculty and staff are in turmoil. To most Marin County residents, the College appears to be a place where nothing positive happens. Since the media is so pervasive in shaping the attitudes and opinions of the general public, it is safe to assume that the media’s negative characterization of the College contributes to declining enrollments.

Lack of program review and inconsistent budget and instructional equipment review and allocation process made it impossible to upgrade media equipment. As a result, the program was not able to keep pace with what other colleges offer and with industry standards.

From Fall 02 to Fall 06, the cost per unit paid by students jumped from $11 to $26. In 2002, the COMM 150, a five unit class, costs a student $44 to enroll. By Spring of 2005, a student had to pay $104 for COMM 150--a 136 percent increase in just three years! It seems that many students were unwilling pay to take an elective class that had a dramatic increase. For example, Fall 02 semester the program had 54 students enroll in 150 at $11.00 per unit. Over next few semesters, as the cost per unit rose, enrollment continued to decline to a point that for the Fall 05 semester 25 student enrolled in 150 at a cost of $26.00 per unit. Moreover, all of the film/video production classes are electives. As the cost of attending the College increased, it appears that students enrolled in fewer and fewer elective classes.

See Cost per Unit/Enrollment Comparison Chart-- Attachment 3

Furthermore, the Dot Com bust and overall economic downturns negatively affected media industry employment. This, in turn, discouraged people from taking classes.

Finally, even though the end result of the aforementioned conditions is a drop in film/video production class enrollments, it is important to note that these conditions and factors are beyond the control of the program.

**How can the positive results be maintained or the negative results be improved?**

To address this situation, the Film/Video program plans to:

- shift some of the programs resources and curriculum to media literacy based education. It is important to make students and district realize the importance of media literacy as a key component in basic educational.
- use media literacy classes to appeal to the largest population block at the college:

<table>
<thead>
<tr>
<th>Group</th>
<th>% COM Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 to 24</td>
<td>33%</td>
</tr>
<tr>
<td>Women</td>
<td>59.5%</td>
</tr>
</tbody>
</table>

- offer more online and distant educational opportunities
- offer more classes that meet California State University and College of Marin general educational requirements. Media literacy classes would fall under these areas. In addition, some of the program's current classes should be adjusted meet current requirements for Communications and Analytical Thinking.

**WORKFORCE DEVELOPMENT/CROSSWORKING**

From information obtained from the California Community College Economic and Workforce Development Multimedia and Entertainment Initiative, if we redirect some of our resources to workforce development, we may be able to improve student achievement and success. This is accomplished by partnering with business and industry to create learning and career opportunities for our students.

**If there are courses you wish to highlight, please describe changes and trends.**

**II. Faculty Units**

**III. Demographic Trends**

**Demographic Changes**
How has the total of Students changed
Why has this occurred?
Not applicable: College of Marin does not generate demographic data for the film/video program.

How can the positive results be maintained or the negative results be improved?

Demographic Changes
How has the total of Students changed
Why has this occurred?
Not applicable: College of Marin does not generate demographic data for the film/video program.

How can the positive results be maintained or the negative results be improved?

VI. Student Retention Rates
Student Retention Rate Within The Program (All courses combined)
Retention: % of students completing courses (First Census Roster/Final Grade Roster Total)
Retention has
Increased by 7 %

Why has this occurred?
In the period between this update and the last program review, there are no significant changes to report.
The combination of more personal contact and the use of instructional technology, the internet and a hybrid
class model give the students better access to learning materials and information. It is important for the
district to understand that the use of new media technology in the learning environment is essential to
improving student access and success.

See Retention Rate Comparison-- Attachment 4

How can the positive results be maintained or the negative results be improved?
The program's instructors will continue to maintain a personal connection with students and find ways to improve
the use of technology in the learning environment.

If there are courses you wish to highlight, please describe changes and trends.
In the last program review, it was reported that: In most of the courses Frank Crosby teaches, his lectures are
recorded and made available to students via podcasts. Podcasting helps students with learning disabilities be
more successful in the learning environment. Since the last report, due to the lack of tech support, equipment
and IT infrastructure and distance education and instructional technology policies, it has become very difficult
for Frank Crosby to make podcast of his lectures available to his students.

VII. Student Success Rates
Student Success Rate Within The Program (All courses combined)

Why has this occurred?
Same as Retention

See Success Rate Comparison-- Attachment 5

How can the positive results be maintained or the negative results be improved?
Same as Retention

If there are courses you wish to highlight, please describe changes and trends.

VIII. Certificates, Degrees, and Transfer
How has the number of awarded changed from
Why has this occurred?
College of Marin's Office of Research, did not provide Film/Video Department with data on Degree and Transfer.
There is anecdotal information that suggests that most of our students who transfer to four-year institutions
end up at San Francisco State, UC Santa Cruz and Chapman University.
How can the positive results be maintained or the negative results be improved? If there are courses or awards you wish to highlight, please describe changes and trends.

**IX. Justification**

**Evidence:** What data or evidence supports your projected requirements?
None

**Attachments:**

College of Marin Program Review Student Access and Success • AS v.2 June 2008
I. Projected Course Actions Report

<table>
<thead>
<tr>
<th>Action</th>
<th>Course ID</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>NA</td>
<td></td>
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</tbody>
</table>

Revision  
All Courses  
Change Course Headings

Currently all Film/Video courses use the Communication Department class heading of COMM, this practice results in the following issues:

~ According to the College of Marin Office of Research as long as the Film/Video program continues to use the COMM heading, it will not be able to provide the same detailed data that it gives to other programs. Unless the class heading is changed, the Film/Video program data will be combined with all other classes that use the COMM heading. This prevents the Office of Research from providing the program with the data it needs to evaluate its efforts.

~ The COMM class heading will not reflect the nature or the variety of our class offerings as we make changes to the program.

To resolve these issues, within the next twelve months the program plans to change its class heading to one of the following:

~ CART-- Communications Arts
~ CMAT-- Communications Media Arts
~ MART-- Media Arts

Addition  
COMM 108  
Film Studies Selected Topics

If possible, the COMM 108 courses should be cross-listed with Humanities. This would make the courses more accessible to a wider range of students.

II. Projected Certificate/Degree & Other Actions Report

<table>
<thead>
<tr>
<th>Category</th>
<th>Action</th>
<th>Total Courses</th>
<th>Total Units</th>
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</thead>
<tbody>
<tr>
<td>Certificate, 0-17 units</td>
<td>Addition</td>
<td>6-9 Courses</td>
<td>10</td>
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</table>

Certificate/Degree Title:
Media/Entertainment Pathway to Higher Education and Career Development: a partnership between College of Marin and local highschools.

<table>
<thead>
<tr>
<th>Category</th>
<th>Action</th>
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<th>Total Units</th>
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<tbody>
<tr>
<td>Degree</td>
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Certificate/Degree Title:
Media Literacy

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<th>Total Units</th>
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<tr>
<td>Degree</td>
<td>Revision</td>
<td>1-5 Courses</td>
<td>15</td>
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</table>
Certificate/Degree Title:
Communications AA Degree: Film, Video, Media Studies Option

III. Attachments

Evidence: What data or evidence have you provided? Please briefly describe.
Media Literacy Framework------------------------ Attachment 6
Employment Trends-------------------------- Attachment 7
Crossworking------------------------------------ Attachment 8
Crossworking: Impact on Community Colleges----- Attachment 9

Attachments: Description of attachment formats (file type, hard copy, etc.)
Hard copy of all attachments

College of Marin Program Review Curriculum and Articulation Report• CG v.2 June 2008
# Instructional Equipment and Materials Report

## Film/Video-2008

## I. Instructional Equipment/Materials Requirements

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<th>Support</th>
<th>Application</th>
<th>Instruction</th>
<th>Access</th>
<th>Outcomes</th>
<th>Assessment</th>
<th>Evidence</th>
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<tbody>
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<td>6</td>
<td>Classes</td>
<td></td>
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### Expense Item:
Hi-Definition Digital Video Camera

### Shared With:
Journalism

### One-time Expense:

### On-going Expenses:

### Additional Justification for this item:

<table>
<thead>
<tr>
<th>Priority</th>
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<th># of</th>
<th>Support</th>
<th>Application</th>
<th>Instruction</th>
<th>Access</th>
<th>Outcomes</th>
<th>Assessment</th>
<th>Evidence</th>
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<tbody>
<tr>
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### Expense Item:
Bogen / Manfrotto 190XDB 3-Section Tripod (Black) with 501HDV Fluid Head
## On-going Expenses:

### Additional Justification for this item:

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<thead>
<tr>
<th>Priority</th>
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<th>Support</th>
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<tbody>
<tr>
<td>High</td>
<td>New</td>
<td>Request 3</td>
<td>Classes</td>
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</tbody>
</table>

### Application:  
- Can provide maintenance  
- Has space for equipment  
- Basic Skills  
- Cultural Enrichment  
- Transfer Support  
- Career Support  
- Program rationale  
- Data and evidence will be used

### Instruction:  
- Needed to improve Health & Safety  
- Has space for equipment  
- Basic Skills  
- Cultural Enrichment  
- Transfer Support  
- Career Support  
- Program rationale  
- Data and evidence will be used

### Access:  
- Essential to student learning  
- To meet Industry standards  
- A plan has been developed

### Outcomes:  
- To meet Industry standards  
- A plan has been developed

### Assessment:  
- Data and evidence will be used

### Evidence:  
- Data and evidence will be used

### Unit Cost  
- 1447.0  
- Qty: 2  
- Tax: 0.0  
- S&H: 115.76  
- Total Cost: 3009.76

### Expense Item:  
20" iMac w/2GB RAM, 320 GB HD, and AppleCare

### Shared With:  
- Journalism

## One-time Expense:

### On-going Expenses:

### Additional Justification for this item:

<table>
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<th>Priority</th>
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<tbody>
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<td>New</td>
<td>Request 6</td>
<td>Classes</td>
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</table>

### Application:  
- Can provide maintenance  
- Has space for equipment  
- Basic Skills  
- Cultural Enrichment  
- Transfer Support  
- Career Support  
- Program rationale  
- Data and evidence will be used

### Instruction:  
- Needed to improve Health & Safety  
- Has space for equipment  
- Basic Skills  
- Cultural Enrichment  
- Transfer Support  
- Career Support  
- Program rationale  
- Data and evidence will be used

### Access:  
- Essential to student learning  
- To meet Industry standards  
- A plan has been developed

### Outcomes:  
- To meet Industry standards  
- A plan has been developed

### Assessment:  
- Data and evidence will be used

### Evidence:  
- Data and evidence will be used

### Unit Cost  
- 1600.0  
- Qty: 2  
- Tax: 0.0  
- S&H: 150.0  
- Total Cost: 3350.0

### Expense Item:  
Mini HD Camcorders

### Shared With:  
- Journalism

### One-time Expense:
On-going Expenses:
Additional Justification for this item:

II. External Funds/Resources

<table>
<thead>
<tr>
<th>Allocation</th>
<th>Source of Funding</th>
<th>Funding Cycle</th>
<th>Funding Duration</th>
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</thead>
</table>

III. Student Material Fees Funds

Description of required materials:
DVD and Mini DV tapes for student's projects for production

Reason for Proposed Increase:

Current Fee: $7.5

Proposed Fee: $0.00

IV. Expense Justification

Evidence: What data or evidence have you provided? Please briefly describe.

Attachments: Description of attachment formats (file type, hard copy, etc.)
## I. Office Supplies, Materials and Equipment

<table>
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<th>Qty.</th>
<th>Tax</th>
<th>S&amp;H:</th>
<th>Total Cost:</th>
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<td>5 Classes</td>
<td>Instructional Supplies Account</td>
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<td>1</td>
<td>0</td>
<td>0.00</td>
<td>1000.0</td>
</tr>
</tbody>
</table>

**Shared With:**

One-time Expense:

On-going Expenses:

For maintenance of our equipment

| None     | 9 Classes    | Travel Fund                | 600.00     | 1    | 0   | 0.00  | 600.0       |

**Shared With:**

One-time Expense:

On-going Expenses:

## II. Non-Instructional Expenses

## III. Other Student Expense

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<th>Priority</th>
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<th>Description</th>
<th>Projected Expense</th>
<th>Proposed Fee</th>
<th>Reason for Expense:</th>
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</table>
Each year it is important to do routine maintenance on our film/video equipment.

None
## Faculty Unit Allocation and Support Staff Report

### I. Program Faculty

<table>
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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
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<tr>
<td>Crosby</td>
<td>Frank</td>
<td>Full-time, tenured</td>
<td>11</td>
<td>36</td>
<td>00.000</td>
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**Specialty:**
Film/Video/Media: aesthetics, history, production, studies  
Screenwriting  
Media Literacy and Studies

**Leadership:**

- 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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
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</thead>
<tbody>
<tr>
<td>Handsher</td>
<td>Sandy</td>
<td>Retired in past 5 yrs.</td>
<td>20+</td>
<td>6</td>
<td>00.000</td>
<td></td>
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**Specialty:**
Film/Video: aesthetics, history, studies  
Screenwriting

**Leadership:**

### II. Instructional Support Staff

<table>
<thead>
<tr>
<th>Name: Last, First</th>
<th>Purpose:</th>
<th># of Supported</th>
<th>Hrs. per wk.</th>
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</thead>
<tbody>
<tr>
<td>Jon Gudmundsson</td>
<td>Lab Tech</td>
<td>4 Classes</td>
<td>27</td>
</tr>
</tbody>
</table>

**Leadership:**

Media Services  
~Technology Committee~Instructional Equipment
III. Teaching Unit Requirements

Teaching Units: 35.000

Health and Safety

Scheduling

Title 5

Waitlists

Specialty:
Film, Video and Media: aesthetics, production, literacy, screenwriting, history and studies

Media/Entertainment Higher Ed and Career Pathway Program

Other:

IV. Projected Staff Requirements

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Hours Per Week</th>
<th># of Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Tech</td>
<td>20</td>
<td>17 Classes</td>
</tr>
</tbody>
</table>

Justification:

Purpose             | Hours Per Week | # of Supported |
Lab Tech             | 25             | 12 Classes     |

Justification:
Lab Tech is needed to help maintain our program's equipment, handle student equipment check out and check in and to support the learning environment.

V. Faculty Requirements

1. No full time instructors in the subject area.
2. Non-Availability of part-time instructors in a subject area.

3. Reduction in department Teaching Units as a result of full-time faculty retirements or other significant causes.
4. Recent or forthcoming growth as a result of additional sections of classes to enrollment demands.

5. Temporary growth in department Teaching Units as a direct result of a short-term grant or other interim resource.

6. Current or forthcoming changes that illustrate the immediate need of additional full-time faculty within this department.

7. Program Review findings.

8. Other considerations.

VI. Attachments

Evidence: What data or evidence have you provided? Please briefly describe.

N/A

Attachments: Description of attachment formats (file type, hard copy, etc.)
### Facilities General

**FILM/VIDEO-2008**

**I. Current Offices** (For the Program/Department, Faculty and Staff)

<table>
<thead>
<tr>
<th>Office</th>
<th>Use</th>
<th>Shared Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC 57</td>
<td>Faculty, Full-time</td>
<td>N</td>
</tr>
<tr>
<td>LC 80</td>
<td>Support Staff</td>
<td>No</td>
</tr>
<tr>
<td>LC 84</td>
<td>Faculty, Adjunct</td>
<td>No</td>
</tr>
</tbody>
</table>

**II. Preferred Instructional Rooms** (Classrooms, Labs and Instructional Spaces)

<table>
<thead>
<tr>
<th>Room</th>
<th>Type</th>
<th>Sections/Year</th>
<th>Students/Section</th>
<th>Subject</th>
<th>Course#</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>R</th>
<th>F</th>
<th>S</th>
<th>U</th>
<th>Start Time</th>
<th>End Time</th>
<th>Fa</th>
<th>Sp</th>
<th>Su</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC58</td>
<td>Learning Lab</td>
<td>3</td>
<td>40</td>
<td>COMM</td>
<td>0810</td>
<td>0810</td>
<td>1930</td>
<td>0810</td>
<td>1930</td>
<td>0810</td>
<td>1930</td>
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<td>0810</td>
<td>1930</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LC 75</td>
<td>Learning Lab</td>
<td>3</td>
<td>40</td>
<td>COMM</td>
<td>0810</td>
<td>0810</td>
<td>0900</td>
<td>0810</td>
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<td></td>
</tr>
<tr>
<td>LC 76</td>
<td>Other</td>
<td>3</td>
<td>34</td>
<td>COMM</td>
<td>0810</td>
<td>0810</td>
<td>0900</td>
<td>0810</td>
<td>0900</td>
<td>0810</td>
<td>0900</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>LC 73</td>
<td>Other</td>
<td>3</td>
<td>40</td>
<td>COMM</td>
<td>0810</td>
<td>0810</td>
<td>0900</td>
<td>0810</td>
<td>0900</td>
<td>0810</td>
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<td>0810</td>
<td>0900</td>
<td>0810</td>
<td>0900</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Facility has limitations:

- Medium size editing room.
- Small Editing room.
- Small editing room.
- Large non-linear editing room.
- Lab room.
### Facility has limitations:

**Television control room**

<table>
<thead>
<tr>
<th>Room:</th>
<th>Type:</th>
<th>Sections/Year</th>
<th>Students/Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC 72</td>
<td>Other</td>
<td>3</td>
<td>40</td>
</tr>
<tr>
<td>Subject</td>
<td>Course#</td>
<td>M  I  W  R  F S U</td>
<td>Start Time</td>
</tr>
<tr>
<td>COMM</td>
<td>109</td>
<td></td>
<td>0810</td>
</tr>
</tbody>
</table>

LC 72 is television studio.

<table>
<thead>
<tr>
<th>Room:</th>
<th>Type:</th>
<th>Sections/Year</th>
<th>Students/Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 72</td>
<td>Lecture, Smart</td>
<td>11/08</td>
<td>250</td>
</tr>
<tr>
<td>Subject</td>
<td>Course#</td>
<td>M  I  W  R  F S U</td>
<td>Start Time</td>
</tr>
<tr>
<td>COMM</td>
<td>109</td>
<td></td>
<td>0810</td>
</tr>
</tbody>
</table>

FA 72 has a projector and A/V equipment. This equipment is outdated and needs to be replaced.

<table>
<thead>
<tr>
<th>Room:</th>
<th>Type:</th>
<th>Sections/Year</th>
<th>Students/Section</th>
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<tbody>
<tr>
<td>LC 55</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Course#</td>
<td>M  I  W  R  F S U</td>
<td>Start Time</td>
</tr>
<tr>
<td>COMM</td>
<td>many</td>
<td></td>
<td>0810</td>
</tr>
</tbody>
</table>

This space is in the film/video facility and currently used by a graphic artist. To provide adequate space for the community media center, the Film/Video program would like to use this space.

<table>
<thead>
<tr>
<th>Room:</th>
<th>Type:</th>
<th>Sections/Year</th>
<th>Students/Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC 47</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Course#</td>
<td>M  I  W  R  F S U</td>
<td>Start Time</td>
</tr>
<tr>
<td>COMM</td>
<td>many</td>
<td></td>
<td>0810</td>
</tr>
</tbody>
</table>

This room is currently a storage for reprographics. To provide adequate space for the community media center, the Film/Video program would like to use this space.

<table>
<thead>
<tr>
<th>Room:</th>
<th>Type:</th>
<th>Sections/Year</th>
<th>Students/Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC 58</td>
<td>Learning Lab</td>
<td>5/07</td>
<td>35/10</td>
</tr>
<tr>
<td>Subject</td>
<td>Course#</td>
<td>M  I  W  R  F S U</td>
<td>Start Time</td>
</tr>
<tr>
<td>COMM</td>
<td>many</td>
<td></td>
<td>0810</td>
</tr>
</tbody>
</table>

Small editing room

<table>
<thead>
<tr>
<th>Room:</th>
<th>Type:</th>
<th>Sections/Year</th>
<th>Students/Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC 56</td>
<td>Learning Lab</td>
<td>4/08</td>
<td>4/30</td>
</tr>
<tr>
<td>Subject</td>
<td>Course#</td>
<td>M  I  W  R  F S U</td>
<td>Start Time</td>
</tr>
<tr>
<td>COMM</td>
<td>three</td>
<td></td>
<td>0810</td>
</tr>
</tbody>
</table>

Edit room

<table>
<thead>
<tr>
<th>Room:</th>
<th>Type:</th>
<th>Sections/Year</th>
<th>Students/Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC 86</td>
<td>Lecture</td>
<td>4/08</td>
<td>60</td>
</tr>
<tr>
<td>Subject</td>
<td>Course#</td>
<td>M  I  W  R  F S U</td>
<td>Start Time</td>
</tr>
<tr>
<td>FILM</td>
<td></td>
<td></td>
<td>0810</td>
</tr>
</tbody>
</table>
III. Instructional Support Spaces (Storage, Conference Room, etc.)

<table>
<thead>
<tr>
<th>Room:</th>
<th>Purpose:</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC59</td>
<td>Storage</td>
</tr>
<tr>
<td>LC77</td>
<td>Storage</td>
</tr>
<tr>
<td>LC78</td>
<td>Storage</td>
</tr>
<tr>
<td>LC84</td>
<td>Storage</td>
</tr>
<tr>
<td>LC85</td>
<td>Storage</td>
</tr>
</tbody>
</table>

IV. Justification for Projected Facility Requirements

Application: Please indicate how the projected requirements will be applied.

The projected requirements will be used to:

~ support the learning environment.

~ provide adequate space for the media center.

~ help establish the Media/Entertainment Pathway to Higher Ed and Career Development program.

Instruction: How will instruction be improved for Student Learning and Success?

Instruction will be improved in the following ways:

~ Transforming Fine Arts, Room 72 into a smarter classroom will allow instructors to use media technology more effectively in the learning environment.

~ The media center space requested will result in enough room for the community media center and the Film/Video program to co-exist and operate effectively in the same facility.

Access: How will access be improved for Student Learning and Success?

Access will be improved in the following ways:

~ Making Fine Arts, Room 72 a smarter classroom will allow students easier access to information; in addition, upgrading the sound and projection systems will improve content delivery to the students.

~ Providing enough space for the media center will result in a comfortable and low-stress learning environment for students.

Outcomes: What Student Learning or other outcomes are expected?

Outcomes: What Student Learning or other outcomes are expected?

We expect that:

~ enrollments, retention and success will equal or exceed statewide levels.

~ more students will use media and media technology in everyday learning.
**Assessment:** How will the outcomes be measured for future planning?

The outcomes will be measured by:

- collecting and analyzing data on enrollments, retention and success.

**Evidence:** What data or evidence supports your projected requirements?

**Attachments:**

<table>
<thead>
<tr>
<th>Current Blueprint</th>
<th>Room Plans</th>
<th>Room Chart(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

College of Marin Program Review Facilities General • CG v.I February 2008
I. Institutional Excellence. The Board believes that superior results originate in high aspirations. Therefore, the Board's basic and most important goal for the College is to excel in every activity it undertakes. By so doing, it will achieve a position of local, state and perhaps even national prominence.

Objective 1: Goal One: Enhance and maintain educational excellence in Gen. Ed and Transfer

The Film/Video Program supports educational excellence and transfer by:

- helping students develop critical-thinking and analytical skills that help them succeed in other College programs and prepares them to meet the academic challenges at four-year institutions.
- offering high-quality instruction that combines the development of students' critical-thinking skills with the use of media and media technology in the learning environment to prepare students to meet the challenges of a learning environment and a life in which media and technology play an essential role.
- having a full-time faculty member who is a specialist in the use of media and technology in the everyday learning environment.
- providing curricular diversity that uses a combination of the study of art, media, history, politics, economics, culture, sociology, psychology and technology as an alternative to traditional classes to learn critical-thinking skills and meet some general education requirements.

Objective 2: We expect that:

- our students will have a retention rate that meets and/or exceeds and state-wide levels.
- our students will have a success level that meets and/or exceeds state-wide levels.
- over the next three years, there will be a 5 to 10 percent increase in the number of students taking film/video courses to meet some general educational requirements.
- there will be an increase in the number of students using media and media technology to complete some course assignments. For example, instead of traditional-written essays, some student will create multimedia essays that contain text, audio, video and photographs.

Attachments:

Film/Video Retention Comparison-------- Attachment 4

Film/Video Success Comparison--------- Attachment 5

II. Academic Excellence. The College must offer its students rigorous, high-quality curricula including degree and certificate programs in lower division arts and sciences and in vocational and occupational fields; remedial instruction; English as a Second Language instruction; support services which help students succeed at the postsecondary level; adult noncredit education; and community services courses and programs, in keeping with state mandates. Academic excellence in all of the College's curricula and support services is at the core of the College's environment. The curricula must remain current and challenging.
Objective 1a: The Film/Video program develops and maintains a supportive learning environment by:

~ teaching and using the concepts of team/network and community learning in the classroom, during the completion of some in and out-of-class assignments and during career development activities and practices.

~ making the audio of some class presentations, visual learning aides and multimedia materials and information available to students twenty-four hours a day, seven days a week on class web sites.

~ working closely with Disabled Student Services to ensure that all our students with learning challenges have every opportunity to achieve and be successful in the learning environment.

~ working one-on-one with students and, within reason, creating a learning situation that meets each student's individual needs.

We expect that: ~ students will develop team/networking skills that will make them more productive and successful at four-year institutions and in the workplace. ~ our lifelong learners develop the skills to use media to capture their personal histories so their families and friends will have visual and aural record of their lives. ~ having twenty-four hours a day, seven days a week access to class learning materials will result in students achieving retention and success rates that will meet or exceed state-wide levels. ~ that our students with disabilities will achieve retention and success rates that are line with district-wide levels.

Objective 1b:

Attachments: See:

Film/Video Retention Comparison-------- Attachment 4

Film/Video Success Comparison--------- Attachment 5

III. Faculty and Staff Excellence. For the College to excel, it must attract and maintain a faculty and staff of the highest quality, one that functions within an environment of professional development and renewal, and one that focuses on and values the teaching and learning process.

Objective 1a: One of the ways in which we gauge our effectiveness with students is by the information we receive from some of them after they leave the college and continue their education and/or career paths. The following are profiles of former students:

A student who has spend the last three semesters at COM taking our film/video production, film history and film studies classes was accepted into the University of Southern California (USC) Department of Cinema. This is a major accomplishment: Every year hundreds of students from all over the world apply to the USC film school. From this group of applicants, USC admits a small percentage.
Another student who spent four semesters in our program has started a film production company. Recently, this former student produced and directed his first feature film. The film, a family-oriented sports story, had a budget of three million dollars (approx.). The former student raised all the money for the film. This year, the film was picked up by Blockbuster Video. The film is available for purchase or rental in many Blockbuster stores.

Finally, we have anecdotal reports from some former students who have moved on to four-year universities: These students report that while they are satisfied with quality of the education they are receiving at their new schools, the instruction, attention and the overall quality of their experience in our film/video program is superior to that of most four-year schools.

We believe these students’ accomplishments reflect the quality and effectiveness of our program. In addition, it is a testament of the dedication and hard work of our students.

Activity in Field

As technology-assisted learning becomes a cornerstone of the educational process, Frank Crosby, fulltime faculty, has worked diligently to keep himself and the district up-to-date with current trends. To accomplish this, Frank has done the following:

Worked on self-study projects that have increased his knowledge of instructional technology and distance education.
Participated in Webinars on the use of technology in education.

For the last four years, worked to bring a media center to the Kentfield campus that would have provided state-of-the-art media equipment for use in the learning process.

In addition, to keep his filmmaking skills sharp, Frank has been developing a feature film and a documentary project.

**Objective 1b:**

**Attachments:**

**IV. Community Responsiveness.** The College must offer broad curricula to meet the needs of students. It must select areas of special interest and need to the communities it serves.

**Objective 1a:** The Film/Video program encourages broader community involvement by:

~ offering between three and five one unit film studies courses on the weekends during the fall and spring semesters. We expect that:

~ the weekend film studies courses will have enrollments that meet or exceed average district and/or state levels.

~ the weekend film studies courses will achieve retention and success rates that meet or exceed district and state levels.

Frank Crosby, our full-time faculty member, participated or is a current member of the following community committees:

~ Community Media Center Governance Board

~ Community Center Board of Conveners

~ Media Center Advisory Board

~ Community Media Center of Marin's Board of Directors.

**Objective 1b:**
Objective 1c:

Attachments:

V. Diversity. The community college is the primary opportunity for people of great diversity to come together for growth and development. The College has an absolute obligation to bring together people of different ages, races, and ethnic backgrounds, male and female, at different levels of development, in an atmosphere of equal opportunity and tolerance.

Objective 1a: The Film/Video program has or will address workforce development by:

~ attempting to develop a workforce development program under the California Community College Chancellor's Office Multimedia and Workforce Development Initiative.

~ by using the community media center to establish a workforce development partnership with local high schools, business and organizations.

~ creating a workforce development program that gives students the skills to find entry-level jobs in media, start careers as freelance media professionals and/or independent media producers or use their media skills to find work in media-related or non-media industries.

Objective 1b: We expect that:

~ Film/Video Production enrollments to increase.

~ the workforce development program will help the Film/Video program maintain above average retention and success rates.

~ the workforce development program may provide an opportunity for the College to create educational opportunities for under-served community populations and groups.

~ we will be able to develop ongoing relationships with local high schools, business and organizations.

Objective 1c:

Attachments:

VI. Fiscal Responsibility. The Board and the Administration must operate the College in a fiscally sound way. Together, they must limit expenditures to those that relate directly to the College's mission, goals and objectives; maintain a prudent level of reserves; and generate new sources of revenue to supplement state funding allocations.

Objective 1c:

Attachments:

VII. Develop and implement sound and coordinated planning processes. Develop and implement sound and coordinated planning processes, utilizing data gathered through Program Review, and other data sources, to support institutional, instructional, and student support service goals, and to promote achievement of student learning outcomes.

Objective 1a: Working with the media services manager and some faculty that have an interest and need to develop the districts technology-assisted learning efforts, we are in the first stages of formulating a plan for developing this area district wide. At this point the following activities are currently being conducted:

Research on a technology-assisted learning policy, best practices and current trends (this is an on-going process).

A review of the districts current technology-assisted learning practices.

A review of information on condition of distance education in community colleges state wide.

The development of technology-assisted learning challenges and recommendations for the educational master plan and strategic planning.

Working the Distance Education/Technology-Assisted Learning task force (DETAL), we plan to make recommendations to the Institutional Planning Committee how to proceed with the development of technology-assisted learning. At this stage there is no written plan or documentation to submit for review, we hope to have a document by the time of the next review period.
Objective 1b:

Objective 1c:

Attachments:

VIII. Create a physical environment that is inviting to students, generates pride in the community, adheres to green principles, and supports the College’s Mission, Goals and Initiatives.

Objective 1c:

Attachments:
I. Program Excellence (Best Practices)
Briefly summarize examples staff/faculty, institutional, and academic excellence.
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.

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

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 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. For this effort we may need the following:

~ hard and software to capture, stream and podcast classroom presentations/lectures.

~ software that helps students create assignments that are multimedia based.

III. Moving Forward Objectives (Planning)
Briefly summarize examples of data-driven and coordinated planning to improve student enrollment, learning and success.
We intend to:

~ develop a workforce development program based on the California Community College Chancellor's Office Multimedia and Entertainment Initiative.

~ change the Film/Video program class headings from COMM to one that allows the College of Marin Office of Research to collect data for the program that is separate from other classes that use the COMM class heading.

~ create and implement media and visual literacy curriculum and courses.

~ have the appropriate Film/Video production class reviewed and change so that they can be certified has general education requirements for Humanities and Communications and Analytical Thinking.

IV. Other Concluding Remarks
Briefly summarize any additional insight necessary to conclude this program review.
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 stakeholders. 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. As it stands, it appears that the window of opportunity is closing and the media center, most likely, will not be placed on the Kentfield campus. This is an unfortunate loss to the district; it is, furthermore, disheartening that our inability to communicate and work in harmony results in our students losing out on the educational resources of the media center. 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 reevaluated: Without the media center on campus, we do not have necessary media equipment to create these programs. Between now and the next program review cycle, we hope to develop a plan that allows us to move forward in finding the resources to make the workforce development and high school partnerships possible.

Thank you for your time and consideration.