

INSTITUTIONAL PROGRAM REVIEW 2012 – 2013

Program Efficacy Phase: Instruction

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Draft forms are due to the Committee Chair and Division Dean by Thursday, February 28, 2013, so that your review team can prepare comments for the draft review meeting (March 1 and/or March 8). Final documents are due to the Committee Chair by Friday, March 29, 2013 at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will provide feedback and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

Program Efficacy 2012 – 2013

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Radio, Television, and Film

Name of Division

Arts and Humanities

Name of Person Preparing this Report

Diane M. Dusick

Extension

8546

Names of Department Members Consulted

Adjunct Faculty: Kamuela Kalanui and James Rippetoe

Name of Reviewers

Joe Notarangelo and Michael Mayne

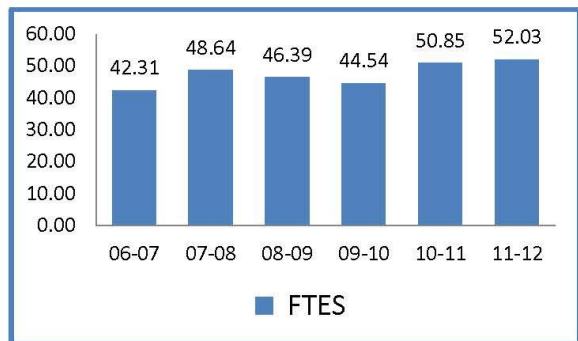
Work Flow	Due Date	Date Submitted
Date of initial meeting with department		
Final draft sent to the dean & committee		
Report submitted to Program Review Team		
Meeting with Review Team		
Report submitted to Program Review co-chair		

Staffing

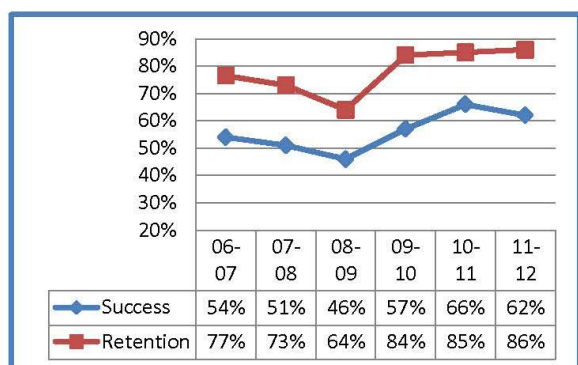
List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers			
Faculty	1	0	2 spring (5 in fall 2013)
Classified Staff			
Total	1		2 spring (5 in fall 2013)

Radio, Television & Film - 2012



	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	230	294	259	305	353	376
FTEF	4.10	4.36	3.75	3.82	4.20	3.92
WSCH per FTEF	311	335	371	350	363	398



	06-07	07-08	08-09	09-10	10-11	11-12
Sections	35	35	34	32	37	33
% of online enrollment	9%	53%	54%	44%	49%	61%
Degrees awarded	3	0	3	5	0	2
Certificates awarded	3	2	1	2	0	3

Description:

The Radio/Television/Film department offers a comprehensive instructional program in radio and television broadcasting, digital film production, and digital audio and video production, including a two-year curriculum for students majoring in the field resulting in the Associate of Arts Degree and/or transfer to a four-year institution and provides elective courses for students interested in related fields such as marketing, journalism, theater arts, and multimedia. Students may opt for 21-unit certificates in radio, television, film, or RTVF. The IE Media Academy works through the RTVF Dept. to provide 2+2+2 instruction.

Assessment

- Enrollment increased from a low of 230 in 06-07 to 376 in 11-12. The Media Academy (part of RTVF) wrote MOUs with local area HSs and CSUSB. The Media Academy/RTVF sponsored the first annual student film showcase in June 2012, with over 50 entries. Media Academy students began airing news packages on KVCR-TV in fall 2012. In fall 2012 and spring 2013, students were turned away from full classes. We have little room for growth; students drop because of lack of sufficient equipment and laboratory space.

Program Goals:

- In 10-11 we reached the program goal of 4.20, which reduced to 3.92 in 11-12. Because of stacked classes, we cannot increase FTEF. We have nearly achieved our program retention goal of 88%. Faculty have set a student success rate goal of 70%. Our current success is 62%.

Challenges and Opportunities:

- The RTVF Department/Media Academy faculty are currently in discussions with CSUSB to increase our partnership in television and film. CSUSB currently accepts 2-4 SBVC students per quarter to intern in upper division production classes. We plan to continue to grow the SBVC Student Film Showcase, open to high schools, community colleges, and universities and increase the student news productions for KVCR.

Action Plan:

- The IE Media Academy will continue to grow, writing additional MOUs with other local area high schools and universities. The student news program in conjunction with KVCR will continue to grow, offering students an opportunity to produce portfolio pieces during classwork of broadcast quality.

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Program: Radio, Television and Film	Demographics Fall 2009 – Fall 2012	Campus
3.2%	Asian	6.2%
29.9%	African-American	20.3%
42.0%	Hispanic	48.6%
1.8%	Native American	1.0%
0.7%	Pacific Islander	0.7%
19.4%	White	21.0%
2.9%	Other/Unknown	2.1%
37.9%	Female	54.6%
62.1%	Male	45.2%
7.1%	Disability	5.4%
Min: 17	Age	Min: 17
Max: 75		Max: 75
Avg: 27.45		Avg: 27.45

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

The RTVF Department closely mimics the school demographics, with a few exceptions. The department has nearly double the Native American population (1.8% compared to 1.0%) college wide and more disabled students (7.1%) than across campus (5.4%). The RTVF Department serves nearly 10% higher African American population than the school and slightly less (7.4%) Hispanics than the school.

There are significantly fewer women (37.9%) than college wide (54.6%). This disparity is reflected in the media industry; in fact, the RTVF department has far MORE women than the industry as a whole, as noted by Women, Action, and the Media (<http://www.womenactionmedia.org/2012/02/16/still-far-from-gender-equity-in-the-media/>):

Results include women comprising “only 18.1% of all radio news directors,” and of the top 250 domestic grossing films of 2011 women were “5 % of the directors, 14% of the writers, 18% of the executive producers, 25% of the producers, 20% of the editors, and 4% of the cinematographers.” Looking at entertainment television, women were only “18% of the creators, 22% of the executive producers, 37% of the producers, 15% of the writers, 11% of the directors, 20% of the editors, and 4% of the directors of photography.”

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

Currently, classes are primarily taught in the Monday-Thursday daytime timeslots, however, three classes are taught online and one evening class is offered in fall. Beginning fall 2014, three lecture laboratory classes will be taught in the evening as well.

In addition to the traditionally scheduled classes, the department offers internships in television news, with students producing news packages for air on KVCR. Students also intern at local area stations.

In fall 2012, an internship agreement was reached with CSUSB where students enrolled in one of several production classes at SBVC take a portion of their class in an upper division 10-week class at CSUSB and are given class credit at SBVC.

Additional partnerships are being developed (see APPENDIX A) with local area high schools. Internship agreements exist with the City of Redlands, The Dr. Phil Show at Paramount Studios, and KMIR in Palm Springs as well as the district-owned radio and television stations.

In fall 2013, a new evening section is being added for three classes, video field production, advanced video production, and advanced editing.

No weekend classes have traditionally been offered as in the last several years all classes have been filled in our current time slots and we have not been given additional sections. Weekend classes may be considered when the department grows.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success - Rubric		
Data demonstrating achievement of instructional or service success	Program does not provide an adequate <i>analysis</i> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Student Achievement Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded" on page 3 of this form.)

Student success has increased from 54% in 06-07 to 66% in 10-11 and 62% in 11-12. Faculty continue to work with students to improve success by adding laboratory assistants, encouraging teamwork, and maintaining contact with students outside of scheduled classroom hours. In spring 2012, the department offered a statewide film festival, encouraging and motivating SBVC students to compete with students at other colleges. In fall 2012, the department launched IE SCENE, a student-produced news program aired on KVCR. Students are motivated to join the news team and improve their skills.

Student retention has increased from 77% in 06-07 to 86% in 11-12, demonstrating significant improvement. I believe the increase can be attributed to both student factors and department factors. More students are staying in school because the job market is poor. However, the department has also changed significantly since the 06-07 academic year. The biggest change was moving into the new Media Communications building and the state-of-the-art television and radio facility at KVCR. This multimillion dollar asset is the envy of high schools, community colleges, and universities in southern California. Students understand and appreciate the value of the facilities they have access to while enrolled here.

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

At the direction of the district chancellor, the RTVF department, in cooperation with KVCR, created the Inland Empire Media Academy with the following mission statement:

The Mission of the Inland Empire Media Academy is to establish an active partnership among local school districts, community colleges, universities, and businesses in order to

- 1) provide extraordinary learning opportunities in the areas of radio, television, and film to high school, community college, and university students, as well as members of the SB community;
- 2) ensure that students of all ages receive the best theoretical and practical training in these media fields;
- 3) facilitate the smooth transition of students from high school to community college to 4-year universities and beyond; and
- 4) provide opportunities for job placement in the media industry and local businesses.

MOUs have been written and signed (see APPENDIX A) from the Fontana Unified School District and CSUSB to further 2+2+2 articulation and cooperation among the institutions and to further experiences for students. An MOU is being signed by Redlands Unified School District as well.

The second annual student film festival (May 3rd and 4th) will be held at SBVC with numerous workshops by industry professionals. These workshops are open to SBVC students as well as students at other schools.

Field trips to Paramount studios have not only raised funds for the RTVF student scholarships but motivated students to learn more about the industry.

In fall 2012, a fund raiser was held to support the film festival. It was run primarily by students in the department, who were able to showcase their student films, see industry professionals, and network with members of the community.

Student Learning Outcomes and/or Student Area Outcomes

Demonstrate that your program has continued to make progress on Course Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program's last efficacy report. Describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.).

See [Strategic Initiative 5.1](#)

Student learning outcomes have been developed for all courses and programs in the department and are assessed on a regular basis. Based on the results of the SLO analysis, minor changes have been incorporated into several classes to improve student success and retention. These changes are demonstrated by the increase in both these measures. Student success increased from 46% in 08-09 to 62% in 11-12; student retention increased from 64% in 08-09 to 86% in 11-12.

The most important statistic identified in student success via SLO evaluation was that attendance was the most important factor in students doing well on assessments. This issue has been addressed several ways. First, students are informed regularly, particularly in the first five weeks of the semester, that attendance is mandatory and unexcused absences will result in being dropped. In addition, more detailed rubrics were created in several classes to better inform students of expectations and requirements.

Changes in courses include improved rubrics for grading, requiring more teamwork-oriented assignments, and more written assignments.

For example, the following grading rubric was added to the video editing class syllabus for projects to clarify requirements for students:

A: Demonstrates all skills introduced during class; high quality edits demonstrated throughout the project; edited project tells a cohesive story; and project is air-able on broadcast television.

B: Demonstrates all skills introduced during class; high quality edits demonstrated throughout the project; accuracy of and appropriate use of tape logs when required; edited project tells a cohesive story; and project is air-able on student television station.

C: Demonstrates basic skills introduced during class; accurate edits lacking creativity demonstrated throughout the project; and project is good quality but not appropriate for distribution to a wider audience.

D: Project is attempted but incomplete and of poor quality.

F: Project not attempted or demonstrates lack of understanding of basic editing concepts.

In the lighting and cinematography class, the course points were changed to explain to students in more detail class requirements:

GRADING:

Each week students are graded on (a) preparation for class, (b) participation, (c) lighting and cinematography, and (d) teamwork. Students will be graded 100 points per week for a total of 17 weeks; the two lowest grades will be dropped, for a total of 1500 points. 30 points on Tuesday (lecture), 70 points on Thursday (lab).

In addition, 250 points for lighting portfolio and 250 points for scene evaluation.

Note: preparation includes written homework as well as readings in the textbook, preparation of storyboards and overheads (lighting plots), preproduction meetings with actors, producers, and crew.

Item	Points	A	B	C	D	F
Production Log*	200	180	160	140	120	< 120
Teamwork	300	270	240	210	180	< 180
Cinematography	400	360	320	280	240	< 240
Lighting	400	360	320	280	240	< 240
Portfolio	300	270	240	210	180	< 180
Evaluation	300	270	240	210	180	< 180

Total	2000	1800	1600	1400	1200	< 1200
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* Please keep a log of shooting/crew positions done inside and outside of class, as you are expected to participate in lab activities an average of 3 hours per week.

Course SLOs are evaluated by individual instructors. Each instructor evaluates every student in the class on their performance assessment based on the SLO. For example, the following represents assessments of five students from the acting class, RTVF 134:

Student Learning Outcome	Assessment Method	Criteria (Rubric)
Develop acting techniques, voice projection and microphone use	The student will perform for a pre-scripted radio commercial (narration only) and a dramatic (not narrative) television commercial on camera demonstrating narrative and dramatic techniques.	Excellent Very Good Average Below Average Unacceptable

Student	Assessment	Comments
Toniyo A	Average	Student has tremendous talent and potential but a poor attendance record
Samer A	Very good	Student has talent, potential, and a good attitude. Some attendance issues
Donald B	Unacceptable	Came to class inebriated – then poor attendance
Lemont B	Below Average	Student has tremendous talent and potential but a poor attendance record
Ben C	Average	Student taking class a second time; attendance and attitude have improved, but still can be argumentative

Since this assessment, stricter attendance requirements have been instituted and attendance has improved significantly.

All courses and programs in the RTVF department have course level and program level SLOs. A rotation exists to evaluate all courses every three years. To date, minor instructional changes have been implemented at the classroom level based on SLO evaluations at the course level.

Describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). If your program offers neither a degree nor a certificate, describe how the course SLOs are mapped to the core competencies.

See [Strategic Initiative 5.1](#)

The SLOs were developed to provide students with a path through the production process from beginning level classes to advanced level classes. Students are expected to achieve basic student learning outcomes at each level in the radio, television, and film programs to develop their skills. The final outcome from the certificate and degree programs is both a skill set related to the student's desired career path and a portfolio of professional quality projects and a resume for success.

For example, in the video editing class, the following SLO is assessed:

Student Learning Outcome	Assessment Method	Criteria (Rubric)
Create and edit digital video files, compiling various segments of field footage into a cohesive story.	The student will be able to edit a recorded digital video segment into a cohesive story.	Excellent Very Good Average Below Average Unacceptable

Throughout the semester, students are given progressively more difficult editing assignments and given feedback. Students are discouraged from progressing to a more difficult assignment until they have mastered less difficult assignments. Early assignments in the course are critiqued but ungraded. The final project carries the most weight, indicating that students have learned course concepts leading to the ability to edit a cohesive story into a broadcast-quality project.

Program data were analyzed in spring 2012 and fall 2012. In fall 2012, one additional course was added to the film and television certificates, an advanced video editing course, which will be offered for the first time in fall 2013. No other changes are recommended at this time. Faculty will consult more with students to ensure they are pursuing the correct degree or certificate for their career goals.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

The Radio/Television/Film department provides a comprehensive instructional program in radio and television broadcasting, digital film production, and digital audio and video production for use in broadcasting, cablecasting, multimedia, film production, and Internet applications. Students may earn a certificate to begin work immediately after completion. Students are encouraged to transfer to a four-year university.

The Instructional Program offers comprehensive coursework in 4 tracks (Radio, Television, Film, or general RTVF concentration) that can be taken independently to complete 21-unit certificates or in conjunction with General Education and Electives courses for a 60-unit A.A. degree.

How does this purpose relate to the college mission?

The campus mission is to provide quality education and services to a diverse community of learners; the RTVF department's mission is to focus that quality education and services for students specifically interested in careers

in radio, television, film, and multimedia. (...in our diverse community. ☺)

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

The productivity data indicate the department is growing. The success rate is on an upward trend and the retention rate is increasing significantly, by 9 percentage points.

Two factors impact our graduation rates: first, the nature of the industry and the second is ? **Did something get left out here?**. There is no requirement for a certificate or degree to be hired, only knowledge of how the production process works or a willingness to learn on the job. The difference is, students who complete training in our courses have the opportunity for advancement much quicker than someone who learns on the job. Graduates of bachelor's programs are often, but not always, more likely to be hired. Because many of the CSUs and UCs have programs where production courses are upper division, often students interested in television and film only take one or two classes in our department and do not declare their major until they reach the four-year university where they transfer.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

	Course	Status	Last Content Review	Next Review Date
	RTVF098 Radio, Television, and Film Work Experience	Active	03/08/2010	03/08/2016
	RTVF100 Introduction to Electronic Media	Active	03/24/2008	03/24/2014
	RTVF101 Introduction to Cinema	Active	03/24/2008	03/24/2014
	RTVF102 Announcing and Performing in Electronic Media	Active	03/24/2008	03/24/2014
	RTVF104 Basic Writing for Broadcasting	Active	03/24/2008	03/24/2014
	RTVF105 Radio and Television Advertising	Active	03/24/2008	03/24/2014
	RTVF106 Media Writing	Active	03/24/2008	03/24/2014
	RTVF107 Introduction to Communications Technology	Active	03/24/2008	03/24/2014
	RTVF120 Introduction to Audio Production	Active	03/24/2008	03/24/2014
	RTVF121 Digital Audio Post Production	Active	03/24/2008	03/24/2014
	RTVF130 Introduction to Studio Production	Active	03/24/2008	03/24/2014

	RTVF131 Digital Video Editing	Active	12/05/2011	12/05/2017
	RTVF132 Lighting and Cinematography	Active	03/29/2010	03/29/2016
	RTVF133 Video Field Production	Active	03/24/2008	03/24/2014
	RTVF134 Acting and Directing for Television and Film	Active	03/24/2008	03/24/2014
	RTVF220 Intermediate Radio Station Operations	Active	03/24/2008	03/24/2014
	RTVF221 Broadcast Station Management	Active	03/24/2008	03/24/2014
	RTVF222 Independent Study in Radio/Television/Film	Active	04/15/2003	04/15/2009
	RTVF230 Intermediate Studio Production	Active	03/24/2008	03/24/2014
	RTVF231 Advanced Video Production	Active	04/15/2003	04/15/2009
	RTVF232 News and Film-Style Digital Video Editing	Active	03/12/2012	03/12/2018
	RTVF240 Motion Picture Production	Active	03/24/2008	03/24/2014
	RTVF240 Motion Picture Production	Active	12/05/2011	12/05/2017
	RTVF242 Fundamentals of Film Production III	Active	03/24/2008	03/24/2014

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

All courses have been reviewed as recently as 2008 and none need changes at this time.

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
RTVF 233		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

RTVF 233 is designed specifically to meet the requirements of the certificate program, which is for students who already possess a bachelors degree or who plan to enter work immediately after graduation from SBVC. There

are no lower division courses offered at the CSU or UC systems where articulation is appropriate.

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

The catalog is current except for RTVF 232, which will appear for the first time in the 2013-14 catalog.

All the courses are currently being offered.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

Technology presents the strongest trend in the industry. With the advent of computer technology, the industry changes faster than teachers, students, and professionals can keep up. With that in mind, the program must be fluid, with new technology, new training, and ways of presenting material. With this in mind, the IE Media Academy was created. The Media Academy is designed to enhance the 2+2+2 concept by having the RTVF department work more closely with local high schools and universities as well as present new instructional methods. Plans are being formulated to create free and fee-based workshops, ranging from one hour to 4-6 weeks to meet individuals' needs and complement programs offered for credit.

The RTVF major provides a foundation for students to work in a dynamic, innovative field. Students study as well as create media; students also are able to analyze the critical trends that have shaped and continue to transform the industry. Graduates possess analytical, creative, and practical skills that are valued across media industries and beyond. They work in media content creation, production and post-production in film, television and radio, arts and entertainment management, and media analysis and media-related fields. Undergraduates also use the major to pursue graduate work in media forms, writing and cultural studies.

The department is trending upward, from enrollment of 176 in fall 2010 to 215 in fall 2012.

Term	# of Sections	Enrollment	FTES
FA 2010	17	176	24.8
SP 2011	20	177	26.1
FA 2011	15	179	25.0
SP 2012	18	197	27.0
FA 2012	16	215	27.8

Students who are interested in radio, television, or film have many venues to enter the industry: earning a certificate then finding a job, earning an associates and then finding a job, earning an associates in a nonrelated field then transferring to a four year university and then finding a job, or simply entering the industry entry-level with no training. Regardless of the path they choose, they will eventually require entry-level or continuing education in order to maintain currency in the industry or simply to 'brush up' on skills. Many students take introductory classes simply to learn about whether they wish to pursue a career in RTVF. In order to serve these many options, under the umbrella of the Inland Empire Media Academy, the department is planning non-credit workshops, varying from a few hours to a 8 weeks, to either introduce students to the industry in a non-threatening, non-graded environment, or to improve the skills of professionals or those who have already completed degrees or certificates.

The first free and fee-based workshops are being offered at the spring 2013 film festival, including

- Producing films on the iPhone/iPad
- Introduction to Movie Magic Scheduling and Budgeting (industry standard software program)
- Casting
- How to get an agent
- How to get into film festivals
- Introduction to Avid (industry standard software program)
- Script writing – plot development
- Introduction to Maya (industry standard software program)

As part of planning, the full-time faculty member has met with advisory committee members throughout the year, including

- Ed Fink, Professor, CSU-Fullerton
- Michael Salvador, Dean, Margaret Perry, Dean, C. Rod Metts, Professor, Michael Wichman, CSUSB
- Kevin Bibo, teacher, Redlands HS
- Timothy Hannon, teacher, Tracie Zerpolie, Director, Career Technical Education, Fontana Unified School District
- Donna McCoy, SBCCD ROP
- Meta Berkebile, Kamuela Kalanui, James Rippetoe, SBVC Adjunct Professor
- Cheryl Williams, City of Redlands TV Producer
- Carol Snyder, SBCSS ROP
- Karla Ramirez, Rialto HS teacher
- Nicholas Sousa, Redlands University
- Stephanie Cereceres, Foundation Board of Directors
- Phil Arcara, Retired Hollywood Agent
- Lindsay Wagner, Professional Actress, Acting Coach
- Kenn Couch, KVCR Station Manager, Eli Semotiuk, KVCR Producer, Lillian Vasquez, KVCR Marketing Director

As a result of these meetings, MOUs were drafted and signed with Redlands Unified School District, Fontana Unified School District, CSUSB, a new student-produced news program was created, the student film festival grew from one day to two, free and fee-based workshops were planned, and additional equipment purchases were planned and executed.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The Media Academy has grown from an idea proposed by the Chancellor to a viable entity offering internships to SBVC students as well as high school and local university students through KVCR, creating partnerships with Fontana Unified School District, Redlands Unified School District, and CSUSB. Students' enthusiasm for the program has grown astronomically since the inception of the annual student film festival and the I.E. Scene news program on KVCR. All of these projects contribute to a rich production environment where students develop skills and networking with other students and industry professionals as well as professional portfolios for use in job seeking.

A Board of Directors was created in fall 2012 and members wrote the following mission statement:

The Mission of the Inland Empire Media Academy (IEMA) is to establish an active partnership among local school districts, community colleges, universities, and businesses in order to

- 1) provide extraordinary learning opportunities in the areas of radio, television, and film to high school, community college, and university students, as well as members of the SB community;
- 2) ensure that students of all ages receive the best theoretical and practical training in these media fields;
- 3) facilitate the smooth transition of students from high school to community college to 4-year universities and beyond; and
- 4) provide opportunities for job placement in the media industry and local businesses.

Through the IEMA, the RTVF department faculty and students produced the first annual student film showcase in June 2012. Over 50 entries were submitted from high schools, community colleges, and universities all over southern California, including 5 entries from SBVC. Every year, students in the RTVF department produce the graduation video, broadcast live over the Internet. For the first time in 2013, the department will broadcast graduation live over KVCR-TV.

Planning for the department and Media Academy growth has been conducted through numerous meetings with department faculty and students, the IEMA board of directors, as well as meetings with representatives from Fontana Unified School District, Redlands Unified School District, CSUSB, the chancellor, and the dean, as well as industry professionals who have come to the department as guest speakers in the classes.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

Operating a production facility for radio, television, and film is expensive. Students require access to high-end equipment for production and post-production aspects. Planning permits identification of equipment needs to identify and purchase state of the art equipment. Planning also allows SLOs to be reviewed to

ensure students are learning current skills.

The challenge is to fund such an expensive program. This challenge is approached through several venues: (a) the district provides a small budget for the department, (b) the Perkins grant supports some major purchases, (c) the department utilizes KVCR facilities to provide state-of-the-art equipment at no cost to the department, and (d) the department began fund-raising in fall 2012, with the first fund-raising event raising nearly \$1800 to support the second annual student film festival. Finally, plans are being developed to begin offering fee-based, non-credit workshops to raise money for the IE Media Academy and the department.

The challenge is to work with CSUSB to increase program offerings and generate funds to support the program. An MOU is being negotiated with CSUSB to bring their professional news set to KVCR for student use, allow CSUSB to produce their news program in the KVCR studio, and pay \$1500 per quarter (see APPENDIX B). This will generate a small amount toward supporting the SBVC student news program, IE SCENE, currently being aired on KVCR. In a separate MOU, CSUSB is allowing SBVC students currently enrolled in an RTVF class to take an upper-division news production class at CSUSB without paying CSUSB tuition.

A challenge is finding ways to work with local high schools to motivate students to attend SBVC and understand that RTVF is not a place to 'play with expensive toys' but rather a place to learn a career. Through the Media Academy, MOUs have been written and signed with Fontana Unified School District

The challenge for students producing for KVCR is the lack of quality of student work. This means additional challenges for instructors and lab assistants to prepare students for professional-quality work while still in school. This serves to motivate both students and faculty, though the work is difficult.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		

	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>
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Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

In accordance with the district goal to improve technology, the RTVF department has continued to replace cameras and other technology to maintain currency with industry standards. The plan is to replace the RTVF computers that are 5 years old in summer 2013, including replacing outdated software programs for editing.

The RTVF department moved into a new building in 2010. The department was designed by faculty to facilitate stacked production classes, creating a unique environment. The area was designed to have a classroom and computer laboratory side by side, with a faculty office opening into the classroom, a storage room opening into both the classroom and laboratory, and four production rooms for unique classroom-related activities (radio production, audio recording, student master control, and editing/news reporting). An additional office is used as a news production office for student-produced projects airing on KVCR-TV.

Since the initiation of the Inland Empire Media Academy (of which the RTVF Department is one branch), a revised articulation agreement was written with CSUSB, an articulation agreement was initiated in spring 2013 with CSU-Fullerton, and discussions begun with CSULA. In addition, a Memorandum of Understanding was signed between SBVC-RTVF department (Inland Empire Media Academy) and Fontana Unified School District in February 2013. Two MOUs are being reviewed between SBVC-RTVF department (Inland Empire Media Academy) and CSUSB regarding instruction and shared use of facilities. A similar MOU is currently being reviewed by Redlands Unified School District.

VI: Previous Does Not Meets Categories

Reference your most recent Program Efficacy document, and list below those areas which previously received "Does Not Meet." Then, either describe below how your program has remedied these deficiencies, or, if these areas have been addressed elsewhere in this current document, provide the section where these discussions can be located.

N/A

APPENDIX A

Memorandum of Understanding between San Bernardino Community College District and Fontana Unified School District

San Bernardino Community College District for San Bernardino Valley College, hereafter referred to as SBCCD/SBVC and Fontana Unified School District hereafter referred to as FUSD agree to the following Memorandum of Understanding regarding the Inland Empire Media on the San Bernardino Valley College campus.

WHEREAS, the parties to this Memorandum of Understanding desire to establish, in accordance with the laws of the State of California, a combined programs and shared resources that will

- 5) provide extraordinary learning opportunities in the areas of radio, television, and film to high school, community college, and university students, as well as members of the SB community;
- 6) ensure that students of all ages receive the best theoretical and practical training in these media fields;
- 7) facilitate the smooth transition of students from high school to community college to 4-year universities and beyond; and
- 8) provide opportunities for job placement in the media industry and local businesses.

To utilize skills, experience, and knowledge of both parties to benefit the students, college and community through education, research, and development of student radio and television programming for broadcasting on KVCR-TV, FM, and the SBVC RTVF student television and radio stations.

In carrying out this Memorandum of Understanding, SBCCD/SBVC and Fontana Unified School District shall not discriminate against any student, employee, or applicant for attendance or employment because of race, color, religion, national origin, sex, age (as defined bylaw) or disability in employment.

NOW, THEREFORE, the parties to this Memorandum of Understanding mutually agree as follows:

1. AGREEMENT TERM:

The initial terms of this agreement shall be from December 15, 2012 to June 30, 2013. If initial terms are successful, the partnership between SBCCD/SBVC and Fontana Unified School District may continue Unity May 31, 2015. This contract may be terminated by either party if notified in writing no less than three months in advance, of the decision to discontinue, or within 45 days if mutually agreed upon due to unusual extenuating or emergency circumstances.

2. Responsibilities of each party

SBCCD/SBVC agrees to:

- Provide tours of the KVCR facility and RTVF department at least once per year to students from Fontana A.B. Miller High School, Henry J. Kaiser High School, and Jurupa Hills High School
- Invite students from Fontana A.B. Miller High School, Henry J. Kaiser High School, and Jurupa Hills High School to participate in INLAND EMPIRE MEDIA ACADEMY events, including, but not limited to
 1. The Annual Film Festival
 2. Field trips to industry events; funding to be provided by each individual institution unless otherwise specified.
 3. Guest speaker events held at the SBVC campus
- Provide internship opportunities to students from Fontana A.B. Miller High School, Henry J. Kaiser High School, and Jurupa Hills High School at KVCR-TV and FM. Students who are receiving school credit must provide evidence of school credit, indicate the instructor of record, and work with the instructor and SBVC faculty to determine appropriate student learning outcomes.
- Provide faculty guest-lecturers once per year to visit Fontana A.B. Miller High School, Henry J. Kaiser High School, and Jurupa Hills High School
- Work with Fontana A.B. Miller High School, Henry J. Kaiser High School, and Jurupa Hills High School teachers and career advisors to maintain up-to-date articulation agreements in the areas of radio, television, and/or film
- Provide a faculty member or department representative to attend the Fontana Unified School District annual Business Advisory Meeting if scheduling permits
- Provide a faculty member or department representative to attend the FUSD bi-annual career fair if scheduling permits.

- Provide a faculty member or department representative to attend Fontana Unified School District agrees to:
 - Promote IE MEDIA ACADEMY events to students, teachers, administrators, and parents
 - Participate in at least one IE MEDIA ACADEMY event each year
 - Work with faculty and counseling staff at San Bernardino Valley College to maintain up-to-date articulation agreements in the areas of radio, television, and/or film
 - Work with faculty and counseling staff at San Bernardino Valley College to develop a career pathway for students interested in radio, television, or film

FUSD agrees to

- Promote IE MEDIA ACADEMY events to students, teachers, administrators, and parents
- Participate in at least one IE MEDIA ACADEMY event each year
- Work with faculty and counseling staff at San Bernardino Valley College to maintain up-to-date articulation agreements in the areas of radio, television, and/or film
- Work with faculty and counseling staff at San Bernardino Valley College to develop a career pathway for students interested in radio, television, or film

3. INDEMNIFICATION:

- Each party, agrees to indemnify and hold harmless each other and its officers, employees, agents and volunteers from any and all claims, actions, losses or damages and/or liability arising out of the others performance of its obligations under this Agreement.
- It is the intention of Fontana Unified School District and the SBCCD/SBVC that where fault is determined to have been contributory, principles of comparative fault will be followed and each Agency shall bear the proportionate cost of any damage attributable to the fault of that Agency, its officers, directors, agents, employees, subcontractors, and volunteers.
- SBCCD/SBVC and Fontana Unified School District are authorized self-insured public entities for purposes of Professional Liability, General Liability, Automobile Liability and Workers' compensation and warrant that through their respective programs of self-insurance, they have adequate coverage or resources to protect against liabilities arising out of the performance of the terms, conditions or obligations of this agreement.

FUNDING FOR EVENTS AND TRIPS

Funding for each event/trip will be determined at the time of the event/trip is planned. Either party may be responsible for all or part of the cost. Some event/trip may have not cost associated with the event in that case each party will be responsible for their own students/employees meals and etc. Whoever is funding the field trip will be responsible for trip planning and make all arrangements and complete any contracts (i.e. transportation, lodging, meals and etc.) that may be required. If the cost is to be split, each party will cover the cost of their own students/employees.

AMENDMENT, RENEWAL, AND TERMINATION OF AGREEMENT

This Memorandum of Understanding may be amended by mutual written agreement of both parties. The San Bernardino Community College District, San Bernardino Valley College and Fontana Unified School District reserve the right to terminate this MOU upon service of written notice to the other party 90 days prior to the date of termination. In this event, the date of termination will be the day after the end of the semester during which the 90-day period expires.

IN WITNESS THEREOF, the parties have duly approved THIS AGREEMENT, EXECUTED on this _____ day of _____, 2012.

San Bernardino Community College District

By: _____
Steven J. Sutorus, Business Manager [Date]

Fontana Unified School District

By: _____
Tracie Zerpoli, Director, CTE [Date]

APPENDIX B

Memorandum of Understanding between San Bernardino Community College District and CSUSB **DRAFT**

San Bernardino Community College District for San Bernardino Valley College (, hereafter referred to as SBCCD/SBVC) and CSUSB agree to the following Memorandum of Understanding regarding the Inland Empire Media Academy on the San Bernardino Valley College campus.

WHEREAS, the parties to this Memorandum of Understanding desire to establish, in accordance with the laws of the State of California, a partnership that will

- 9) provide extraordinary learning opportunities in the areas of radio, television, and film to high school, community college, and university students, as well as members of the San Bernardino community;
- 10) ensure that students of all ages receive the best theoretical and practical training in these media fields;
- 11) facilitate the smooth transition of students from high school to community college to 4-year universities and beyond; and
- 12) provide opportunities for job placement in the media industry and local businesses.

and to utilize skills, experience, and knowledge of both parties to benefit the students, college and community through education, research, and development of student radio and television programming for broadcasting on KVCR-TV, FM, and the SBVC RTVF student television and radio stations.

In carrying out this Memorandum of Understanding, SBCCD/SBVC and CSUSB shall not discriminate against any student, employee, or applicant for attendance or employment because of race, color, religion, national origin, sex, age (as defined by law) or disability in employment.

NOW, THEREFORE, the parties to this Memorandum of Understanding mutually agree as follows:

2. AGREEMENT TERM:

The initial terms of this agreement shall be from June 1, 2013 to June 30, 2014. If initial terms are successful, the partnership between SBCCD/SBVC and CSUSB will continue until May 31, 2016. This contract may be terminated by either party if notified in writing no less than three months in advance, of the decision to discontinue, or within 45 days if mutually agreed upon due to unusual extenuating or emergency circumstances.

2. Responsibilities of each party

SBCCD/SBVC/KVCR agrees to:

- Provide storage for the CSUSB News set
- Alter the background of the set from the CSUSB graphic to a chroma key screen to allow users to digitally insert any appropriate background graphic
- Provide KVCR studio access to the CSUSB Comm 444 instructor and students for production of soft news-style programming
- Provide classroom and laboratory access to the CSUSB Comm 444 instructor and students as needed two evenings per week during the CSUSB quarter
- Provide training to the CSUSB instructor during August 2013 in use of the KVCR studio

CSUSB agrees to:

- Move the CSUSB News set at CSUSB expense during July 2013 in coordination with KVCR staff
- Pay \$10,000 per quarter for storage of the news set and use of KVCR and SBVC facilities
- Schedule use of the classroom, laboratory, and/or studio at least 3 months in advance
- Provide KVCR with a minimum of one half-hour soft-news programs per 10-week quarter (between 26:46 and 29:00)

4. INDEMNIFICATION:

- Each party, agrees to indemnify and hold harmless each other and its officers, employees, agents and volunteers from any and all claims, actions, losses or damages and/or liability arising out of the other's performance of its obligations under this Agreement.
- It is the intention of CSUSB and the SBCCD/SBVC that where fault is determined to have been contributory, principles of comparative fault will be followed and each Agency shall bear the proportionate cost of any damage attributable to the fault of that Agency, its officers, directors, agents, employees, subcontractors, and volunteers.
- SBCCD/SBVC and CSUSB are authorized self-insured public entities for purposes of Professional Liability, General Liability, Automobile Liability and Workers' compensation and warrant that through their respective programs of self-insurance, they have adequate coverage or resources to protect against liabilities arising out of the performance of the terms, conditions or obligations of this agreement.

AMENDMENT, RENEWAL, AND TERMINATION OF AGREEMENT

This Memorandum of Understanding may be amended by mutual written agreement of both parties. The San Bernardino Community College District, San Bernardino Valley College and CSUSB reserve the right to terminate this MOU upon service of written notice to the other party 90 days prior to the date of termination. In this event, the date of termination will be the day after the end of the semester during which the 90-day period expires.

IN WITNESS THEREOF, the parties have duly approved THIS AGREEMENT, EXECUTED on this _____ day of _____, 2012.

San Bernardino Community College District

By: _____
Steven J. Sutorus, Business Manager [Date]

CSUSB

By: _____
[name, title] [Date]