

Cecil College Academic Program Review



Visual Communications
Video

December, 2013



CECIL COLLEGE

VISUAL COMMUNICATIONS: VIDEO PROGRAM REVIEW
FALL 2013

AAS Degrees

Video Production

Certificates

Video Production

Video Technology

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Executive Summary

The Video Production degree continues to attract students to Cecil College who are seeking a future in media-related careers. Our skilled staff of industry professionals guide students to create work that aligns with current trends in technology, and instructs their successful approach to craft, concepts, and techniques.

This rigorous alignment with current trends and technological advances is bestowed upon students through a plethora of audio/visual equipment and training available through the Visual Communications Program (VCP) lab. This equipment not only supports the Cecil College students, but is also exercised by a growing number of Cecil County Public School students through VCP workshops, summer camps, and Tech-Prep days held by our instructors and staff. In addition to these classes, each semester the VCP lab will tender thousands of equipment rental transactions.

Equipment is continually strained with the additional students entering our program through traditional and non-traditional classes, but our VCP lab staff is also being affected through cuts in funding and new restrictions due to the affordable health care act. In turn, this creates a larger, less skilled lab staff with less ability to support classroom instruction.

Space frequently becomes an issue as the program grows and changes with new technological developments. Several years ago the college master plan acknowledged the need to move our program to the technology building; however that move continues to be delayed. If we are to remain in our current location, renovations will be imperative for storage, security, studio space, and a general face-lift to facilities.

Overall, this innovative field continues to be relevant as the need for capable media professionals grows in industries dealing with advertising, marketing, social media and simulation environments. Through alumni stories, feedback, and statistics, this program has proven to be an innovative educational leader in the field.

1.0 Program Description

This program option provides a high quality, hands-on, career education in television, film, documentary, industrial, and commercial video production. The program helps students prepare for initial employment, career advancement, and transfer to four-year colleges and universities.

1.1 Program History

The idea for a career oriented visual communications program began in 1970 at the end of the first Cecil College photography course when the instructor asked students for feedback. One young man said, "We need more photography courses so I can get a job in photography." The instructor answered, "No, we can't do that. Professional photography is a very competitive. We can only offer fine art courses for personal enrichment." The student replied, "That is fine for you to say, you have a job you love, but I work in the Bata Shoe factory, and I want to be a photographer." Thus the instructor lost the argument. Several years later the Dean suggested developing a degree in photography. The instructor agreed with the understanding that it be career oriented and that advanced courses be taught by working professionals to ensure that students learn competitive career skills.

In later years it became apparent that photography students also needed to learn some video production so a video course was added to the program. This course was then the basis for creating a certificate then a degree in video production.

Cecil College Mission Statement

Cecil College is a comprehensive, open-admission, student-centered institution committed to academic excellence. The College provides learning experiences that meet the dynamic intellectual, cultural, and economic development needs of Cecil County and the surrounding region. Through an enriched and supportive learning environment, the College strives to empower each student with skills, knowledge, and values needed for college success, transfer to four-year institutions, workforce entry or advancement, and personal enrichment. Cecil College promotes diversity, social responsibility, and lifelong learning

Cecil College Strategic Plan

The Strategic Plan focuses on four strategic initiatives:

1. Emphasis on student completion
2. Increasing opportunities for Bachelors and Higher Degree Programs in Cecil County
3. Creating workforce opportunities related to federal government expansion, and
4. Becoming a regional leader in incorporating innovative technology

Cecil College's video program supports the mission of the College as well as the initiatives outlined in the Strategic Plan by maintaining an open-admission, learner centered program. We take pride in accepting everyone and trying to help them to achieve their educational goals. We maintain an advanced lab and cadre of equipment to support the program and make every effort to put that equipment into student's hands along with the training necessary to use it so that they are empowered with the skills they need to for workforce entry or college transfer.

1.2 Faculty Profile

Faculty Member	Credentials	Courses Taught	Other College Activities	Other Professional Endeavors
Brandon Boas	B.S. in Simulation and Digital Entertainment, 2013 The University of Baltimore	VCP 212, ART 180		Currently pursuing M.S. in Applied Technology in Education, 2013–present Wilmington University, Wilmington, Delaware
Barry Gorrell	B.A. Fine Art Dickinson College	Lab Manager/Faculty		Photography & Consulting Business, Real Estate Renovation & Rentals
Adam Jacono	M.F.A. East Carolina University B.F.A Photography Kutztown University of Pennsylvania	Faculty VCP 101,114,115, 233,270,279, 189, 289		Artist, Curator, Online Magazine Editor, Production and Artist Assistant,
Kit Abeldt	B.S. Bus Adm/Marketing (Cal State Sac) AA Photo and Video(Cecil)	VCP 101 VCP 140		Community Service PAWs Act Theatre Ongoing professional photographer seminars Freelance Photographer
David Oldewurtle	Multimedia Specialist at Jacob's Technology	VCP 210/116		
Greg Newswanger	B.S Game Design & Art (Art Institute of Pittsburgh)	DAP 119, VCP 151 VCP 218		

Faculty Member	Credentials	Courses Taught	Other College Activities	Other Professional Endeavors
Jennie Campbell	AA Photography (Cecil College)	VCP111,116, 140		Jennie Campbell Photography Business
Floyd Dean		VCP 211/214/215/ 216/296		
Chuck Weiss	Loyola College of MD	VCP 222/223		Freelance Photography
Kelly Diggins		VCP 116/117 224/234		Business Owner
Daniel Krukosky	M.S in Internet and networking Wilmington University	VCP 116/117/210	Director of VCP & Chair of Fine and Performing Arts	

1.3 Program Curriculum

Visual Communications—Video Production Option Associate of Applied Science

This program option provides high quality, hands-on, career education in television, film, documentary, industrial, and commercial video production. The program helps students prepare for initial employment, career advancement, and transfer to four-year colleges and universities.

The computer literacy requirement will be met throughout the course work in the degree program.

	General Education Requirements	General Education Code	Credits
ACT	Activity Electives		2
ARTS/HUM	Arts and Humanities Elective	H	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT	Math Elective	M	3-4
PSY or	Psychology Elective	SS	3
SOC	Sociology Elective	SS	
SCI	Lab Science Elective	S/SL	4
Program Requirements			
EGL 112	Scriptwriting I		3
EGL 213	Introduction to Film	H	3
VCP 101	Photography I		4
VCP 111	Studio Photography I		4
VCP 116	Digital Imaging I		2
VCP 117	Digital Imaging II		2
VCP 210	Video Production I		4
VCP 212	Video Production II		4

	General Education Requirements	General Education Code	Credits
VCP 214	Video Production III		4
	Program Electives		Select 15 Credits
ART 141	<i>Survey of Art History</i>	H	3
ART 181	<i>Introduction to Film Making</i>	H	3
ART 183	<i>Digital Illustration I</i>		4
BUS 212	<i>Principles of Marketing</i>		3
CIS 101	<i>Introduction to Computer Concepts</i>	I	3
EGL 212	<i>Scriptwriting II</i>		3
HST 252	<i>American Diversity Through Film</i>		3
SPH 141	<i>Public Speaking</i>	H	3
THE 184	<i>Acting for Video Production</i>		3
VCP 118	<i>Digital Imaging III</i>		4
VCP 119	<i>Digital Imaging IV</i>		4
VCP 136	<i>Multimedia Production I</i>		4
VCP 211	<i>Studio Photography II</i>		4
VCP 215	<i>Guerilla Film Making</i>		4
VCP 216	<i>Guerilla Film Making II</i>		4
VCP 218	<i>3D Modeling and Animation for Graphic Design and Video</i>		4
VCP 233	<i>Fictional Photography</i>		4

Total Credits Required in Program:

66-67

¹ PHY 103 or PSC 105 recommended

Visual Communications – Video Production Certificate

This certificate provides high quality, hands-on, career education in television, film, documentary, industrial, and commercial video production. The program helps students prepare for initial employment and career advancement. This is accomplished in an open access, optimal learning environment for students' educational, cultural, and economic development.

	Certificate Requirements	Credits
VCP 101	Photography I	4
VCP 111	Studio Photography I	4
VCP 210	Video Production I	4
VCP 212	Video Production II	4
VCP 214	Video Production III	4

Total Credits Required in Certificate: 20

Visual Communications – Video Technology Certificate

This certificate provides high quality, hands-on, career education in commercial video production. The program helps students prepare for initial employment and career advancement. This is accomplished in an open access, optimal learning environment for students' educational, cultural, and economic development.

	<i>Certificate Requirements</i>	<i>Credits</i>
VCP 101	Photography I	4
VCP 210	Video Production I	4
VCP 212	Video Production II	4
<i>Total Credits Required in Certificate:</i>		<i>12</i>

2.0 Statistical Data [Program Level]

2.1 Provide enrollment rates for the degree for each of the past five years;

Video Production Program Review
- VIPC
Associate
Enrollment

	Total Enrollment
FY 2008/2009	10
FY 2009/2010	10
FY 2010/2011	7
FY 2011/2012	6

FY2012/2013	8
Certificate Enrollment	

	Total Enrollment
FY 2008/2009	19
FY 2009/2010	22
FY 2010/2011	23
FY 2011/2012	20
FY2012/2013	20

Video Technology Program Review - VITC
Certificate
Enrollment

	Total Enrollment
FY 2008/2009	13
FY 2009/2010	14
FY 2010/2011	16
FY 2011/2012	13
FY2012/2013	11

2.2 The number of degrees awarded for each of the past five years;

Video Production Program Review - VIPC

Associate

Number of Degrees Awarded

	Total Degrees
FY 2008/2009	0
FY 2009/2010	3
FY 2010/2011	0
FY 2011/2012	1
FY2012/2013	2
Total	6

Video Production Program Review - VVPZ

Certificate

Number of Degrees Awarded

	Total Degrees
FY 2008/2009	2
FY 2009/2010	1
FY 2010/2011	2
FY 2011/2012	1
FY2012/2013	1
Total	7

Video Technology Program Review - VITC

Certificate

Number of Degrees Awarded

	Total Degrees
FY 2008/2009	5
FY 2009/2010	1
FY 2010/2011	4
FY 2011/2012	5
FY2012/2013	5
Total	20

2.3 The number degrees awarded to Pell recipients for each of the past five years;

Video Production Program Review - VIPC

Associate

Number of Degrees Awarded to Pell Recipients

	Total Degrees	Pell Recipients	% of Total
FY 2008/2009	0	1	0%
FY 2009/2010	3	0	0%
FY 2010/2011	0	0	0%
FY 2011/2012	1	0	0%
FY 2012/2013	2	0	0%
Total	6	1	17%

Video Production Program Review - VVPZ

Certificate

Number of Degrees Awarded to Pell Recipients

	Total Degrees	Pell Recipients	% of Total
FY 2008/2009	2	0	0%
FY 2009/2010	1	1	100%
FY 2010/2011	2	1	50%
FY 2011/2012	1	0	0%
FY 2012/2013	1	0	0%
Total	7	2	29%

Video Technology Program Review - VITC

Certificate

Number of Degrees Awarded to Pell Recipients

	Total Degrees	Pell Recipients	% of Total
FY 2008/2009	5	0	0%
FY 2009/2010	1	0	0%
FY 2010/2011	4	2	50%
FY 2011/2012	5	1	20%
FY 2012/2013	5	1	20%
Total	20	4	20%

2.4 The number of declared majors that transferred with a minimum 15 credits;

None

2.5 The number of declared majors that transferred with a minimum 30 credits;

Video Production Program Review - VIPC

Students starting in FY 2008-2009 and completed 30+ credits that Transferred Out (Headcount)

Type of Higher Institutions

In-State Transfer	
2-year institution	4-year institution
1	0

Out-of-State Transfer	
2-year institution	4-year institution
0	0

In-State Transfer	
Public	Private
1	0

Out-of-State Transfer	
Public	Private
0	0

Top 10 Higher Education Institutions where Cecil College Students

In-State	
Harford Community College	1

Out-of-State	

2.6 Percent of students who were enrolled in the first fall term and were enrolled in the next full academic term – five year history

Video Production Program Review - VIPC

Associate

First-time Students in the Fall Semester who Enrolled in the Next Fall Semester

	Number of First Time Students Enrolled in Fall	Number of Students Enrolled in the Next Semester	% of Total
FY 2008/2009	3	2	67%
FY 2009/2010	1	1	100%
FY 2010/2011	1	1	100%
FY 2011/2012	1	0	0%
FY 2012/2013	1	0	0%

Video Production Program Review - VVPZ

Certificate

First-time Students in the Fall Semester who Enrolled in the Next Fall Semester

	Number of First Time Students Enrolled in Fall	Number of Students Enrolled in the Next Semester	% of Total
FY 2008/2009	3	1	33%
FY 2009/2010	5	2	40%
FY 2010/2011	5	4	80%
FY 2011/2012	5	4	80%
FY 2012/2013	5	1	20%

Video Technology Program Review - VITC

Certificate

First-time Students in the Fall Semester who Enrolled in the Next Fall Semester

	Number of First Time Students Enrolled in Fall	Number of Students Enrolled in the Next Semester	% of Total
FY 2008/2009	2	1	50%
FY 2009/2010	3	3	100%
FY 2010/2011	3	3	100%
FY 2011/2012	1	1	100%
FY 2012/2013	1	0	0%

2.7 Number of students earning their first 30 semester credit hours of college level course work – five year

Video Production Program Review - VIPC Associate

First-time Students Who Have Completed 30 College Level Credits or more

	Total First-time Students	Who Have Completed College-Level Credits	% of Total	Students Who Have Completed 15 College-Level Credits or less	% of Total	Students Who Have Completed 16-29 College-Level Credits or more	% of Total	Students Who Have Completed 30 College-Level Credits or more	% of Total
FY 2008/2009	4	0	0%	1	25%	0	0%	3	75%
FY 2009/2010	2	1	50%	0	0%	0	0%	1	50%
FY 2010/2011	2	1	50%	0	0%	0	0%	1	50%
FY 2011/2012	1	0	0%	1	100%	0	0%	0	0%
FY 2012/2013	2	0	0%	1	50%	1	50%	0	0%
TOTAL	11	2	18%	3	27%	1	9%	5	45%

Video Production Program Review - VVPZ

Certificate

First-time Students Who Have Completed 30 College Level Credits or more

	Total First-time Students	Students Who Have Completed College-Level Credits	% of Total	Students Who Have Completed 15 College-Level Credits or less	% of Total	Students Who Have Completed 16-29 College-Level Credits or more	% of Total	Students Who Have Completed 30 College-Level Credits or more	% of Total
FY 2008/2009	4	0	0%	2	50%	0	0%	2	50%
FY 2009/2010	7	1	14%	3	43%	1	14%	2	29%
FY 2010/2011	7	1	14%	3	43%	1	14%	2	29%
FY 2011/2012	7	0	0%	4	57%	1	14%	2	29%
FY 2012/2013	7	1	14%	4	57%	2	29%	0	0%
TOTAL	32	3	9%	16	50%	5	16%	8	25%

Video Technology Program Review - VITC

Certificate

First-time Students Who Have Completed 30 College Level Credits or more

	Total First- time Students	Students Who Have Completed College- Level Credits	% of Total	Students Who Have Completed 15 College- Level Credits or less	% of Total	Students Who Have Completed 16-29 College- Level Credits or more	% of Total	Students Who Have Completed 30 College- Level Credits or more	% of Total
FY 2008/20 09	3	0	0%	1	33%	0	0%	2	67%
FY 2009/20 10	4	0	0%	0	0%	1	25%	3	75%
FY 2010/20 11	3	0	0%	0	0%	0	0%	3	100 %
FY 2011/20 12	1	0	0%	0	0%	0	0%	1	100 %
FY 2012/20 13	1	0	0%	0	0%	1	100 %	0	0%
TOTAL	12	0	0%	1	8%	2	17%	9	75%

2.8 Full-time/part-time

Video Production Program Review - VIPC

Associate

Full-time/Part-time Students

		Total Enrollment	Full-Time	% of Total	Part-Time	% of Total
<u>FY 2008/2009</u>	Summer 2008	1	0	0%	1	100%
	Fall 2008	7	4	57%	3	43%
	Spring 2009	9	5	56%	4	44%
<u>FY 2009/2010</u>	Summer 2009	3	0	0%	3	100%
	Fall 2009	8	3	38%	5	63%
	Spring 2010	7	4	57%	3	43%
<u>FY 2010/2011</u>	Summer 2010	2	0	0%	2	100%
	Fall 2010	6	5	83%	1	17%
	Spring 2011	6	5	83%	1	17%
<u>FY 2011/2012</u>	Summer 2011	2	0	0%	2	100%
	Fall 2011	6	5	83%	1	17%
	Spring 2012	5	3	60%	2	40%
<u>FY 2012/2013</u>	Summer 2012	0	0	0%	0	0%
	Fall 2012	6	3	50%	3	50%
	Spring 2013	6	1	17%	5	83%

Video Production Program Review - VVPZ

Certificate

Full-time/Part-time Students

		Total Enrollment	Full-Time	% of Total	Part-Time	% of Total
<u>FY 2008/2009</u>	Summer 2008	5	0	0%	5	100%
	Fall 2008	16	15	94%	1	6%
	Spring 2009	16	14	88%	2	13%
<u>FY 2009/2010</u>	Summer 2009	5	0	0%	5	100%
	Fall 2009	17	11	65%	6	35%
	Spring 2010	16	7	44%	9	56%
<u>FY 2010/2011</u>	Summer 2010	4	0	0%	4	100%
	Fall 2010	18	13	72%	5	28%
	Spring 2011	17	10	59%	7	41%
<u>FY 2011/2012</u>	Summer 2011	4	0	0%	4	100%
	Fall 2011	17	6	35%	11	65%
	Spring 2012	12	8	67%	4	33%
<u>FY 2012/2013</u>	Summer 2012	2	0	0%	2	100%
	Fall 2012	16	11	69%	5	31%
	Spring 2013	17	9	53%	8	47%

Video Technology Program Review - VITC
Certificate
Full-time/Part-time Students

		Total Enrollment	Full-Time	% of Total	Part-Time	% of Total
<u>FY 2008/2009</u>	Summer 2008	1	0	0%	1	100%
	Fall 2008	7	2	29%	5	71%
	Spring 2009	12	2	17%	10	83%
<u>FY 2009/2010</u>	Summer 2009	5	0	0%	5	100%
	Fall 2009	12	4	33%	8	67%
	Spring 2010	14	6	43%	8	57%
<u>FY 2010/2011</u>	Summer 2010	4	0	0%	4	100%
	Fall 2010	15	7	47%	8	53%
	Spring 2011	15	10	67%	5	33%
<u>FY 2011/2012</u>	Summer 2011	5	0	0%	5	100%
	Fall 2011	12	6	50%	6	50%
	Spring 2012	10	7	70%	3	30%
<u>FY 2012/2013</u>	Summer 2012	2	0	0%	2	100%
	Fall 2012	9	4	44%	5	56%
	Spring 2013	8	2	25%	6	75%

2.9 Age, Gender, Race

Video Production Program Review - VIPC
Associate
Students by Age

	Total Enrollment	Less Than 25	% of Total	26-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2008/2009	10	8	80%	0	0%	1	10%	0	0%	1	10%
FY 2009/2010	10	7	70%	1	10%	1	10%	0	0%	1	10%
FY 2010/2011	7	7	100%	0	0%	0	0%	0	0%	0	0%
FY 2011/2012	6	6	100%	0	0%	0	0%	0	0%	0	0%
FY 2012/2013	8	4	50%	0	0%	1	13%	1	13%	2	25%

Video Production Program Review - VIPC

Associate

Students by Gender

	Total Enrollment	Female Student	% of Total	Male Students	% of Total
FY 2008/2009	10	1	10%	9	90%
FY 2009/2010	10	2	20%	8	80%
FY 2010/2011	7	1	14%	6	86%
FY 2011/2012	6	1	17%	5	83%
FY2012/2013	8	1	13%	7	88%

Video Production Program
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Associate
Students by
Ethnicity

	Total Enrollme nt	African- American	% of Total	American Indian	% of Total	Asi an	% of Total	Hisp anic	% of Total	Pacific Islander	% of Total	Wh ite	% of Total	Two or more races	% of Total	Unkn own	% of Total
FY 2008/20 09	10	0	0%	0	0%	0	0%	0	0%	0	0%	8	80%	1	10%	1	10%
FY 2009/20 10	10	0	0%	0	0%	0	0%	0	0%	1	10%	6	60%	1	10%	3	30%
FY 2010/20 11	7	0	0%	0	0%	0	0%	0	0%	0	0%	5	71%	1	14%	1	14%
FY 2011/20 12	6	0	0%	0	0%	0	0%	0	0%	0	0%	4	67%	1	17%	1	17%
FY2012 /2013	8	0	0%	0	0%	0	0%	0	0%	0	0%	5	63%	1	13%	2	25%

Video Production Program Review - VVPZ
Certificate
Students by
Age

	Total Enrollment	Less Than 25	% of Total	26-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2008/2009	19	18	95%	0	0%	0	0%	1	5%	0	0%
FY 2009/2010	22	18	82%	1	5%	1	5%	2	9%	0	0%
FY 2010/2011	23	16	70%	2	9%	0	0%	4	17%	1	4%
FY 2011/2012	20	15	75%	1	5%	2	10%	2	10%	0	0%
FY2012/2013	20	15	75%	1	5%	1	5%	3	15%	0	0%

Video Production Program Review - VVPZ
Certificate
Students by Gender

	Total Enrollment	Female Student	% of Total	Male Students	% of Total
FY 2008/2009	19	2	11%	17	89%
FY 2009/2010	22	2	9%	20	91%
FY 2010/2011	23	3	13%	20	87%
FY 2011/2012	20	3	15%	17	85%
FY2012/2013	20	3	15%	17	85%

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Certificate
Students by
Ethnicity

	Total Enroll ment	African- American	% of Total	American Indian	% of Total	Asian	% of Total	His panic	% of Total	White	% of Total	Nonresi dent Alien	% of Total	Two or more races	% of Total	Unk now n	% of Total
FY 2008/ 2009	19	2	11%	0	0%	0	0%	1	5%	16	84%	0	0%	0	0%	0	0%
FY 2009/ 2010	22	4	18%	0	0%	0	0%	1	5%	17	77%	0	0%	0	0%	0	0%
FY 2010/ 2011	23	2	9%	0	0%	0	0%	1	4%	19	83%	1	4%	0	0%	0	0%
FY 2011/ 2012	20	1	5%	1	5%	0	0%	1	5%	16	80%	1	5%	0	0%	0	0%
FY201 2/201 3	20	2	10%	1	5%	0	0%	1	5%	15	75%	0	0%	0	0%	1	5%

Video Technology Program Review - VITC
Certificate
Students by
Age

	Total Enrollment	Less Than 25	% of Total	26-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2008/2009	13	10	77%	1	8%	0	0%	0	0%	2	15%
FY 2009/2010	14	9	64%	0	0%	0	0%	3	21%	2	14%
FY 2010/2011	16	11	69%	0	0%	0	0%	3	19%	2	13%
FY 2011/2012	13	6	46%	2	15%	0	0%	2	15%	3	23%
FY2012/2013	11	3	27%	0	0%	1	9%	2	18%	5	45%

Video Technology Program Review - VITC
Certificate
Students by Gender

	Total Enrollment	Female Student	% of Total	Male Students	% of Total
FY 2008/2009	13	5	38%	8	62%
FY 2009/2010	14	6	43%	8	57%
FY 2010/2011	16	8	50%	8	50%
FY 2011/2012	13	6	46%	7	54%
FY2012/2013	11	3	27%	8	73%

Video Technology Program
Review - VITC
Certificate
Students by
Ethnicity

	Total Enrollm ent	African- America n	% of Total	America n Indian	% of Total	Asi an	% of Total	Hisp anic	% of Total	Wh ite	% of Total	Two or more races	% of Total	Unkn own	% of Total
FY 2008/2 009	13	0	0%	0	0%	0	0%	0	0%	12	92%	1	8%	0	0%
FY 2009/2 010	14	0	0%	0	0%	0	0%	0	0%	11	79%	1	7%	2	14%
FY 2010/2 011	16	1	6%	0	0%	0	0%	0	0%	12	75%	1	6%	2	13%
FY 2011/2 012	13	2	15%	0	0%	0	0%	0	0%	8	62%	1	8%	2	15%
FY2012 /2013	11	1	9%	0	0%	0	0%	0	0%	8	73%	1	9%	1	9%

3.0 General Education Objectives

Written communication

As part of each of their pre-production students are required to write treatments describing the technical, aesthetic and emotional content of each of their works. They are also required to create a number of written scripts and papers based on different projects and film concepts.

Oral communication

Students present themselves and their work to class during critique sessions which consists of orally representing information about video footage on a formal, contextual, and cultural level.

Scientific reasoning

In addition to the scientific reasoning students are exposed to in general education courses, students make scientific decisions about lighting, color temperature, exposure, and editing of their films.

Technological competence

A high level of technology is used throughout the video program students use advanced computer software, digital cameras and lighting equipment.

Critical analysis and reasoning

Students make critical decisions throughout the filmmaking process. While creating works, students consistently make decisions that use application, analysis, synthesis, evaluation, problem-solving, decision-making, as well as creative thinking metacognition and productive habits of the mind.

Information literacy

During the filmmaking process, students obtain information to critically evaluate relevance and learned information to solve problems and answer questions. They must use information legally and ethically.

Enhanced awareness of ethics, cultural diversity, artistic expression, health-and-wellness issues and the physical and social environment.

Through filming different subjects throughout their various courses students are exposed to a great number of cultural, ethical, and artistic situations.

3.1 Program Strengths

The review of program strengths must not be limited to statistical data, but should include information from other sources, such as student learning outcomes assessment data, (course level assessments) evaluations and recommendations from accreditation reports, and data from student surveys

- Excellent video faculty, many of whom work professionally in their field, and bring that expertise into the classroom giving students the best possible education.
- Our program maintains and supports significant pool of video equipment. This provides students with lots of hands-on learning opportunities.
- Small class sizes are another strength of our program. With an average of 14 students each per class, students receive a great deal of hands on experience with equipment and one-on-one time with instructors.
- The video program has an excellent reputation as a program that produces students who are both creative and technically skilled.
- Commitment to the regional community: The Foundation to the Digital Arts Program enables CCPS high school seniors to take VCP courses for dual credit with transportation provided by the CCPS and tuition support from CC and CCPS. VCP also connects with high school students during a series of “Tech Prep” days each semester where students attend small workshops held by instructors and staff.

3.2 Program Weaknesses

The review of program weaknesses must not be limited to statistical data, but should include information from other sources, such as student learning outcomes assessment data, (course level assessments) evaluations and recommendations from accreditation reports, and data from student surveys

- **Facilities**

Facilities space is now a major issue affecting the Visual Communications Program. Several years ago the college master plan identified a need to move our program to the technology building for increased visibility and additional space. That move continues to be delayed further and further into the future. If we are to remain in our current location for a few more years, some renovations are needed including more and better equipment storage space within the main lab area and web-cam monitoring of remote studios and storage areas. There is also a growing need for new, more efficient furniture, especially equipment carts & moveable storage cabinets. In addition, we continue to have need for a

larger, more accessible studio spaces, as well as an additional computer equipped classroom (perhaps AS 223).

- **Budget**

Professional Video equipment is very expensive. It continues to be a challenge to keep industry standard equipment available to students.

- **Staffing**

Due to a decrease in budget and a change in the way we staff our lab due to the affordable health care act we have a fewer less skilled lab staff.

Gallery

- Loss of the NE gallery has been a major loss for the Art and VCP programs removing the ability for us to showcase student work and provide them with the skills of curating an exhibit.

3.3 Program Opportunities

Provide information as to how the program might be expanded to address the needs of students.

Develop additional articulation agreements with four-year institutions.

Re-evaluate technology to bring current industry standards into the classroom.

Explore including mobile device portfolios.

Better market career path opportunities for this degree program.

3.4 Program Threats

Provide information regarding any threats to student enrollment such as historically low enrollments; lack of qualified adjuncts, budget, etc.

There are a number of threats to this program

- Lack of funding for equipment, lack of funding for lab support and a constantly changing job market make this a very difficult program to maintain.
- Equipment in this industry is constantly changing that makes it imperative that we maintain up-to-date technology to be able to teach our students equipment that's being used in the field.
- Maintaining sufficient and skilled lab staff and hours is also imperative to make sure that students are getting the hands-on tutorial support they need to learn this complex software and equipment.

- The job description for videographers has changed a lot over the last few years now they're expected to work in smaller and smaller crews where often one person is in charge of directing, camera, sound and lighting.
- The flood of amateur video makers into the market in recent years has lowered the general standard of video production and reduced pay rates for professionals.
- Competition from other schools in the area. Many local schools have added video programs in adjacent counties and states.

4.0 Other Program Information

4.1 Advisory Board

The visual communications program does maintain an advisory board that consists of a group of working professionals and instructors from other visual communications programs in the region. This advisory board meets once a year as a group and then as needed with individual members. The group consists of:

Advisory Member	Credentials	Contact info
Barry Gorrell	Lab manager/faculty Cecil college visual communications program	410-642-6682 bgorrell@cecil.edu 1447 Clayton St. Perryville, MD 21903
Adam Jacono	M.F.A. East Carolina University B.F.A. Photography, Kutztown University of Pennsylvania	Adam Jacono 370 Walnut Lane North East MD 21901 jaco2921@cecil.edu 410-287-1000 x.314 adamjacono.com
Mary Targonski	B.A. (College of Notre Dame of MD)	302-998-4312 600 Fallon Ave. Wilmington, DE 19804
Jerry Arnold	Free-lance Graphic Designer	443-528-7895 3110 Tucker Road, Street Maryland 21154

Advisory Member	Credentials	Contact info
Kevin Seldomridge	<p>AS Visual Communications Cecil College</p> <p>Enrolled in Bachelor's program at UMUC for Computer Science</p> <p>Senior software engineer Lockheed Martin</p> <p>Currently working on creating a Unity 3D user group</p>	<p>410-398-1399 700 Heritage Lane / Apt. D Bel Air, MD 21014</p>
Greg Newswanger	B.S Game Design & Art (Art Institute of Pittsburgh)	<p>410-642-2761 168 Chestnut Pt. Rd. Perryville MD 21903</p>
David Oldelwertal		
Floyd Dean	<p>Photographer Videographer owner of Dean Digital</p>	<p>2 S Poplar St Wilmington, DE 19801 (302) 655-7193</p>
Scott Shaw	<p>Scott Shaw [SRS]</p> <p>Chair, Game Design and Development Program</p> <p>Chair, Video and Motion Graphics Program</p>	<p>Wilmington University 320 N. Dupont Highway New Castle, DE 19720 302.356.6987 scott.r.shaw@wilmu.edu<mailto:scott.r.shaw@wilmu.edu> Skype: thirdrowllc Cell:443.207.0383</p>

4.2 Adequacy of Available Technology

Provide an assessment of the technology assets available to support this program.

Technology is a constant battle within the video program current funding does not allow for investment in new technology and maintaining current equipment. We are routinely forced to choose between replacing outdated equipment or investing in new technologies.

4.3 Adequacy of Facilities

Provide an assessment of the facilities available to support this program.

It was established in the college's Master Plan that the visual communications program needs to move out of the arts and sciences basement. The program was to be relocated to the first and second floor of the technology building providing more space. This Increase in space and visibility is necessary because of the expanded growth of the program over the last five years. This move has not taken place and the current facilities are not adequate to contain the expanding program. There is a need for more storage space, studio space, and classroom space. It was also discussed that the visual communications program needs to be more visible not hidden away in the basement of the arts and science building. The Small size of the video studio make it impossible to do any type of productions other than interviews. Low ceiling heights and short room length limit camera shots, angles and movement as well as restrict lighting setups. The video control room has been set up incorrectly since its original construction with windows facing the wrong room. Because of this the program has had to concentrate on field production over studio. The video editing room (AS 109) is small dark and cramped often referred to by students as the cave.

4.4 Articulation Agreements

Are there articulation agreements related to this program? If not; why not?

Provide a listing of the articulation agreements in place using the table provided below.

Assume that an articulation agreement that is older than five years must be renewed. Provide the status of efforts to renew the agreement if it is expired.

Cecil College Degree	Partner College/University	Effective date of the Articulation Agreement	Current status of the Articulation Agreement
Visual Communications/Video Production Option	University of Baltimore	3-10-95	Continued
Visual Communications/Video Production Option	Sheffield	1994	unknown
Visual Communications/Video Production Option	Wilmington University	2004	Continued

5.0 Program Goals and Objectives

Provide a summary of the status of goals and objectives provided in the previous Program Review.

- Explore developing more on-line learning, including pod casts.
VCP notes was created to support online course support.
- Explore articulations/cohort VCP bachelor degrees taught at least partially at CC with WU, UB, and UMBC. A meeting with WU is scheduled for this semester. Enthusiasm from individual program leaders is high but movement from administration at these schools is slow and sometimes unsupportive.
- Update marketing materials with graduates' success stories.
Not done.

Provide program goals and objectives for the next five years using the chart provided below.

Goal(s)	Timetable	Required Resources	Obstacles to Completion (if any)
Skill Integration (More opportunities for students to explore expand and combine film making, film editing, script writing skills.) Media Integration (More integration of web & video & modeling skill sets) Expanded visual effects (More 2D Video & Graphic Animation, 3D Modeling & Animation, Audio Editing & Production, and compositing these components with film.	1-4 Years (2014-2017)	More Instructors with diversified skill sets.	Difficulty finding qualified willing instructors. Inadequate Facilities & Limited Funding

6.0 Recommendations

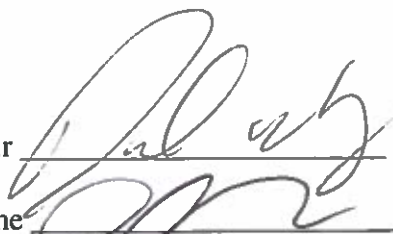
Provide your recommendations for the program. Should it be expanded, eliminated, retain as is, etc.

What can be done to make the program more meaningful to the students or to meet the needs of business/industry and the local economy?

- Create a budget for replacement equipment. This is particularly important for the video program as it requires a variety of expensive equipment.
- Increase Lab Staff budget
- Move the visual communications program to the first and second-floor of the technology building as described in the master plan. To provide the much needed space.
- Provide funding to renovate video studio and replace lighting grid during move to tech building
- Continue to search for working professionals to teach courses outside the current pool of adjuncts. Or provide funding to train current staff in the latest equipment and techniques.
- Develop a stronger tie to the surrounding community, and working professionals to allow for greater student notoriety, job placement, and events.

Approvals

Signature of Division Chair



Date 5-12-14

Signature of the Chair of the
Academic Affairs Committee



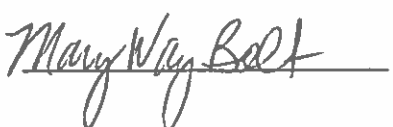
Date 5-14-14

Signature of the Dean of
Academic Programs



Date 5-15-14

Signature of the Chief
Academic Officer



Date 5/16/14

Date Presented to CMT: _____



