



Media Production, AAS

Multimedia, SD

Academic Program Review
2018 to 2021

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Report Month/Year

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I. Introduction

A. Provide the current purpose of the program.

The Media Production AAS is a highly creative course of study that allows students to explore their potential in communicating ideas through the use of electronic and digital media. Graduates of this program are qualified to seek employment as television, radio, and recording producers, directors, camera operators, editors, disc jockeys, scriptwriters, graphics, multimedia producers, sound reinforcement, and audio specialists. Graduates may also qualify for employment as media planning and production specialists in cable companies, business, industry, hospitals, and state and local government. The program also prepares students for new multidisciplinary jobs developing in multimedia firms, small video/audio production houses, recording studios, industry, and education.

The Multimedia Production SD is a nine-credit course of study designed for those with previous media and/or computer experience who wish to broaden and update their skills or for Media Production majors who wish to add the Multimedia expertise to their AAS diploma. The Certificate includes proficiency in the areas of multimedia production and preparation of multimedia materials for social media and the internet. Courses are taught in a state-of-the-art multimedia lab that provides extensive opportunities for hands-on instruction utilizing the latest multimedia production software. Aesthetic and design skills are stressed, as well as practical understanding of computer technology.

The majority of students in the Multimedia Production SD and also enrolled in the Media Production Program and seek this Certificate as an add-on that may help them in the job. However, some students, already working in the field or otherwise, take the program to update their skills.

B. How does the program advance the mission or strategic focus areas (SFAs) of the college? (Reflect on the program's curriculum, success rates, etc. to highlight where the program specifically promotes one or more of the SFAs)

Enhancing Student Access and Advancing Excellence in Technology is one of the hallmarks of the Media Production program. The program has been the commitment to reduce the "digital divide" and the technology gap between well-off and not as well-off. In addition, our commitment to equal access to technology ensures everyone in the program has the same opportunities to engage with and use Media technology. The success of this is evident in our retention numbers.

This Specialized Diploma also addresses the focus area of Advancing Excellence in Technology. Through the use of current photo, audio, and digital graphic technology, the program gives students access to the same tools that they will find in the job market. Our Media Lab provides computers, lights, microphones, and other tools necessary for this field. In addition, students gain advanced technical skills in social media.

Engaging with our Communities – Students in Media Production produce literally hundreds of projects with internal and external "clients." Externally they interact with musicians, dancers, artists, as well as non-profits and community organizations. Internally they have produced products for college needs. Currently, they are producing promotional videos for the Allied Health School which promote their programs. Previously they produced a series of videos for the Counseling department that explained the services offered to students.

- C. Comment on awards, honors, noteworthy accomplishments, or unique features related to the program during the review period.

Recent graduates of our program have excelled in numerous and varied positions. Below are just a few of the many successful Media Production grads.

Nicholas Corrado produced an independent film that has won several national awards, including Accord Cine Fest and Art House Festival of Beverly Hills.

Emily Hoban was recently named director of social media of a major clothing chain Labelswap.

Taylor Prinzavalli is a member of the International Cinematographers Guild and was a part of several national television shows and the movie The Chicago Seven.

Jon Savard opened a successful recording studio in Toronto and has produced numerous albums and soundtracks for films

And, a recent graduate from the Specialized Diploma was just named head of social media for a major Florida clothing company.

- D. Catalog Description

1. The current program catalog description is included in [Appendix A](#).
2. Does this description accurately describe the current program?

Yes X No

If No, what changes does the program review committee recommend?
Explain reasons for any recommended changes.

- E. Previous Program Review

1. Provide the date of the last program review: March 2017
2. List the recommendations from that review and indicate the extent to which these recommendations have been implemented. Indicate "I" for recommendations

implemented, "IP" for those in progress, and "NI" for those not implemented. For those recommendations not implemented, please explain the circumstances.

Table 1. Status of Recommendations from Last Program Review

Recommendation	Status
Assessment work at the course and program level should continue, in order to ensure that students are producing work that meets the demands of the program, and of future employers.	IP
The college must continually offer financial support to keep this fine program abreast of the frequent changes in media-based technology.	IP

II. Program Outcomes

A. Program-Level Student Learning Outcomes (see [Appendix B](#)).

1. Have the PLOs been updated or revised since the last program review?

Yes _____ X _____ No _____

2. If yes, briefly explain the rationale for the changes (e.g., improving assessability, conforming to best practices, etc.)

There have been changes to Media Production which reflect industry and technological changes. Also, changes to support the college's SFA in regard to fostering diversity ([Appendix D](#)).

There have been no changes to the Specialized Diploma.

B. Program-Level Performance Indicators

1. Describe the key indicators used to assess the quality and effectiveness of your program relative to its core purpose and the college mission.

See retention, persistence, completion, and transfer/job-placement/licensure in [Appendix C](#) (year over year trend data for the last five years).

Other indicators as applicable (also in [Appendix C](#)) include:

- Indicators of Student Success – awards and graduate recognition
- Transfer/job-placement
- Internship Feedback/Placement Reports

The unique indicators that demonstrate how Multimedia is fulfilling its purpose as well as supporting the overall institution and/or other programs (i.e., STEM courses supporting Allied Health programs) are as follows:

Over the last five years, 120 students graduated or successfully transferred from the Media Production program. The Placement Reports confirm that the program functions as an avenue into employment, with graduates both entering directly into employment and others continuing their education. Graduates who continue to a baccalaureate granting institution go to Temple University, Kutztown University, and East Stroudsburg, while others venture further to New Jersey or New York institutions.

Students going into employment have provided very little data about the salaries they receive. This lack of reporting may be partly due to the fact that media graduates often start at entry-level positions until they can prove their talent. But there are a number of high visibility graduates who are successful in various local and national media positions. In addition, there is a predictable diversity in the types of jobs graduates report. Traditional jobs in radio and television stations continue to be a source of employment. But graduates are also finding employment in areas such as video post-production, social media, graphics, multimedia design, and sound engineering.

Increasingly graduates are asked to perform a variety of roles, be multitalented, and be familiar with a range of sophisticated software and hardware applications. The continuing improvement of curriculum and equipment ensures that our graduates will indeed be prepared for these opportunities.

III. Environmental Scan

A. Identify current trends in the program's field or discipline.

There has been increased interest and employment in areas related to social media, independent production, and post-production audio and video. In terms of social media, we have shifted the specific content of our classes to reflect this. The basic skills outcomes remain consistent, but the applications are now more directed towards use in social media

B. What has the program done to respond to these trends?

We have established several new courses, including Digital Music Production, Media Performance, Multimedia Production, and Commercial Photography. In addition, existing courses have updated content/outcomes, including Audio Production, Portable Video, and Multimedia Photography.

C. Does the program have any external transfer articulation or joint admissions agreements?

Yes X No

If yes, complete Table 2.

Table 2. Top five program-to-program articulation agreements.

Name of the Institution	Type of Agreement	Average number of student who transfer here each year	Date agreement was last reviewed or updated
Bethlehem Area VoTech	articulation	2	2020
MCTI – GARY G			

Have any problems been encountered concerning the transferability of courses?

Yes _____ No X

If yes, specify the nature of these problems.

D. Does the program have any inbound articulation agreements?

Yes _____ No X

If yes, complete Table 3.

Table 3. Inbound articulation agreements.

Name of the Institution	Type of Agreement	Average number of student who transfer here each year	Date agreement was last reviewed or updated

- E. Provide regional workforce data with respect to (1) the number of people currently employed in the field; (2) projections for employment growth or decline; and (3) the current salary range. Discuss the implications of these numbers for the program.

BUREAU OF LABOR STATISTICS

- F. Does the program have any community partnerships or other associations or memberships of note?

Yes X No

If yes, describe the nature of these relationships

The program has a relationship with The Bethlehem Area VoTech Media Arts program as well as the Lehigh Valley Charter School for the Arts. Both connections provide a number of high school grads to our program annually. In addition, we have been of service to a number of non-profit institutions in the community by providing media content, including the City of Bethlehem KIZ initiative, Bach Choir, and Johnston Farm. We also have a relationship with the local film commission FIFO which resulted in a dozen of our students working on a feature film this past summer.

- G. Does the program have an advisory committee?

Yes X No

If yes, list the names and affiliations of the advisory committee members

Dan Reese, VP of Promotion, QVC

Sergio Rivas, Director of Media BAVTS

Vanessa Piraino, crewing manager at Program Productions

John Rudeau, producer at Ortho McNeil Pharmaceuticals

Sean Bradley, producer at Howard Stern Show

Rocky and Julia Urich, owners of Firerock Productions

Colleen Shea, National Director of Promotion at Live Nation Concerts

- H. How often does the advisory committee meet? As needed

- I. Specify advisory committee contributions to the program's growth and development, including recommended curricular changes.

We frequently talk about industry trends, technological innovations, and potential employment opportunities.

IV. Curriculum

A. Curriculum Matrix

1. The program's most recent curriculum matrix for the program's learning outcomes can be found in [Appendix E](#).
2. The key abilities matrix (see [Appendix F](#)) indicates how the program satisfies NCC's general education core requirements.
3. Based on the curriculum matrix and general education core review, are there any changes that need to be considered?

Yes _____ No X

B. Program and co-curricular maps are in [Appendix G](#) and [Appendix H](#).

1. Based on the program map, validate the adequacy of the organized, intentional, sequential learning experiences.

The curriculum continues to provide a broad introduction to all the various aspects of modern media while allowing a certain amount of specialization, particularly in the second year of study. Four media electives and additional free electives enable students to tailor the program to fit the particular aspects of modern media they are most interested in pursuing. Reflecting both students' interest and the changing job market, the concept of Media itself has shifted from a concentration on commercial radio and television broadcasting to the much larger concept of electronic and digital communication.

Certain fundamental communication concepts are consistent and will remain regardless of format. However, the program has also accommodated the "convergence" of traditional media with emerging digital technology. Virtually all production coursework involves the use of sophisticated computer hardware and software. Students use non-linear audio editing and mixing software to prepare audio material in traditional courses like Audio Production. Television Production incorporates high definition digital cameras and switcher, digital effects and computer based graphics and a complete tapeless workflow. In advanced courses, all work is done on state-of-the-art workstations.

All of the Media Production courses have benefited from the on-going modernization of facilities and equipment in the Media Lab. Most recently, new digital SLR cameras, LED lighting kits, and microphones were purchased for use in the Multimedia and Video Production courses. This upgrade of the Media Lab equipment and facilities ensures that students will be learning the same kind of equipment they are likely to find in the workplace.

The current curriculum of the program consists of 30 credits in the major, 21/22 credits of general education core courses, and nine elective credits for a total of 60/61 credits

Several changes were made to the curriculum to keep courses current with industry trends, including new courses in Commercial Photography and Media Performance.

Multimedia courses have also been updated to also address the growing use of these courses by Journalism, Theater, and Communication Studies students. A number of cooperative learning opportunities allowed Media Production students to collaborate with students in these other majors as part of class projects.

The curriculum continues to allow great flexibility in the choice of media and free electives in the second year. This flexibility allows greater choice for the student while at the same time offering more depth to the instruction. The required courses provide a solid foundation in communication through "electronic storytelling." The choices of media electives and the other course offerings allow students to tailor their academic experience to fit their particular interests and goals. In addition, many courses use service-learning opportunities to interact with real-world "clients" and provide students with the opportunity to produce media products fully. These have included partnerships with the City of Bethlehem KIZ initiative, Bach Choir, Johnston Farm, and many others.

The Media Production program is offered on the Bethlehem Campus due to the need for access to the specialized facilities and equipment located there. Students can complete the general education courses and many of the supporting courses at the Monroe Campus, or on-line through the Distance Learning department, and travel to Bethlehem for the major courses which utilize the TV studio, radio equipment, and Media Lab.

2. Based on the co-curricular map, discuss the relationship between student learning and co-curricular experiences.

Co-curricular activities are built into almost every phase of the program. Because the program emphasizes real-world activities there are numerous opportunities to interact with the college community and the community at large. From guest performers and interviews to promotion videos for the college and non-profit institutions, there are opportunities connected with almost every production course.

3. Are there any changes to the program map or co-curricular map that need to be considered?

Yes _____ No X

If so, describe these changes.

- C. Discuss career development and experiential opportunities for students within your program (e.g., internship, capstone, career research courses, service learning, etc.).

As described above, from the very first semester, students are introduced to experiential and service-learning activities. In the final semester, students take Internship, Advanced TV, or Advanced Audio. All of these courses involved capstone experiences in the form of experiential learning. In addition, we have recently added a section of Internship in Summer to accommodate opportunities available during those months and accommodate the students' scheduling needs.

1. Based on a review of these opportunities, are there any changes that need to be considered?

Yes _____ No X

If so, describe these changes.

D. Modality Awareness

1. If courses are being offered in online or hybrid formats, discuss the assessment of the effectiveness of these formats.

The pandemic created the need for updated modalities in many of our courses. We successfully adapted all courses, and this allowed us to retain students at pre COVID levels. Many of the lessons learned in reorganizing the courses will be retained even as we shift back to on ground. Specifically, many of our courses will continue to be offered in a hybrid or hyflex modality. While we encourage most students to attend in person, the hyflex structure allows some students to attend remotely when needed. This of course applies to illness or quarantine, but it also addresses students with life issues and prevents them from losing valuable instruction.

2. Are there any changes to these formats that need to be considered?

Yes _____ No X

If so, describe these changes.

V. Assessment

- A. Append the current version of the program's Assessment Plan ([Appendix I](#)).
- B. Using Table 4, provide a summary of the assessment activity that has occurred since the last program review.

Table 4. PLO Assessment.

Program Learning Outcomes (include all program outcomes that are listed in the College Catalog)	Describe how the outcome has been assessed in the last five-year period.	What have been the results of that assessment?
12. Students will demonstrate knowledge of the laws applying to media and be able to apply them to real situations.	<p>Multimedia Production students demonstrates understanding and internalization of these concepts in an assignment which asks them to portray an event or activity and the people involved. The finished project is evaluated on technical and artistic terms but also on ethical terms</p> <p>Audio Production students demonstrates understanding and internalization of these concepts in an assignment which asks them to tell a story about a person, place or event through interviewing a person involved. The finished project is evaluated on technical and artistic terms but also on ethical terms.</p>	<p>The majority of students scored as Acceptable or Advanced with only 2 requiring further improvement. This indicates that the lessons were internalized and were able to be applied in practical situations.</p> <p>The majority of students scored as Acceptable or Advanced with only 4 requiring further improvement. There were 6 students who did not do the assignment and so listed as minimally evident. This indicates that the lessons were internalized and were able to be applied in practical situations.</p>

- C. What changes have been implemented as a result of recent programmatic assessment activities?

More availability of equipment fro students to use at home without having to constantly check equipment in and out.
- D. Identify desired changes as a result of programmatic assessment that have yet to take place.

Conitnual updates of software and hardware.

VI. Students

- A. Describe full-time and part-time enrollment trends since the last program review or the past five years.

Table 5. Media Production Student Enrollment Data

Academic Year	2020-21	2019-20	2018-19	2017-18	2016-17
<u>FALL</u>					
Full-Time	77	93	77	69	63
Part-Time	41	40	45	41	48
Total Fall	118	133	122	110	111
<u>SPRING</u>					
Full-Time	62	87	83	70	64
Part-Time	38	55	61	43	52
Total Spring	100	142	144	113	108

Enrollment in Media Production courses remains at full capacity. In order to ensure the quality of instruction and access to equipment, there is a cap on fall enrollment into the program. The maximum number accepted is approximately 50 per year, and all available seats have generally been filled, with additional students on a waiting list.

There is little need to advertise the program as students report positive word of mouth from friends, parents, teachers, etc. The program's reputation for excellence in both instruction and facilities continues to attract students locally and from a distance. There is traditionally some drop-off in retention during the first semester. This attrition is considered normal for a program that requires that students possess a degree of talent to succeed.

Table 6. Multimedia Student Enrollment Data

Academic Year	2020-21	2019-20	2018-19	2017-18	2016-17
<u>FALL</u>					
Full-Time	0	1	0	1	1
Part-Time	1	0	2	1	1
Total Fall	1	1	0	2	1
<u>SPRING</u>					

Full-Time	0	0	0	0	0
Part-Time	1	1	0	1	2
Total Spring	1	1	0	1	2

- B. Describe enrollment trends regarding student age, gender, race, and socio-economic status since the last program review or the past five years.

Table 7. Media Production Student Demographic Data

Academic Year (FALL)	2020	2019	2018	2017	2016
<u>RACE/Ethnicity*</u>					
Black or African American	13	21	20	26	16
Hispanic	34	34	29	19	22
Non-Resident Alien	2	3	0	0	2
Two or more Races	1	3	3	3	2
White	64	68	66	60	67
<u>Sex</u>					
Male	76	97	88	79	85
Female	42	36	34	31	26

*Unreported races or ethnicities had less than 2 during all reporting periods.

Table 8. Multi Media Student Demographic Data

Academic Year (FALL)	2020	2019	2018	2017	2016
<u>RACE/Ethnicity*</u>					
Black or African American	0	1	0	0	0
White	0	0	0	2	1
<u>Sex</u>					
Male	1	1	0	2	1
Female	0	0	0	0	0

*Unreported races or ethnicities had less than 2 during all reporting periods.

- C. Describe any concerns the program review committee has regarding: (1) any enrollment trends mentioned above or (2) other enrollment-related issues.

It's difficult to interpret data collected through the pandemic. There is a tilt toward more women in the field, which is a good development.

- D. Has the program instituted any methods or materials to encourage and increase applications by new students since the last program review or the past five years?

Yes X No

If yes, please describe any initiatives.

Outreaches through social media, including Facebook and Instagram.

- E. Has the program instituted any methods or materials to encourage and increase the recruiting of continuing students to choose this program major or emphasis?

Yes X No

If yes, please describe any initiatives.

Same as above.

- F. Comment on graduation rates since the last program review or the past five years.

Graduation rates have remained fairly consistent.

- G. Comment on transfer rates for students who have and who have not graduated from the program.

Transfer rates have remained fairly consistent.

- H. Discuss your program's engagement with and impact of new student orientation, advising, tutoring support, disability support, student life, and career services.

New student orientation has suffered somewhat from the pandemic, but the program has supplemented the college orientation with our own. Similarly, in terms of career services, we have developed a valuable network of graduates in many local businesses that help us with placement.

VII. Physical and Financial Resources

- A. Comment on the availability, adequacy, and use of learning tools, such as computer software, instructional media, laboratories, studios, etc.

The college has been very supportive of the technological needs of the Media Production program. In particular, additional equipment was needed and approved by the college during the pandemic. One of the reasons for the retention and success of our students was their access to needed computers, software and media equipment, either at the school or at home. It's important to keep equipment at an industry standard.

The Multimedia Specialized Diploma shares resources with the Media Production program. As such, there are no additional costs or resources needed.

- B. Discuss the adequacy of (1) instructional space, (2) office space, (3) instructional supplies, and (4) equipment for the program.

The Media Lab and associated equipment meet the needs of our students very well.

- C. Discuss library resources.

Adequate.

- D. Comment on the role of marketing and public relations in supporting the program.

There is not a particular need for Marketing initiatives since we generally have full enrollment and use our own social media outreach.

- E. Program costs and income.

Table 9. Media Production Financial Data

	FY2021	FY2020	FY2019	FY2018	FY2017
Program Income					
Tuition	532,516	632,033	506,500	465,575	443,858
Local Reimb	100,011	106,852	86,068	77,260	72,825
Operating Reimb	244,786	259,148	201,339	176,409	167,496
Stipend Reimb	-	-	-	-	-
Total Income	877,313	998,033	793,907	719,244	684,179
Program Costs					
Direct Costs	429,712	419,942	385,428	307,413	291,773

Indirect Costs	427,753	473,938	393,034	332,121	298,900
Total Costs	857,466	893,880	778,461	639,534	590,673
FTE	101.12	124.27	102.43	96.26	93.95
Income per FTE	8,676	8,031	7,751	7,472	7,283
Cost per FTE	8,479	7,193	7,600	6,644	6,287
Inst Avg Cost per FTE	8,901	7,820	7,933	7,075	6,703
Rank	71 of 138	94 of 135	75 of 133	76 of	83 of
Income over	19,847	104,153	15,446	79,710	93,506

Note: 2018 is MEPD and RTVD combined. 2017 is RTVD.

Table 10. Multimedia Financial Data

	FY2021	FY2020	FY2019	FY2018	FY2017
Program Income					
Tuition	3,647	2,913	-	2,035	2,174
Local Reimb	685	492	-	338	357
Operating Reimb	1,677	1,194	-	771	820
Stipend Reimb	-	-	-	-	-
Total Income	6,009	4,599	-	3,144	3,351
Program Costs					
Direct Costs	2,827	2,156	-	1,563	1,547
Indirect Costs	2,930	2,184	-	1,451	1,464
Total Costs	5,756	4,340	-	3,014	3,011
FTE	0.69	0.57	-	0.42	0.46
Income per FTE	8,676	8,031	-	7,474	7,282
Cost per FTE	8,311	7,579	-	7,165	6,544
Inst Avg Cost per FTE	8,901	7,820	-	7,075	6,703
Rank	80 of	71 of	n/a	56 of	67 of
Income over Expenses	253	259	-	130	340

1. Describe how the program is financed, including college budget (if any) as well as any grants that have been received over the past five years, and outline any major expenses over the past five years.

CHECK DRACIE FUNDING SOURCE

2. If possible, analyze the program's cost-effectiveness (i.e., does current/projected student enrollment cover the cost of faculty, supplies, etc. and/or are the faculty staff, space and/or facilities appropriate for the current/projected enrollment).

Considering that the Media Production program is very much dependent on modern technology, it is a cost-effective program for the college, ranking as the 71st most expensive program out of 129 in 2016. Income per FTE is above the cost per FTE and overall the program is below the institutional average cost per FTE.

Factors that assist in keeping the costs for the program reasonable include having one full-time faculty member, complemented by a lab assistant and student workers, and a small group of adjunct instructors. In addition, the program is able to offset some equipment and personnel costs through Perkin's vocational money and a student lab fee for many of the courses.

There are virtually no costs associated with the Multimedia Specialized Diploma. All three courses are also part of the Media Production Program. And all three courses run at full capacity every semester.

3. Are you getting additional funding from grants or donors?

VIII. Human Resources

- A. Briefly describe Program Leadership and oversight.

The program is and has been led successfully by Mario Acerra.

- B. Report the numbers of full-time and part-time faculty, professional staff, and clerical staff currently associated with the program.

Table 11. Faculty Demographic Data

Status	Last Review	Current Review
Full-Time Faculty	1	1

Part-Time Faculty	5	3
Professional Staff	1	1
Clerical Staff		

- Note any changes that have occurred in these numbers since the last program review or the previous five years.

Increase use of adjuncts

- Briefly explain how these changes have affected the program.

Allows specialized courses to be offered to students.

- C. What is the ratio of full-time to part-time faculty? What percentage of (1) day sections, (2) traditional evening/weekend sections, (3) distance education/hybrid sections, and total sections are taught by full-time faculty. Comment on the levels of full-time, part-time faculty, and professional or clerical staff.

For Media Production, full-time faculty members teach approximately 80% of the day sections offered, including all sections of freshman courses. Most evening sections are specialized courses taught by adjuncts. Overall split is approximately 65% of total courses are taught by full-time faculty. Without a doubt the continued success of this program benefits from the majority of its classes being taught by full-time faculty.

For Multimedia, there are five sections taught in a year. Two are taught by full-time faculty and 3 by adjuncts.

- D. Faculty Expertise/Experience

- Northampton hires faculty members who are well-credentialed (see [Appendix J](#)) and understand and embrace the open-access mission of the community college.
- How do faculty in this program promote academic excellence through professional development, scholarship, and service?

Served on College Committees

Served College through Senate or Union

Engaged in Academic Advising and AOS Work

Engaged in Student Clubs or Service

- Organized College Events or Projects
- Offered Community Service on behalf of NCC

IX. Analysis of Findings

- A. Based upon the data collected in this document, discuss the strengths and weaknesses of your program. *For example: do students progress successfully through courses; are staffing/equipment/facilities needs filled; are assessment efforts successful; etc.*

The Media Production program serves all interested segments well, having responded to both students' requests and the needs of the marketplace. Students benefit from a well-informed, able staff, excellent equipment, and state-of-the-art facility. They respond and market the program by word-of-mouth. Students are well prepared for entry-level positions in various media occupations or transfer

- B. Based on the data collected in this document, discuss the opportunities for improvement available to your program and the internal and external challenges your program faces. *For example: is the program in demand; are graduates employable/able to transfer; what is the future plan for this program; etc.*

The Media Production program is forward-looking, continually assessing and upgrading curriculum, equipment, and practices. As long as the college continues to support the Media Lab's operation, students will continue to enroll in this program.

As mentioned in the beginning of the document, the majority of the students getting the Multimedia Specialized Diploma are also attaining an AAS in Media Production. This additional Certificate helps them in the job market.

- C. What additional data that is currently not available would have been helpful to evaluate this program effectively?

Job info and salaries at 5 and 10 year intervals after graduation.

X. External Review Report

Refer to [Appendix K](#) for the external/accrerator review report.

XI. Action Plan

- A. Identify 2-3 program goals for the future.
1. Goal. Reorganize courses and curriculum to take advantage of hybrid learning.

- i. Timeframe: on going
 - ii. Responsible Party(ies) Mario Acerra
 - iii. Resource Implications:
2. Goal. Strengthen alumni connections by establishing a series of visits/interactions between successful alumni and current students.
 - i. Timeframe: ongoing
 - ii. Responsible Party(ies) Mario Acerra
 - iii. Resource Implications:
3. Goal. Decentralize access to equipment so more equipment is available for extended times off campus. This reduces reliance on coming into the Media Lab and allows more time to work on projects.
 - i. Timeframe: ongoing
 - ii. Responsible Party(ies) Mario Acerra
 - iii. Resource Implications: change priorities for future equipment purchases

Appendix A: Program Description



Media Production, Associate in Applied Science

Narrative

Northampton's Media Production program is a highly creative course of study that allows you to explore your potential in communicating ideas through the use of electronic and digital media.

- A degree in Media Production will help prepare you for a career in:
- Broadcast, corporate, and social media production
- Audio recording, engineering and recording studio production
- Studio-based television and portable video production
- Fiction or documentary digital cinema production
- Digital editing and post-production
- Radio production/post-production
- Multimedia photography, animation and video

Features

Northampton's program includes both academic and technical aspects of Media Production. Curriculum includes courses in audio and video production, communications, and writing. Courses include television and portable video, recording studio production, editing and post production, and multimedia production. Aesthetic considerations are stressed as the program strives to develop your capacity as an electronic artist. In addition we offer the following resources:

- Live broadcast HD television studio
- Audio and Video Post Production Lab for Final Cut, Premiere, After Effects, and Logic
- Pro Tools Surround Sound mixing studio
- Panasonic camcorders and Nikon digital cameras
- WNCC steaming radio station
- Video Waves cable and internet TV show
- Internship opportunities

Multimedia, Specialize Diploma

Narrative

Multimedia content creation involves the creation of audio, video, digital photography, graphics and animation for social media and web based application. Northampton's specialized diploma in Multimedia is a nine-credit course of study designed for those with previous experience in media, computers or marketing who wish to broaden and update their skills by becoming proficient in multimedia production and social media content creation.

The diploma program consists of three courses taught in the College's state-of-the-art multimedia lab. You'll have extensive opportunities for hands-on instruction using the latest hardware and software. Because multimedia production is both a technical and an artistic process, we stress aesthetics, creativity, and design

in addition to the practical understanding of computer technology. Contact the Admissions Office at 610.861.5500 for further information.

Features

Northampton's program includes technical and aesthetic aspects of Multimedia content creation. Curriculum includes courses in photography, video, graphics and animation utilizing the following resources:

- Audio and Video Post Production Lab for Final Cut, Premiere, After Effects, and Logic
- Nikon digital cameras
- Portable digital audio recorders

Career Potential: Multimedia Producer, Social Media content creator

Appendix B: Program-Level Learning Outcomes



Graduates of the Media Production program will:

1. Be skilled in the basic operation of the audio, video and multimedia equipment used to produce media presentations.
2. Know and be able to use the technical terms and "language" of media production.
3. Formulate and plan audio, video and multimedia productions and to explain their plans both orally and in writing.
4. Collaborate and direct others respectfully and appropriately in a variety of cultural contexts.
5. Develop their creative intelligence and capacity for creative expression in the form of media arts.
6. Use various media technologies to communicate information, ideas and feelings to an audience.
7. Combine or edit basic sound and image elements to generate more complex forms of communication messages.
8. Critically evaluate media including both their own work and the work of others with an awareness of cultural context and the effect of one's own biases.
9. Demonstrate an understanding of the business and operating procedures of radio, television and other electronic media and be able to work effectively in various positions in media companies, in companies with media departments or in entrepreneurial situations.
10. Analyze the effects of media on individuals, society and culture.
11. Understand and be able to describe the evolution of media technologies and industries and the forces that shaped them.
12. Demonstrate knowledge of the laws applying to media and be able to apply them to real situations.

Graduates of the Multi Media program will:

1. be skilled in the basic operation of multimedia computers and related audio and video equipment
2. be able to formulate and plan multimedia and internet productions.
3. develop their creative intelligence and capacity for creative expression in the form of multimedia and internet applications.
4. be able to use various multimedia and Web technologies to communicate information, ideas and feelings to an audience.
5. be able to design and use text, graphics, audio and video clips for use in multimedia and the Internet.

Appendix C: Program-Level Performance Indicator Data



Media Production: Completion and Retention Data

Year	Total Students ^a	Withdrew ^b	Withdrew and transferred ^c	Retained in new major ^d	Retained in same major ^e	Graduated ^f	Graduated and Transferred ^g	% retention ^h
2019	133	45	6	8	48	19	10	62.2%
2018	122	41	7	7	50	21	4	63.1%
2017	110	38	6	6	36	18	15	63.0%
2016	109	31	6	10	37	17	9	66.4%
2015	112	29	7	9	46	15	12	69.5%

- Enrollment as of Fall census date
- Withdrew prior to following year census
- Withdrew and transferred prior to following year census
- Stayed at NCC but was in a different major the following year census
- Stayed at NCC and was still in the same major the following year census (these students will be part of the following year total enrollment number)
- Graduated prior to following year census
- Graduated and transferred to another institution prior to following year census
- Percent of total students either graduated or still at NCC

Additional Information:

Top transfer schools for 2015-2019

- East Stroudsburg University
- Kutztown University
- Temple University
- There were 10 other institutions that had one student transfer each

Majors most frequently changed into:

- General Studies
- There were twelve other majors that had one student change into the major (3 English/Communication areas, two Liberal Arts areas)

Career Placement Data

Media Production Degree (Formerly Radio/TV)	Aug. '15 Dec. '15	Aug. '16 Dec. '16	Aug. '17 Dec. '17	Aug. '18 Dec. '18	Aug. '19 Dec. '19
	May '16	May '17	May '18	May '19	May '20
# of Graduates	25	27	23	19	26
employed	12	12	11	3	13
job hunting	1	0	1	1	1
continuing ed.	10	13	8	5	8
other	2	2	3	10	4
Employed Graduates	12	12	11	2	13
Additional Data Not Avail.	—	—	—	—	—
related	1	8	5	1	4
unrelated	5	3	3	0	4
unrelated by choice	6	1	3	1	5
Median starting salary (if >2 reported)	—	—	—	—	—

Multimedia: Completion and Retention Data

Please note that the majority of students in this program are also concurrently students in the Media Production program and as such do not show up on this chart. There are many more graduates of this program than the numbers listed below.

Year	Total Students ^a	Withdrew ^b	Withdrew and transferred ^c	Retained in new major ^d	Retained in same major ^e	Graduated ^f	Graduated and Transferred ^g	% retention ^h
2019	1	1	0	0	0	0	0	0.0%
2018	0	0	0	0	0	0	0	N/A
2017	2	1	0	0	0	1	0	50.0%
2016	1	0	0	0	1	0	0	100%
2015	1	0	0	1	0	0	0	100%

- a. Enrollment as of Fall census date
- b. Withdrew prior to following year census
- c. Withdrew and transferred prior to following year census
- d. Stayed at NCC but was in a different major the following year census
- e. Stayed at NCC and was still in the same major the following year census (these students will be part of the following year total enrollment number)
- f. Graduated prior to following year census
- g. Graduated and transferred to another institution prior to following year census
- h. Percent of total students either graduated or still at NCC

Key Performance Indicators

- Indicators of Student Success – awards and graduate recognition
- Transfer/job-placement
- Internship Feedback/Placement Reports

Over the last five years, 120 students graduated or successfully transferred from the Media Production program. The Placement Reports confirm that the program functions as an avenue into employment, with graduates both entering directly into employment and others continuing their education. Graduates who continue to a baccalaureate granting institution go to Temple University, Kutztown University, and East Stroudsburg, while others venture further to New Jersey or New York institutions.

Recent graduates of our program have excelled in numerous and varied positions. Below are just a few of the many successful Media Production grads.

Nicholas Corrado produced an independent film that has won several national awards, including Accord Cine Fest and Art House Festival of Beverly Hills.

Emily Hoban was recently named director of social media of a major clothing chain Labelswap.

Taylor Prinzavalli is a member of the International Cinematographers Guild and was a part of several national television shows and the movie The Chicago Seven.

Jon Savard opened a successful recording studio in Toronto and has produced numerous albums and soundtracks for films

Internship employers' reports over the last five years demonstrate that all students are ranked at least as satisfactory in terms of performance in the work place. But the vast majority are rates as either above average or excellent.

Appendix D: DEI Program Report



Program Review/Audit Appendix – DEI Analysis

Complete the following rubric as you engage in your Program Review. Attach as an appendix to the Program Review/Program Audit.

Name of Program: Media Production

Name of Individual(s) completing analysis: Mario Acerra

Date: 5/14/2021

	DEI Ready	Needs DEI Attention	Action <i>Based on your decision, what is your course of action?</i>	Action <i>Timeline for completion?</i>
<p>Review your program student learning outcomes (SLOs). Do they include language that demonstrates a commitment to diversity, equity, and inclusion?</p> <p>Do they encourage students to:</p> <ul style="list-style-type: none"> Engage in perspective-taking? Communicate respectfully and appropriately in a variety of cultural contexts? Recognize and critically reflect upon one's own biases? Demonstrate professionalism by working inclusively and co-creating an environment where each perspective is considered? 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Although I think these values are in the program I thought there were two outcomes that could benefit from some specific DEI language to emphasize the importance of that part of the outcome. Below are the revised outcomes with their new language.</p> <p>4. Students will collaborate with and direct others in the creation of audio, video and multimedia projects.</p> <p>Revised: Students will collaborate and direct others respectfully and appropriately in a variety of cultural contexts.</p> <p>8. Students will critically evaluate media including both their own work and the work of others.</p> <p>Revised: Students will critically evaluate media including both their own work and the work of others with an awareness of cultural context and the effect of</p>	Done

			<p>one's own biases.</p>	
<p>Review your faculty DEI engagement strategies. How are your faculty engaged in DEI work?</p> <ul style="list-style-type: none"> • Reviewing curricula to ensure that courses are more diverse and inclusive. • Delivering curricula using inclusive teaching methods • Engaging in self-reflection and learning 	<input type="checkbox"/>	<input type="checkbox"/>	<p>It's tough to have to pick either "DEI Ready" or "Needs attention. "</p> <p>I would say this is an ongoing process. This past year a number of additions were made to course content to add more diversity. Two classes that I focused on were Mass Comm and Communication Arts.</p> <p>In Mass Comm we added a section on the role of Navajo code talkers in WWII and also in the understanding of communications. Another presentation was on the women decoders of World War II. Their contributions have only recently come to light. And finally an explanation of how selective perception is affected by our biases.</p> <p>In Comm Arts we added some additional content on: History and importance of the Bossa Nova Contribution of Quincy Jones to both jazz and modern music</p> <p>History and contributions of Mississippi Minnie and Kansas City Joe and musical examples of their effect on later blues rock music.</p> <p>In History of Broadcasting we revamped the entire presentation of the history of Media and added a section to each chapter that asks the question "Whose voice did we not hear in this chapter?" These additions explore the contributions of the people not generally mentioned in history books. As part of this initiative</p>	

			<p>students write a final research paper or produce a podcast with the theme "They Were There Too" that explores one contribution in more depth.\</p> <p>The pandemic has really forced us to consider inclusive teaching methods and the lessons learned will help us going forward even after the pandemic is over. Making sure that both students who attend in person and those attending remotely have similar experiences and are able to participate and complete projects was essential. We devised a number of technological solutions to accomplish this. In addition the use of lab assistants to facilitate interaction with all students was critical.</p> <p>Making sure that everyone can participate is important and the use of sidebar Zoom chats has been very successful in that regard. We're investigating ways to do that not only in zoom but in other platforms such as Top Hat for on ground classes.</p> <p>In order to meet the needs of the new modalities we re-invented the ways in which students use equipment and increased their access to equipment at home. We were able to do this because of support from the college in the purchase of increased numbers of cameras, lighting kits, microphones, etc. In addition IT made Mac computers available to those students who could not afford them. In this way were able to address inequities in the "digital divide." This year students were able to borrow the various equipment they needed for an entire semester and were thus able to complete assignments at home. This increased access to technology likely played a roll in the high quality of productions and in our higher retention rates.</p>	
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<p>Review the faculty demographic data.</p> <ul style="list-style-type: none"> • Are the fulltime and part-time/adjunct faculty diverse? • How are faculty involved in the process for recruiting and retaining diverse faculty? 	☒	<input type="checkbox"/>	Somewhat diverse but it is a very small program (only one full time faculty)	
<p>Review the student demographic data.</p> <ul style="list-style-type: none"> • Is this program recruiting diverse students? • Is this program retaining diverse students? 	☒	<input type="checkbox"/>	We have a very diverse student population and the arts are particularly appropriate to celebrate a variety of cultures and cultural influences. This year, despite the pandemic we have had one of the strongest retention rates ever.	
<p>Review the opportunities for students to learn about and engage in activities about diverse cultures. Does the program sufficiently provide and encourage participation in diversity, equity, and inclusion activities?</p>	☒	<input type="checkbox"/>	<p>A review of the projects turned in this past year shows a great variety of diverse cultural offerings. In most of the production classes we have at least one project where the student draws from their own life and culture for inspiration. This has resulted in many projects that celebrate African American culture, Hispanic culture, Asian culture, Muslim culture, LGBTQ etc.. Students have shared family traditions, taught latin dance, and made documentaries exploring topics like racism in America. We've had a noticeable increase in trans and gay students and I hope that is because they feel accepted in our program. There have been numerous projects that either dealt with LGBTQ issues directly or indirectly, for instance through casting choices. Here a just a few examples of the dozens of diverse projects.</p> <p>https://www.youtube.com/watch?v=ZRaFNp6A8oY&t=91s</p>	

			https://www.youtube.com/watch?v=LaCqICthkn4	
			https://www.youtube.com/watch?v=-SRBU68akaM	
			https://www.youtube.com/watch?v=nigKv567G_s	
			https://www.youtube.com/watch?v=vt5WdDnRQw4	
			https://www.youtube.com/watch?v=t2FwQG8y4nw	
			https://www.youtube.com/watch?v=SdJotFHxgmo&t=105	
			https://www.youtube.com/watch?v=frKoafinasY&t=15	

Appendix E: Curriculum Matrix



List all of the program learning outcomes for the program of study in the first column. List the program courses across the top row. Then make "I" for a learning outcome that is introduced (*addressed for the first time*), "R" for a learning outcome that is reinforced (*addressed again, but not emphasized in a major way*), and/or "M" for a learning outcome that emphasized (*addressed in a major way, emphasis toward mastery*) under each specific course.

Please note: Not every course will address every program learning outcome.

Media Production Matrix

I = Introduce; R = Reinforce; M = Emphasize Mastery

Program Learning Outcomes (Upon completion of the program, students will be able to...)	CMTH 103	CMTH 120	CMTH 122	CMTH 126	CMTH 130	CMTH 145	CMTH 150	CMTH 170	CMTH 180	CMTH 182	CMTH 185	CMTH 221	CMTH 225	CMTH 240	CMTH 245	CMTH 246	CMTH 251	CMTH 252	CMTH 275
1. Students will be skilled in the basic operation of audio, video and multimedia equipment.		I	I		I		I	R	R	M	M			R	R	E	R	M	
2. Students will know and be able to use the technical terms and "language" of media production.	I	I	I	R	M	I	R	M	M	M	I		M	R	R	R	R	R	R
3 Students formulate and plan audio, video and multimedia productions and to explain their plans both orally and in writing.		I	I		I	I	I	I	R	M	I		M	R	M	M	M	M	M
4. Students will collaborate and direct others respectfully and appropriately in a variety of cultural contexts.		I	I	I	M	I	R	M	I	I	I				R	R	M	M	M
5. Students will develop their creative intelligence and capacity for creative expression in the form of media arts.		I	I	R	I	I	M	R	R	M	M	R	M	M	M	M	M	M	M

6. Students will use various media technologies to communicate information, ideas and feelings to an audience.		I	I		I	I	M	R	R	M	M	R	R	M	M	M	M	M	M
7. Students will combine or edit basic sound and image elements to form more complex forms of communication messages.		I			I	I	I	I	I	I	I			M	R	M	R	M	M
8. Students will critically evaluate media including both their own work and the work of others with an awareness of cultural context and the effect of one's own biases.		I		M		M		M	M	M	M			M	M	M	M	M	M
9. Students will demonstrate an understanding of the business and operating procedures of radio, television and other electronic media and be able to work effectively in various positions in media companies, in companies with media departments, or in entrepreneurial situations.	I	R	I						M	M	M	M			M	M	M	M	M
10. Students will analyze the effects of media on individuals, society and culture.	M			M								M							
11. Students will understand and be able to describe the evolution of media technologies and industries and the forces that shaped them.	I			R								M							
12. Students will demonstrate knowledge of the laws applying to media and be able to apply them to real situations.	M			R								M					M	M	M

Multimedia Matrix

I = Introduce; R = Reinforce; M = Emphasize Mastery

Program Learning Outcome	CMTH 180	CMTH 182	CMTH 185
be skilled in the basic operation of multimedia computers and related audio and video equipment	I	R	M
be able to formulate and plan multimedia and internet productions.	I	R	M
develop their creative intelligence and capacity for creative expression in the form of multimedia and internet applications.	I	R	M
be able to use various multimedia and Web technologies to communicate information, ideas and feelings to an audience.	I	R	M
be able to design and use text, graphics, audio and video clips for use in multimedia and the Internet.	I	M	R

Appendix F: Key Abilities Program Matrix



The five Gen Ed Key Abilities help students navigate the world. In each class they take, they should expect to be challenged to develop and deepen their key abilities. After they graduate, these abilities will help them continue learning, adapt to change, and become citizens who can make wise choices and contribute to their communities.

1. **Communicate**

- *Students are able to share their ideas powerfully and clearly.*
 - *Uses appropriate, relevant, and compelling content and sources that illustrate knowledge and understanding of the topic.*
 - *Assignment is organized and understandable. Distinct intro, body, and conclusion, as appropriate for the discipline.*
 - *Language is clear and understandable. Executes assignment within conventions of a specific discipline, including source citation.*

2. **Analyze and Solve Problems**

- *Students are able see and solve the problems around them, using solid data to draw and communicate reasonable conclusions.*
 - *Identify and understand an issue, concept, or problem, any data needs, and constraints that have to be considered in order to analyze an issue or solve a problem. Students recognize multiple perspectives*
 - *Use various tools, representations, notation, etc. to help them organize data and see relationships or identify assumptions related to the issue, concept or problem*
 - *Evaluate any conclusions drawn, implications made, or plans for solving a problem, including evaluating any assumptions and any evidence gathered.*

3. **Use Technology**

- *Students are able to select and ethically use appropriate technology to create, communicate and discover.*
 - *Effectively select and use the appropriate technology applications or resources to accomplish specific goals.*
 - *Be an active and responsible participant in online communities.*
 - *Understand the legal and ethical facets of technology in a global society.*

4. **Understand Diversity**

- *Students are able to understand how each individual's experiences shape our society, and how societies, in turn, shape the way local and global resources are used.*
 - *Explain how the range of human differences shape the historical and current formation of artistic, economic, social, scientific, cultural or political institutions*
 - *Explain how individuals experience equality and inequality with a society, its institutions or its cultures*
 - *Analyze how individuals and institutions have addressed persistent global challenges, including physical resources and social values.*

5. *Engage in Ethical Questions*

- *Students are able to identify ethical choices, consider alternatives and consequences, and choose actions and choose actions keeping in mind everyone affected.*

Indicate in the table below the program courses in which a key ability is assessed ("A"- Assessed) – if possible, identify the specific assignment/activity in which the key ability is assessed. Focus on the required courses and designated program electives.

Media Production

Gen Ed (Key Abilities) Learning Outcomes <i>(Upon completion of the program, students will be able to...)</i>	CMTH 103	CMTH 120	CMTH 126	CMTH 170	CMTH 225G	CMTH 221	CMTH 275	CMTH 251	CMTH 246
Communicate: Share their ideas powerfully and clearly.	A	A	A	A	A	A	A	A	A
Analyze and Solve Problems: See and solved the problems around them, using solid data to draw and communicate reasonable conclusions.	A	A	A	A	A	A			
Understand Diversity: Understand how each individual's experiences shape our society, and how societies, in turn, shape the way local and global resources are used.	A	A	A	A		A	A	A	A
Engage in Ethical Questions. Identify choices, consider alternatives and consequences, and choose actions keeping in mind everyone affected.	A	A	A	A		A	A		
Use Technology. Select and ethically use appropriate technology to create, communicate, and discover.	A	A	A	A	A	A	A	A	A

Multi Media

Gen Ed (Key Abilities) Learning Outcomes <i>(Upon completion of the program, students will be able to...)</i>	CMTH180	CMTH182	CMTH185
Communicate: Share their ideas powerfully and clearly.			
Analyze and Solve Problems: See and solved the problems around them, using solid data to draw and communicate reasonable conclusions.			
Understand Diversity: Understand how each individual's experiences shape our society, and how societies, in turn, shape the way local and global resources are used.			

Engage in Ethical Questions. Identify choices, consider alternatives and consequences, and choose actions keeping in mind everyone affected.			
Use Technology. Select and ethically use appropriate technology to create, communicate, and discover.			

Appendix G: Program Map




Media Production - Associate in Applied Science (2019-20 Catalog)

SEMESTER-BY-SEMESTER PROGRAM MAP FOR FULL-TIME STUDENTS
 Courses are listed in preferred order of completion
 Plans can be modified to fit student needs by adding more semesters
 Choose your courses with your Advisor.

Developmental Education Courses (if required)		<input type="checkbox"/>	MATH020	Pre-Algebra	
<input type="checkbox"/>	ACLS050	Introduction to Academic Literacy	<input type="checkbox"/>	MATH022	Elementary Algebra
<input type="checkbox"/>	ENGL027	Writing Skills Workshop	<input type="checkbox"/>	MATH026	Intermediate Algebra

		Location: B= BETH, M= MROE, S=SBTH, E= ESTN, D= DIST *subject to change								
complete	Course #	Course Title	Credits	Gen Ed	Fall	Winter	Spring	Summer	Pre-requisites / Co-requisites	
Semester 1	<input type="checkbox"/>	COLS101	College Success	1		B, M, D	---	B, M, D	D	
	<input type="checkbox"/>	ENGL101	English I	3	Comm	B, M, D, E	---	B, M, D, E	B, M, D	PRE: ENGL Placement Policy
	<input type="checkbox"/>	CMTH102	Introduction to Communication	3	Comm	B, M, D	---	B, M, D	B, M, D	
	<input type="checkbox"/>	CMTH103	Mass Communication	3		B	---	---	---	PRE or CO: ENGL101
	<input type="checkbox"/>	CMTH120	Audio Production	3		B	---	---	---	PRE or CO: ENGL101
	<input type="checkbox"/>		SSHB General Education Elective	3	SSHB	B, M, D		B, M, D	B, M, D	
			Total Semester Credits:	16						
Semester 2	<input type="checkbox"/>	CMTH126	The Communication Arts	3		---	---	B	---	PRE: ENGL101
	<input type="checkbox"/>	CMTH170	Television Production	3		---	---	B	---	PRE: CMTH120
	<input type="checkbox"/>	CMTH225G	Scriptwriting	3		B	---	B	---	PRE: ENGL101
	<input type="checkbox"/>	ENGL151	English II	3		B, M, D	---	B, M, D	B, M, D	PRE: ENGL101
	<input type="checkbox"/>		Math or Science Elective	3/4		B, M, D	D	B, M, D	B, M, D	PRE: MATH Placement Policy
			Total Semester Credits:	15/16						
Semester 3	<input type="checkbox"/>	CMTH221	History of Broadcasting	3		B	---	B	---	PRE: ENGL101
	<input type="checkbox"/>	JOUR101 or JOUR102 or JOUR204	Journalism and Society or Copy Editing or Newswriting	3		B, M, D	---	B, D	---	
	<input type="checkbox"/>	CMTH	Media Elective	3		varies by course				
	<input type="checkbox"/>	CMTH	Media Elective	3		varies by course				
	<input type="checkbox"/>		Elective	3		B, M, D	D	B, M, D	B, M, D	
			Total Semester Credits:	15						
Semester 4	<input type="checkbox"/>	CMTH275 or CMTH251 or CMTH246	Media Production Internship or Advanced Television Production or Advanced Audio Production	3		---	---	B	---	PRE: CMTH120, CMTH170 and at least one CMTH-Media Elective
	<input type="checkbox"/>	CMTH	Media Elective	3		---	---	B	---	PRE: CMTH170
	<input type="checkbox"/>	CMTH	Media Elective	3		---	---	B	---	PRE: CMTH245
	<input type="checkbox"/>	CMTH	Media Elective	3		varies by course				
	<input type="checkbox"/>		Elective	3		B, M, D	D	B, M, D	B, M, D	
	<input type="checkbox"/>		Elective	3		B, M, D	D	B, M, D	B, M, D	
			Total Semester Credits:	15						
			Total Degree Credits	46						
General Education Requirements										
<input type="checkbox"/>	ENGL151L	Diversity								Notes: Students have a choice of ENGL 151L (Literature option), ENGL151R (Report Writing) or ENGL 151T (Technical Writing). Contact your advisor for guidance
<input type="checkbox"/>	CMTH225G	Writing Intensive								

rev. date 6/13/2019

 **Multimedia-Specialized Diploma (2021-22 Catalog)**

SEMESTER-BY-SEMESTER PROGRAM MAP FOR FULL-TIME STUDENTS

Courses are listed in preferred order of completion

Plans can be modified to fit student needs by adding more semesters

Choose your courses with your Advisor.

Developmental Education Courses (if required)	
<input type="checkbox"/>	ACLS050 Introduction to Academic Literacy
<input type="checkbox"/>	ENGL027 Writing Skills Workshop
Note: English I eligibility is not required for the Multimedia SD, but is needed for the Media Production AAS.	

Location: B= BETH, M= MROE, S=SBTH, E= ESTN, D= DIST *subject to change

complete	Course #	Course Title	Credits	Gen Ed	Fall	Winter	Spring	Summer	Pre-requisites / Co-requisites
<input type="checkbox"/>	CMTH180	Multimedia Production	3		B	----	B	----	
<input type="checkbox"/>	CMTH182	Multimedia Graphics & Animation	3		B	----	B	----	
<input type="checkbox"/>	CMTH185	Multimedia Video	3		B	----	----	----	
Total Credits			9						

Notes:

Students can complete the courses together or one by one.

All three courses can count as Media Electives in the Media Production Associate in Applied Science degree.

Students can receive substitution approval to take CMTH240 in the place of CMTH185

Appendix H: Co-curricular Map



PROGRAM NAME:	Media Production			
AY 19-20	0 - 15 credits	16 – 30 credits	31 – 45 credits	46+ credits
Get the Courses You Need	Take the following courses:	Take the following courses:	Take the following courses:	Take the following courses:
	CMTH 103 Mass Communication CMTH 120 Audio Production ENGL 101 English I CMTH 102 Speech Communication SSHB Social Science Elective	CMTH 126 The Communication Arts CMTH 170 Television Production CMTH 225G Scriptwriting ENGL 151 English II Math or Science Elective	CMTH 221 History of Broadcasting CMTH ---Media Elective CMTH ---Media Elective JOUR 101 Journalism & Society or JOUR 102 Copy Editing or	CMTH 275 Radio-TV Internship or CMTH 251 Advanced Television or CMTH 246 Advanced Audio CMTH ---Media Elective CMTH ---Media Elective Free
	<i>For details on course requirements, see the Program Map.</i>	<i>For details on course requirements, see the Program Map.</i>	<i>For details on course requirements, see the Program Map.</i>	<i>For details on course requirements, see the Program Map.</i>
Engage with the Spartan Experience	Just concentrate on school work and forgo other activities for the first semester.	Consider creating shows for WNCC streaming radio	Consider creating shows for NCC You Tube Channel and WNCC radio. Take advantage of various service learning opportunities in media classes.	Consider creating shows for NCC You Tube Channel and WNCC radio. Take advantage of various service learning opportunities in media classes.
Get Ready for Life after Completion – Career Readiness			Schedule an appointment to visit First Impressions – Career Services’ on-campus boutique for professional new and gently used clothing for an interview, first day on a job/internship,	Consider an Internship or participating in Service Learning projects. Create a resume and demo reel.
Get Ready for Life after Completion – Transfer Readiness			If you plan to transfer start looking for schools that specialize in the type of media production you are most interested in.	From NCC transcripts to the schools you’re applying to 1) At the time of application and 2) Once you’re finished with your last NCC semester. Go to http://www.northampton.edu/transcri

Appendix I: Assessment Plan



	Multimedia Program Learning Outcomes (PLOs) (list the PLO # and the corresponding course # where PLO will be assessed)	Media Production Program Learning Outcomes (PLOs) (list the PLO # and the corresponding course # where PLO will be assessed)	Gen Ed / Key Ability Outcomes (list the Gen Ed Outcome and the corresponding course # where it will be assessed)
AY 2021-2022		3, 4	Ethical Questions (CMTH180), Communication
AY 2022-2023		5, 6	Analyze & Solve Problems, Technology
AY 2023-2024		7, 8	Diversity, Ethical Questions
AY 2024-2025		9, 10	Communicate, Analyze & Solve Problems
AY 2025-2026		11, 12	Technology, Diversity
AY 2026-2027		1,2	Ethical Questions; Communicate

****need to identify courses for each assessment**

Appendix J: Teaching Faculty Credentials



Mario acerra has am MFA in Radio/TV Film form Temple University and a BA from Lehigh University in Psychology with a minor in Humanities Perspectives on Technology. He has won numerous awards in media production. Here's a photo of a few of them:



Appendix K: External Review Report

