### Program Review

The purpose of Program Review is to summarize and interpret the data and information collected from the resources listed above, reflecting how your department program(s) have been successful and incorporated the information into improvements, where necessary. As a part of the overall college planning process, a meaningful Program Review will be the primary document CPC and other college committees will rely on for qualitative and quantitative information on a program, informing enrollment management, budgeting (capital outlay, grants), hiring priorities, and finally accreditation. Therefore, it is important that each department create a report that is meaningful for their program(s) while demonstrating the program(s)' value to the college and community.

The questions below are designed to help you create, primarily, a narrative review (roughly 5-10 pages); each curriculum guide (AA or Certificate) represents a “program”, and requires a separate review report (this document). Any data included should be interpreted, not simply “plugged in”; this document should refer to supporting documents for larger amounts of raw data. It is expected to take more than Flex day, and be an on-going conversation among the faculty in the program. Please refer to the timeline to help you map out an internal timetable for your program. To further assist you, we are planning a workshop for the March Flex day (see timeline).

It is important to note that while “Program Plans” are really “Department Plans” (yearly), you need to create a separate “Program Review” (3-year cycle) document for each program (curriculum guide) within your department.

Program Review Questions (Use form boxes, they will automatically expand.)

1. – 3. Summarize and interpret the data for each of the first three above (Enrollment Patterns, Achievement Data, Staffing/ Resources) as they relate to your program.

Currently we have offered our basic Film 1 class in two formats - as both face-to-face class instruction, offered on two campuses during day and evening sessions as well as online instruction. We have successfully offered two tiers of production skills classes, Film 20: Basic Film Production and Film 21: Intermediate Film Production. In 2005 we hired a full-time Film instructor to lead our film program that had been leaderless for years. He developed the program in a specific direction and then left the position and the program rudder-less in 2009. The now emerging program has many new interested
students. Numerous part-time instructors were hired to fill the gap that now existed until we could again fill the full time faculty position to lead our film program. Between 2009 and now the instruction was inconsistent. The department struggled to maintain clear goals for all film courses and with the help from adjunct faculty, we established student learning outcomes and coordinated assessments. This is seen in the enrollment shift from Fall 2009 to Fall 2010 when our Film 20 FTES decreased from 6.13 to 3.33 and our WSCH decreased from 184.0 to 100.0. Our hope is that with the hiring of our new Full-Time Film Instructor we can begin to establish stability and direction in the program once again. The success rates in Film 20 and Film 21 from Fall 2008 to Fall 2010 show a significant increase. This was during a pretty turbulent time in the program, but students were still able to succeed. We believe this points to an even greater opportunity for larger gains, more student success, and higher transfer rates. With a stabilized program, a larger number of students will have the guidance and mentorship necessary to find and follow their educational pathway.

As a program, we lack the necessary studio space to teach Film Production practice. We have no designated shooting space, where we can control and manipulate light. We also have no support staff, which means maintenance, storage, and security of our very expensive film equipment is lacking. Our enrollment minimum for our production course is twenty students, however we do not have enough editing software to serve the entire population of each particular class. This proves to be a great hardship in instruction of both Film 20- Fundamentals of Film Production and Film 21 – Intermediate Film Production.

4. SLOs – a) Summarize the collected program data

The related courses for Assessment review for the FILM program are: FILM 21 – Intermediate Film Production and FILM 1 – Introduction to Film. FILM 21 – Intermediate Film Production underscores the first intended Student Learning Outcome for the Film program: Ability to synthesize lower-division level of principles and theories related to visual story telling using cinematic structure. FILM 1 – Introduction to Film underscores the second intended Student Learning Outcome for the program: A respect for film as a means of personal, cultural, or social expression synthesizes production technique and creative vision.

Unfortunately there was no collected program data from an assessment utilized in Film 21 – Intermediate Film Production. The adjunct faculty member who taught this class did not submit assessment results. The Assessment was a Capstone Project. The Expected Achievement was 70% of the representative sampling of students with a Success Level of "Average" or above on the rubric using a standard department rubric with 4 success levels (Below average, Average, Above Average, Excellent) to score the original short films. Students Included were to be a random sampling of 30% of the students from each section who finished the course with a "C" grade or better being assessed. There was only one section of FILM 21 offered in spring 2011.
The Assessment data for the Film Program’s Student Learning Outcome #2: A respect for film as a means of personal, cultural, or social expression synthesizing production technique and creative vision, was fulfilled through information gained through the Film 1 – Introduction to Film online class sections. The assessment tool was a Critical Essay with the expected achievement of 70% of the representative sampling of students. The success level: "Average" or above on the rubric. The students included were to be a random sampling of 30% of the students from each section who finished the course with a "C" grade or better. The data, more favorable than expected, shows that 80% of students received a score of 3 or better based on the Film program's Written Critical Essay rubric. The students' level of achievement with the Critical Essay assessment task meets our expectation regarding the intended outcome. Since only the students in the Film 1 online classes (4 sections) were assessed the data we received is not an ideal overview of the achievement level in all Film 1 classes in terms of teaching modality. The full-time and adjunct faculty teaching the on-campus face-to-face Film 1 classes did not submit assessment results.

Because there is no data available for our Cinematic Structure Principle underscored in our Film Program’s Student Learning Outcome # 1: Ability to synthesize lower-division level of principles and theories related to visual story telling using cinematic structure, we will be assessing this Student Learning Outcome next year.

b) Based on analysis of course and program SLO assessment:

How are program-level and course-level SLOs being implemented, assessed, and used for program improvement?

The written essay assessment using the Film program's rubric brought clarity to the students understanding of the Film Program SLO #2.: A respect for film as a means of personal, cultural, or social expression synthesizing production technique and creative vision. As the data from this assessment was gathered this past semester only in the Online Film 1 classes (4 sections) we need to continue to track more data from all class modalities to complete our analysis.

The assessment for the Film Program Student Learning Outcome # 1: Ability to synthesize lower-division level of principles and theories related to visual story telling using cinematic structure is non–existent at this time. We will continue to track Film 21 – Intermediate Film Production now taught by our new Film time faculty member. Faculty input regarding the assessments employed for SLO 1 and SLO 2 should give us a clearer view for analysis at the program level so that we are able, if needed, to implement program improvement.
Summarize how the program has responded to SLO assessment results.

At this time our data is too limited to make any changes in our Student Learning Outcomes or Assessment tools.

5. Goals -

a) Based on the data from questions 1 – 4 and any other relevant internal or external data your department has collected, how have your department and program goals developed and changed over the past three years?

An additional full time tenure track position in Film is necessary and the request is in our Department Plans.

We are focusing on improving and increasing the number of A.A. degrees being completed and will hopefully be implementing a new Transfer Degree program in the near future. We have a goal in our Department plans to increase degrees awarded by 2-5%. We will further develop our mentoring program for our serious Film majors and meet with them each semester to guide them in achieving their goals. A new link on the Department website will be created by the spring 2012 semester to feature and recognize the accomplishments of our outstanding Film students. This will continue to be updated when more data is collected and as students achieve their academic and professional goals in Film.

As the financial climate improves, we look forward to increasing our class section numbers to provide more classes for the general education students through Film 1 Introduction to Film. These classes were severely cut several years ago due to budget cutbacks.

The invitation of guest speakers from professionals working in the Film industry as well as returning students studying Film at Chapman University, CSULB and USC will create a greater awareness of the nearby four year Film programs.

We hold a Film Festival at the end of each Spring Semester, where students have an opportunity to screen their work for friends, family, the college community and the public. We are strongly committed to increasing awareness of this event and growing our audience, as well as guiding our student filmmakers towards other screening avenues (bigger Film Festivals, student-film television series, etc).

We need to expand our curriculum for more career technical training. We have a very limited Film Production curriculum at this time, and this makes it very difficult to fully
train students for the workforce. Our goal is to expand the curriculum and begin to offer certificates once this training is in place.

b) Discuss the steps you have taken to address each goal. What have been the results of these efforts?

We have begun the mentoring program and hope to see improvement in the upcoming years in terms of A.A. degrees awarded in Film, transfer students to four-year film programs, as well as transfer degrees. A new link on the department website will be created titled “Film Student Success” where students can be recognized for their accomplishments. We cannot obtain long range goals without a new facility which is solely dedicated to Film. We need a dedicated film studio with laboratory space to offer Film students opportunities to work with cameras and lighting equipment to shoot their scenes in a controlled environment. A studio equipped with computer, projector, screen, cameras, lighting equipment, etc. will bring technology into the Film 20 and 21 Production classes which will open up more options for our new Film instructor to present cinematic concepts.

Our new full time instructor has taken steps to make changes to our curriculum and if/when the budget crunch finally subsides, we will present new courses to the curriculum committee.

As a program, we serve a community that is underrepresented in the Film industry. Because our student population is so diverse, the work that comes out of our program is then also very diverse. As we build a larger program, we can send these students out into the workforce with the proper skills and technical expertise and have a direct effect on the diversity of the industry.

c) Based on the new data collected (4), what are your plans for change in the future?

We need to collect more data before we can come to any significant conclusions about our plans or any possible changes.

6. College Wide –

Discuss how the program SLOs as well as the department goals integrate, articulate, and complement the institutional goals and initiatives. (How does your department fit into the big picture?)

Our department provides an avenue for community outreach with our Theatrical/Dance/Film productions, which are open to the public. Often the public’s first
encounter with LBCC is at one of our productions. Maintaining consistently high artistic standards serves the college’s mission of community outreach. The Film program fulfills two of the General Education Learning Outcomes based on Aesthetics and Creativity, and Critical Thinking. The Film program prepares students to analyze/synthesize concepts, to think in new ways, and promotes creativity through self-expression within our capstone film projects in Film 21.

Our Film program has implemented both CSU and UC transferrable courses in distance learning online courses to help facilitate the goal of the college which is to increase distance learning.

Our film courses prepare all students to analyze, synthesize concepts, while also broadening their perspectives. Our courses also provide diversity through exposure to diverse cultural experiences from history to the present day.