Program Review 2014-15 - Film

PR 2A - Enrollment Data:
From 2011-2012 to 2013-2014, the Film Program annual enrollment increased by 2%, but our section offerings increased by 22.5%. This indicates we, perhaps, increased our section numbers by too much in order to try and capture FTES that aren’t really there.

We have scaled this back this year, while still teaching just under 1000 students each semester, and it seems to fit our needs.

PR 2B - Achievement Data:
The Film Program saw a slight drop in its success rate; from 69% in 2011-12, to 65% in 2013-14. While this is essentially on par with the college wide data, we do see an opportunity to perhaps reverse this trend. If one looks at the course type data, we can see that the declining success rates come mostly from our large lecture courses (in studio courses, our success rate was 96% in 2012-13, 69% in lecture courses). We feel there might be an opportunity here for the college to use the teaching internship program to help support these large lecture classes and increase student success. With some help with grading and classroom management, our faculty would be able to dedicate more time to individualized instruction. In courses with 80-120 students this is very difficult to do, but with extra classroom support, it becomes much more possible.

We run a research project with Institutional Effectiveness each Fall semester to gauge how many film students are transferring each year. This year, we saw our biggest number of transfers in the past three years, with 12 students going to film schools across the country. We have implemented several changes to curriculum in order to facilitate more transfers and we anticipate this number increasing in the coming years.

PR 2C - HR (Staffing) Data:
After two years without leadership, a full-time Film instructor was hired in 2011 to reinvigorate the program. The Film Program has since undergone a process of rebuilding and has now emerged with many new interested students and many successful film transfer students. From 2011-2014 the program continued to grow, and we hired a second full-time Film instructor in the fall of 2014. Having two dedicated full-time film instructors has strengthened the practical, film skills portion of the program to make it both as strong as the Film studies side of the program and provide needed continuity and mentoring to students pursuing film degrees and transfer to 4-year film programs. The Film program and students have benefitted from a more stable and coherent foundation, that now provides oversight, guidance and continuity.

This rebuilding process is still incomplete. As the program continues to grow we’ve identified gaps in crucial areas of student and instructor support. Specifically, the lack of a dedicated film program lab assistant has negatively impacted student’s assignment work and proved to be destructive to instructional class time. Having no support staff also means insufficient maintenance, storage, and security of our very expensive film equipment. In order to provide needed support in the film production skills area and make it as strong as the complementary arts skills courses (e.g. photo, ceramics, etc.) within the Visual & Media Arts Department, the film program needs dedicated support staff to assist students and instructors with film production equipment checkouts, film equipment tracking and maintenance, scheduling support and workstation monitoring and maintenance. Having this foundational support will free up instructional time that’s been diverted to equipment checkout and maintenance and save the program (and ultimately, the college) money by preventing theft and breakage.

PR 3A - SLO - summary of collected program data:
Program data indicates that students are achieving at expected rates.
Film 1: SLO #1, 78% of students are succeeding
    SLO #2, 79% of students are succeeding
    SLO #3, 76% of students are succeeding
SLO #3 is also a program level SLO, and students expected achievement is 70%, so again our students are performing above expectation.
Film 2: SLO #2, 80% of students are succeeding
    This is a new course, so have collected very little data so far.
Film 10: No data has been collected
Film 11: No data has been collected
Film 20: SLO #1, 100% of students are succeeding
    SLO #2, No data has been collected
    SLO #3, 100% of students are succeeding
Film 21 SLO #2, 100% of students are succeeding
    This course is only offered once a year, so data is collected slowly
This is a program level SLO, but this may change. Since the class is offered only once a year and not all of our majors take the class, it might make sense to change the program level SLO to something from Film 20
Film 40  SLO #2, 79% of students are succeeding

PR 3B - SLO - uses in program improvement:
Course SLO’s are assessed using program approved rubrics by Full time and part time faculty. That data is collected in an open google document. It should be noted, that the SLO data seems to bear a close similarity to student success rates/grades, and therefore feels redundant. And since the SLO’s are related to core competencies in our classes, changing them would then mean focusing on peripheral or less central concepts in our classes.
PR 3C - SLO - action/ change based on results:
Changes to SLO’s in Film 20 and Program SLO’s are motivated by our function as a transfer program. One of the Film 20’s SLO’s doesn’t match the course’s role as an introductory class. Since Film 21 is not a necessary course for transfer, it would seem the wrong course to use for a Program SLO.

PR 4A - Projects/ Strategies-development & change:
Our goal is transfer. This began in the Fall of 2011 with our new hire, Eli Daughdrill, and has developed since. That is the goal of our curriculum, our program structure, and our guidance to our students. We conducted a survey during the Fall 2014 and received over 120 responses. Almost 70% of the students said their main goal was transfer. This indicates our program goals align with our students’ goals.

Each year, we transfer more students to different and prestigious film schools. Over the past three years, we have transferred students to the film programs at NYU, UCLA, USC, UC Irvine, UC San Diego, UC Santa Cruz, CSU Long Beach and several other CSU’s. We are highly confident the program is moving in a positive, meaningful direction.

PR 4B - Projects/ Strategies - results:
We have simplified the curriculum, removed repeatability, and rewritten courses to match state standards. We are waiting for the state to release the new AAT for Radio/TV/Film, so we can adopt it locally. Our program structure has been changed to mimic the AAT so when it is ready, we can adopt it as quickly as possible.

PR 4C - Projects/ Strategies - future plans:
Based on the grades and success rates in our large lecture courses, one of the things we are investigating is prerequisites. We had institutional effectiveness research success rates for students in Film 1 (a comparison of students who had qualified for Engl 105 or higher vs those that hadn’t). We are awaiting another study of our Film 1 success rates for students who have/have not qualified for college level reading courses. We think one of the main challenges we have is so many students of the students in Film 1 aren’t really prepared for college level work. If the data indicates students who have not qualified for college level English & Reading fail at a higher rate than others, we will investigate placing English and/or reading prerequisites on those courses.

PR 5 - Dept - how does it fit into big picture?:
One of LBCC’s main goals is creating pathways for student success. We have structured the film program so students have a clear and specific pathway towards transfer, and hopefully, academic and personal success.

Projects/ Strategies and Resources Needed