

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

INSTRUCTIONS

For information about cycles for *Comprehensive Program Review and Planning*, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage:

http://collegeofsanmateo.edu/prie/program_review/program_review.php)

Resources for Supporting Documentation:

A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are listed at the end of this document.

(You may delete this section, when you submit your final program review.)

Next Steps:

Program Review and Planning reports are due March 25, 2010. This date is aligned with CSM's *Integrated Planning Calendar*.

(See: http://collegeofsanmateo.edu/prie/institutional_documents.php)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

Diana Bennett, Academic Senate President, bennettd@smccd.edu

Susan Estes, Vice President of Instruction, estes@smccd.edu

Jennifer Hughes, Vice President of Student Services, hughesj@smccd.edu

John Sewart, Dean (PRIE), sewart@smccd.edu

DEPARTMENT OR PROGRAM: Film

DIVISION: Language Arts

I. DESCRIPTION OF PROGRAM

The film program offers courses in film studies and film history. Coursework emphasizes film art appreciation, critical thinking skills, aesthetic and cultural analysis. The program enhances media literacy, and situates film in relation to globalization and digital technologies.

II. STUDENT LEARNING OUTCOMES (SLOs)

- a. Briefly describe the department's assessment of SLOs. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

Film has assessed SLOs for Film 100, Film 121 and Film 200. Assessment was based on questions embedded in the final exam. Assessment demonstrates that most SLOs are achieved by approximately 70% of students.

For Film 100's SLOs for spring and fall 2010, the student success rate was as follows:

SLO1: identify the basic techniques of film form	102/146
SLO2: analyze film form in a film segment	101/146
SLO3: distinguish different styles and modes of filmmaking	127/146

For Film 200's SLOs for spring 2010 (due to reduction, not offered fall 2010), the student success rate was much higher, as it was a smaller, more intensive course:

SLO1: distinguish critical categories in the study of film	8/8
SLO2: identify major works in a specific period, genre, director or other film study area	8/8
SLO3: articulate the relationship between film form and more specific areas of film study	7/8

For Film 121's SLOs for spring 2010 (due to reduction, not offered fall 2010), the student success rate was as follows:

SLO1: Comprehend the historical development of film language and film art	17/24
SLO2: Distinguish different styles, movements and national schools of filmmaking	20/24
SLO3: Distinguish the significant classical genres, stars and directors of Hollywood	18/24
SLO4: Articulate the relationship between film art and socio-historical context	20/24

- b. Briefly evaluate the department's assessment of SLOs. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future

assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

1) Film plans to implement more interactive assignments, earlier in the course, to further emphasize comprehension of each SLO. Group activities, reading quizzes, review sessions, and so on.

2) New resources may include web-based exercises, more and better DVD materials and technology. The Film program proposes to invest in a designated classroom (one that could be shared with other programs) that is suitable to film instruction. Currently there is not an ideally-suited classroom that meets all of Film’s pedagogical needs. DGME, Music, Art History and other programs have classrooms that they use regularly, and that meet the unique needs of program instruction. Film proposes to invest in modifying an existing classroom so that it 1) darkens adequately; 2) possesses dim lighting controls; 3) has a high-quality DVD/BluRay player and sound system; and 4) has appropriate seating.

An appropriate, up-to-date instructional environment for Film will lead to improved appreciation and comprehension on the part of students.

- c. Below please update the program’s SLO Alignment Grid below. The column headings identify the General Education (GE) SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns.

If this *Program Review and Planning* report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

GE-SLOs→ Program Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
Film 100	X		X	X	
Film 120	X		X	X	
Film 121	X		X	X	
Film 153	X		X	X	
Film 200	X		X	X	
Film 215	X		X	X	
Film 800			X	X	
Film 815			X	X	

III. DATA EVALUATION

- a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g.

changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

During the 2007-10 time period, Film's WSCH, LOAD, FTES and enrollment all increased from one year to the next. Enrollment increased from 379 to 595; WSCH from 1381 to 2171; FTES from 46.1 to 72.4. Within this three year period, in other words, Film's productivity increased more than 50%. This rate of increase is substantially more than Language Arts as a whole (enrollment 10660 to 11147; 4.5% increase), and the college as a whole (enrollment 56162 to 57699; 2.7% increase).

Film's enrollment numbers are projected to continue increasing through 2013. Film was placed on reduction status for the 2010-11 academic year, restricted to three sections of Film 100. Film has been taken off reduction status beginning fall 2011. Film hopes to add more sections of all courses.

- b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

Presently, Film has one full-time instructor, and no adjuncts. For several previous years, Film had a couple of courses taught by adjuncts each semester. If the program continues to grow, Film hopes to be able to hire adjuncts again.

- c. Referring to the Productivity [LOAD] data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale.

Film's LOAD has steadily increased over the last three years (446; 480; 620), with projected LOAD for the next three years reaching 864. While Film has been on reduction status, with limited course offerings, LOAD has increased substantially (all Film classes full, or close to full, at census, 50 students per section). Film hopes to sustain such productivity by offering more courses (including 153 Screenwriting and 215 Film and Digital Media), and more diverse courses, so students can take more than one film course each term.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- a. Considering the overall "Success" and "Retention" data, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (*Note that item IV b, below, specifically addresses equity, diversity, age, and gender.*)

During the 2007-10 period, Film's retention rate averaged about 75%; its success rate averaged about 60%. This is a bit lower than the Language Arts division as a whole. Film needs to improve both its retention rate and its success rate. However, relevant factors here are 1) Film classes tend to be much larger than other Language Arts classes, resulting in less direct contact with the instructor; and 2) a substantial portion of

Film offerings over the past few years have been online courses, where generally lower retention and success rates obtain. Film classes will attempt to increase retention and success rates by facilitating communication and more content-focused instruction, between the instructor and students. Students will be asked to respond to brief exercises throughout the term, with specific questions directed toward reinforcing key concepts and vocabulary. Instructor will furnish feedback more regularly during the term.

- b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

Film courses, often offered in the evening or online, tend to attract a wide diversity in students. Course materials reflect this diversity. Film history courses address a wide variety of national and international cinemas. Introduction to Film illustrates film form concepts with films by filmmakers from a variety of ethnic backgrounds. If the Film program expands, courses will more effectively be able to address the diversity of students; courses on digital media and screenwriting have great potential for exploring minority and marginal perspectives, as well as engaging in "conversation" a multiplicity of student life experiences and profiles. Film courses also should be offered during daytime hours, in addition to evening hours, to be more accessible to younger, transfer students.

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT

- a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	CSU/UC transferability; critical thinking skills; media literacy; popular culture studies; strong, enthusiastic instruction	The importance of film study and practice to digital culture at large; numerous film majors and graduate programs at neighboring four-year universities; Bay Area film and media industries
Weaknesses	Program is too small and isolated; should ideally offer more courses, with adjuncts and/or another full-time instructor; and be more concretely linked with other CSM programs (DGME, Art History, etc)	Not enough course offerings to substantially impact transfer to film major at four-year universities; our program much smaller than neighboring CCSF or DeAnza film programs; need more networking with Bay Area film and media industries

Opportunities	Expand program, offering more diverse courses; courses related to film production; cross-list major requirements with DGME; work closer with DGME	Enhance program by focusing more on media and culture; create more courses that transfer, and that count toward film and media majors
Threats	None	The California budget situation, and the inclination to reduce media arts programs before other vocational or basic skills programs

- b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health. If new positions have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect on data from Core Program and Student Success Indicators for this section.)

VI. Goals, Action Steps, and Outcomes

- a. Identify the program's goals. Goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to CSM's *Institutional Priorities 2008-2011, Educational Master Plan, 2008*, the Division work plan, and GE- or certificate SLOs.

Goal 1: to expand the program and increase course offerings (including DE courses)

Goal 2: to increase student retention and success rates

Goal 3: to integrate film courses more concretely with other relevant programs

- b. Identify the action steps your program will undertake to meet the goals you have identified.

Action 1: work with LA Dean, VP of Instruction and COI; promote program

Action 2: incorporate in-class and on-line tutorials, quizzes and reviews

Action 3: dialogue with Dean of Creative Arts, and faculty from DGME, Art History, Ethnic Studies and Humanities to establish more cross-listed major credit, course content overlap, cross-listed and team-taught courses; work through COI

- c. Briefly explain, specifically, how the program's goals and their actions steps relate to the *Educational Master Plan*.

The goals and actions identified above support the *Educational Master Plan* in the following ways:

- support student transferability
- prepare students for digital media cultural and workplace environments
- engage high school graduates for higher education track
- support basic skills programs

- extend and enhance distance learning opportunities
- improve the program's retention, success and productivity rates

d. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the goals are reached.

Outcome 1: expanded scheduling of classes

Outcome 2: future program reviews, i.e., retention and success rates

Outcome 3: COI-approved modifications that institutionalize integrated programs

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

* *Note:* Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
None.	N/A.	N/A.

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
None.	N/A.	N/A.

b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
<p>Item: DVDs. Number: N/A. Vendor: various. Unit price: varies. Total Cost: \$500. Status*: New</p>	<p>If granted: expanded DVD library; more versatile and effective film study instruction; increased access for students to rare film history titles. If not granted: negative impact on program's effectiveness in current media pedagogy.</p>	<p>New instructional materials and media will help engage and inform students, leading to higher retention and success rates.</p>
<p>Item: BLURAY/DVD player Number: N/A. Vendor: various. Unit price: varies. Total Cost: \$1000 Status*: Replacement</p>	<p>If granted: improved presentation of course materials; if not granted: continuation of mediocre presentation of course materials.</p>	<p>Better, more state-of-the-art presentation of course materials will improve students' appreciation of concepts covered in course instruction, in turn leading to higher achievement of SLOs and higher rates of success.</p>
<p>Item: Sound system Number: N/A. Vendor: various. Unit price: varies. Total Cost: \$3500 Status*: Replacement</p>	<p>If granted: improved presentation of course materials; if not granted: continuation of mediocre presentation of course materials</p>	<p>Better, more state-of-the-art presentation of course materials will improve students' appreciation of concepts covered in course instruction, in turn leading to higher achievement of SLOs and higher rates of success.</p>

*Status = New, Upgrade, Replacement, Maintenance or Repair.

VIII. Course Outlines

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Update Date	Six-year Update Due Date
Film 100	Feb 05	Spring 11
Film 120	Oct 06	Fall 12
Film 121	Oct 06	Fall 12
Film 153	Nov 06	Fall 12
Film 200	Feb 11	Spring 17
Film 215	Nov 07	Fall 13
Film 800	Nov 06	Fall 12
Film 815	Nov 07	Fall 13

IX. Advisory and Consultation Team (ACT)

- a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the *Program Review and Planning* report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

Madeleine Murphy

Attach or paste ACT report here.

No revisions suggested. Program review seems comprehensive and establishes clear goals.

- b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation:

Please list the department's *Program Review and Planning* report team:

Primary program contact person: David Laderman
Phone and email address: x6302; Laderman@smccd.edu
Full-time faculty: David Laderman
Part-time faculty: N/A
Administrators
Classified staff: N/A
Students: N/A

_____ <i>Primary Program Contact Person's Signature</i>	_____ <i>Date</i>
_____ <i>Full-time Faculty's Signature</i>	_____ <i>Date</i>
_____ <i>Part-time Faculty's Signature</i>	_____ <i>Date</i>
_____ <i>Administrator's Signature</i>	_____ <i>Date</i>
_____ <i>Classified Staff Person's Signature</i>	_____ <i>Date</i>
_____ <i>Student's Signature</i>	_____ <i>Date</i>
_____ <i>Dean's Signature</i>	_____ <i>Date</i>

**Comprehensive Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION**

Section 1

This section contains a listing of sources for data and key documents referred to in Section 2 along with other resources. Contact information for relevant people is also included.

Academic Senate

<http://www.collegeofsanmateo.edu/academicsenate/>

Contact: csmacademicsenate@smccd.edu

Diana Bennett, President, bennettd@smccd.edu, (650) 358-6769

College Catalogs and College Class Schedules are archived online:

<http://collegeofsanmateo.edu/schedule/archive.asp>

Course Outlines are found at:

<http://collegeofsanmateo.edu/articulation/outlines.asp>

Committee on Instruction

<http://www.smccd.net/accounts/csmcoi>

Contact: Laura Demsetz, Chair, demsetz@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both instructional and student services program review)

Core Program and Student Success Indicators (see links for "Quantitative Data for Instructional Programs")

Distance Education Program Review Data

Glossary of Terms for Program Review

Listing of Programs Receiving Program Review Data from PRIE

Rotation Schedule for Instructional Program Review, 2008-2014

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Office of Planning, Research, and Institutional Effectiveness (PRIE)

<http://collegeofsanmateo.edu/prie/>

Contact: John Sewart, Dean, sewart@smccd.edu, (650) 574-6196

Contact: Milla McConnell-Tuite, Coordinator, mcconnell@smccd.edu, (650)574-6699

At PRIE Website:

College Index, 2009-2010, http://collegeofsanmateo.edu/prie/institutional_documents.php

Comprehensive Listing of Indicators and Measures, 2009-2010

http://collegeofsanmateo.edu/prie/institutional_documents.php

Division/Department Workplans, Spring 2009 (only)

http://collegeofsanmateo.edu/prie/institutional_documents.php

Educational Master Plan, 2008, <http://collegeofsanmateo.edu/prie/emp.php>

Institutional Priorities, 2008-2011

http://collegeofsanmateo.edu/prie/institutional_documents.php

Student Learning Outcomes (SLOs) website:

<http://www.collegeofsanmateo.edu/sloac/>

Contact: Frederick Gaines, Interim SLO Coordinator, gainesf@smccd.edu, (650)574-6183

Section 2

This section contains the references that serve as data sources for the individual sections of the Comprehensive Program Review Form. Explanatory notes are included.

DEPARTMENT OR PROGRAM:

To identify programs on the comprehensive program review cycle, see *Rotation Schedule for Instructional Program Review, 2008-2014* at PRIE website at page for Instructional Program Review.

Also see *Listing of Programs Receiving Program Review Data from PRIE*.

I. DESCRIPTION OF PROGRAM

- "Number of Sections" data from *Core Program and Student Success Indicators* (published by PRIE for each program)
- CSM Course Catalog
- Department records

II. STUDENT LEARNING OUTCOMES

- SLO records maintained by the department
- CSM SLO Coordinator
- SLO Website
- The definitions for the General Education (GE) SLOs can be found on the CSM SLOAC website.

III. DATA EVALUATION

- Enrollment, WSCH, FTEF, and productivity data for each program can be found in *Core Program and Student Success Indicators*. (Published by PRIE.)
- Productivity is also commonly known as "LOAD." See *Glossary of Terms for Program Review* for definitions of key terms.
- Faculty Load: the ratio of the weekly contact hours (WSCH) of enrolled students and a faculty's hours of instruction per week. In other words, WSCH divided by FTE. ?
- The College's general target productivity will be recommended by the Budget Planning Committee.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- *Educational Master Plan, 2008*
- *College Index, 2009-2010*
- *Institutional Priorities, 2008-2011*
- *Student Success (course completion and retention) data from the "Core Program and Student Success Indicators";*
- *Other reports published by PRIE regarding student success*
- *Previous Program Review and Planning reports*
- *other department records*

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS

- *Educational Master Plan, 2008*
- *Institutional Priorities, 2008-2011*

- College Index, 2009-2010
- Student Success (course completion and retention) data from the "Core Program and Student Success Indicators";
- Other reports published by PRIE regarding student success
- Previous Program Review and Planning reports
- Other department records

a. About SWOT Analysis:

SWOT Analysis is a strategic planning tool used to evaluate the **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats involved in a project or initiative. It involves specifying the objective of the venture or project and identifying the internal and external factors that are favorable and unfavorable to achieving that objective. SWOT analysis considers both internal and external conditions.

Strengths: attributes of the organization that are helpful to achieving the objective.

Weaknesses: attributes of the organization or that are harmful to achieving the objective.

Opportunities: external conditions that are helpful to achieving the objective.

Threats: external conditions that are harmful to achieving the objective

b. Reflect on data from "Core Program and Student Success Indicators"

VI. Action Steps and Outcomes

- Educational Master Plan, 2008
- Institutional Priorities, 2008-2011
- GE- or Certificate SLOs
- College Index, 2009-2010
- Course SLOs
- Department records
- Core Program and Student Success Indicators
- Previous Program Review and Planning reports
- Division work plan

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

- Educational Master Plan, 2008
- Institutional Priorities, 2008-2011
- College Index, 2009-2010
- GE- or Certificate SLOs
- Course SLOs
- Department records
- Core Program and Student Success Indicators
- previous Program Review and Planning reports

VIII. Course Outlines

- Department records
- College Catalog
- Committee On Instruction
- Course Outlines (online)
- Office of the Vice President of Instruction
- Division Dean