

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

This *Annual Update for Program Review and Planning* is due each year that your *Comprehensive Program Review and Planning* report is not due.

(For information about program review cycles, 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:

All *Annual* and *Comprehensive Program Review and Planning* reports are due March 25, 2012. This date is aligned with CSM's *Integrated Planning Calendar*.
(See: <http://collegeofsanmateo.edu/prie/planning.asp>)

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).

James Carranza, Academic Senate President, carranza@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:

DIVISION:

1. **BRIEF DESCRIPTION OF PROGRAM:**

The Film program currently offers courses in film studies, film history and screenwriting.

2. Based on the elements in your *Core Program and Student Success Indicators* (provided by PRIE for each program) and the goals stated in your most recent Program Review, please identify any key successes and challenges.

Successes included increased percentages over the past three years, for student success: success went from 63% to 66%.

Likewise, enrollment continues to increase dramatically. LOAD increased from 480 in 08-09 to 797 in 10-11. Retention has stabilized at approximately 77%.

Additionally, in terms of last year's stated goals, Film has engaged some coordination with the DGME program. Film has also successfully articulated major transfer credit with SFSU Cinema: starting next fall, SFSU's program will offer film history courses at the lower division level, and will therefore accept our Film 120 and 121 as major transfer credit.

Though not stated goals in the last PR document, Film has finally found a pedagogically effective classroom in building 10, room 194. Film has also been instrumental in creating and sponsoring the student-driven WFT CSM film festival, currently preparing for its second event. Lastly, since the only full-time Film faculty member was elected VP of Academic Senate, Film has increased its profile on campus, being involved in a variety of campus-wide projects, including the institution of an innovative Honors program.

3. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.

For the current spring term we are offering Film 215 Film and New Digital Media for the first time. We still hope to have DGME accept this course as elective credit toward the major. Film has accepted several DGME production courses as elective credit toward the major.

4. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).

One goal is to officially align a TMC Film major, which we are currently engaged in. Another goal, related, is to be able to offer the Film 153 Screenwriting course again soon. Screenwriting is part of the CSU TMC; when we offered the course, it was a popular course with a high fill rate, one that fulfills CSU GE transfer, but also major transfer credit at SFSU Cinema, and other Film programs.

5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

Beyond the goals stated above, we aim to sustain solid and maximized enrollment in all Film courses offered, and continue to improve student success and retention. We also aim to close the gap regarding student success and retention between distance and traditional sections.

6. **STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:**

- a. Academic areas: Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

I assessed all SLOs for two film courses taught last Fall, Film 100 and 200.

Here are the SLOs for Film 100 (OL and campus):

Identify the basic techniques of film form (69/90; 77%)

Analyze film form in a film segment, emphasizing aesthetics, narrative and/or ideology (65/90; 75%)

Distinguish different styles and modes of filmmaking (documentary, genres, etc.) (71/90; 79%)

For each SLO, an essay question, or a series of vocabulary questions, was embedded in the final exam. After each SLO above, in parentheses, is the number and percentage of students who successfully completed the SLO.

Here are the SLOs for Film 200 (OL):

distinguish critical categories in the study of film (genres, directors, etc.) (21/27; 80%)

identify major works in a specific period, genre, director or other film study area (21/27; 80%)

articulate the relationship between film form and more specific areas of film study (23/27; 84%)

For each SLO, a distinct assignment was evaluated. After each SLO above, in parentheses, is the number and percentage of students who successfully completed the SLO.

We are pleased that most SLO results demonstrate a success rate of approximately 80%.

- b. Student services areas: TBD

7. **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**

(Data resources: Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; Institutional Priorities, 2008-2011; 5 & 5 College Strategies; College Index, 2008/9-2011/12;

GE-SLOs; SLOs; other institutional data; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)

- 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.		

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.		

- 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.
Item: DVDs. Number: N/A. Vendor: various. Unit price: varies. Total Cost: \$300. Status*: New.	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	N/A.

	media pedagogy.	
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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: Mac laptop computer. Number: N/A. Vendor: Apple Unit price: varies. Total Cost: \$2000 Status*: New.</p>	<p>If granted: enhanced versatility, interactivity and classroom demonstration of film clips, and other cinematic and web-based presentations, as well as internet pedagogy in the classroom. Additionally, because I teach online courses regularly, I need a newer model for portability and enhanced interface. If not granted: negative impact on program's effectiveness in current media pedagogy.</p>	<p>Having a new laptop for classroom use will make instructional demonstrations of film form and film history concepts more dynamic, accessible and varied. It will likewise increase comprehension by utilizing the web-based "language" students are most familiar with.</p>

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

8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* evaluation:

Please list the department's *Annual Update for Program Review and Planning* report team as appropriate:

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

Primary Program Contact Person's Signature	Date
Full-time Faculty's Signature	Date
Part-time Faculty's Signature	Date
(as appropriate)	
Classified Staff Person's Signature	Date
(as appropriate)	
Student's Signature	Date
(as appropriate)	
Dean's Signature	Date

**Annual Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION**

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

Academic Senate

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

Contact: csmacademicsenate@smccd.edu

James Carranza, Academic Senate President, carranza@smccd.edu, (650) 574-6568

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://collegeofsanmateo.edu/committeeoninstruction/>

Contact: Teresa, Morris, morrist@smccd.edu, (650) 574-6617.

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

Note: PRIE has a new website as of 2/15/2012; Program Review resources will temporarily be housed at "old" site as we make the transition to a new site:

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

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)

(Note: PRIE has a new website as of 2/15/2012; the URL will remain the same.)

<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, 2008/9-2011/12,

<http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp>

Educational Master Plan, 2008, <http://collegeofsanmateo.edu/prie/planningdocs.asp>

Educational Master Plan, Data Updates, 2011-12

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

Institutional Priorities, 2008-2011

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

Five in Five College Strategies, <http://collegeofsanmateo.edu/prie/planningdocs.asp>

Student Learning Outcomes (SLOs) website:

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

Contact: David Locke, SLO Coordinator, Locke@smccd.edu, (650)574-6624

Also see PRIE site for SLO assessments' support: <http://collegeofsanmateo.edu/prie/slos.asp>