INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Film
Faculty Contact: David Laderman

Academic Year: 2012-13
Program Review Submission Date: 3/25/13

I. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

The Film program currently offers courses in film studies, film history and screen writing. Most courses are transferable to CSU and UC, and count toward graduation requirements. All Film courses emphasize critical thinking skills and media literacy. All courses prepare students for upper division coursework, a BA degree in Film and Media studies, as well as, more indirectly, production work in film and media industries. All courses integrate a diverse curriculum with respect to screenings, topics and readings, and aim to reflect the diversity of our students. The Film program actively supports transfer and student success; Film has been directly involved in the Honors Project, and works across the curriculum with Digital Media, Communication Studies, Literature and other instructional programs.

II. Summary of Student and Program Data

A. *Student Learning Outcomes Assessment*

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

Most course SLO assessments reveal a 60-80% success rate of students demonstrating achievement of SLOs. As suggested elsewhere in this document, online offerings have a lower percentage of success. Additionally, with Film 100, our most popular and commonly offered course, material covered in the last weeks of the course seems to pose more problems for SLO success. This material usually consists of surveying a variety of film styles and modes (documentary, experimental, global, feminist, and so on). Our instruction needs to be more precise, with more hand-outs and more rigorous emphasis on vocabulary and comprehension of concepts. Regarding online teaching, we are exploring new textbooks with more electronic interactive resources. We also are considering more rigorous assignments with more helpful instructor feedback. Film 200, both online (only offered once) and on campus, shows higher rates of SLO success. This is usually a lower enrolled course with a narrower topic focus, more intensive student-instructor interaction, and more expository, interpretive course work.

B. *Student Success Indicators*

1. Review [Student Success and Core Program Indicators](#) and discuss any differences in student success indicators across demographic variables. Also refer to the [College Index](#) and other relevant sections of the [Educational Master Plan: Update, 2012](#), e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to [ARCC](#) data.

    Over the past three years, Film's student success and retention has improved marginally; currently our success is 77% and our retention 84%. Our withdrawal rate has decreased more substantially, from 23% in 09-10 to 15% in 11-12.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to [Delivery Mode Course Comparison](#).

There is an approximate 15% difference between on campus v. distance ed, with respect to student success and retention, in favor of on campus delivery mode.

C. *Program Efficiency Indicators. Do we deliver programs efficiently given our resources?*

Summarize trends in program efficiency as indicated in the Student Success and Core Program Indicators (LOAD, Full-time and Part-Time FTEF, etc.).

Film overall is a highly efficient program. Over the past three years, we serve on average 35-50 students per section. Film was put on reduction status in 09-10, and since that time has had to reduce the number of sections offered, with no adjunct instructors for 10-11 and 11-12. But the number of students served has increased.

LOAD in 09-10 was 619, for 17 sections (4 of these were Paris study abroad) and 3.5 total FTEF (full and part time instructors)

LOAD in 10-11 was 796, for 6 sections and 1.5 total FTEF (one full time instructor)

LOAD in 11-12 was 609, for 9 sections and 2 total FTEF (one full time instructor)

D. *Course Outline Updates*

Review the course outline update record. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the Committee on Instruction website for course submission instructions. Contact your division's COI representatives if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
Film 120	D Laderman	11/13
Film 121	D Laderman	11/13
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E. *Website Review*

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
D Laderman	9/13
	Tab to add rows

F. *Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)*

1. Review the program's Gainful Employment Disclosure Data, External Community, and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other

training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

Click here to enter Gainful Employment Disclosure Data narrative

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

Click here to update the Advisory Committee information

III. Student Learning Outcomes Scheduling and Alignment

A. *Course SLO Assessment*

Explain any recent or projected modifications to the course SLO assessment process or schedule.

Film course SLO assessment will continue to use a combination of essay questions and vocabulary multiple choice questions, embedded in exams, or as take-home assignments. Film 121, 215 and 153 will need assessment, but these courses have been offered rarely since the institution of SLO assessment.

B. *Program SLO Assessment*

Explain any recent or projected modifications to the program SLO assessment process or schedule.

Film program SLOs have not yet been assessed because they have been so recently developed, and no students who have completed a Film degree have taken the SLO exit survey.

C. *SLO Alignment*

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to TracDat related Program and Institutional SLO reports.

Film program SLOs align with course SLOs in that all emphasize two primary media literacy skills: being able to analyze artistic expression of the film medium; and being able to recognize and explain important periods, genres, directors and movements in film history. All course SLOs fit within the scope of these program learning goals. The program SLOs support the learning skills emphasis of Area 3 GE, and also the institutional goals of critical thinking skills and transfer.

IV. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See Institutional Research as needed.

The SFSU Cinema department has restructured and renumbered courses so Film History 1, 2 and Screenwriting are now lower division courses – which means our courses can be accepted for major credit. Statewide changes to repeatability will affect our Film 200 course, which students usually repeat. We will be creating several new courses to give students a variety of topics to pursue beyond Film 100 Introduction to Film (see below). All these "additional factors," changes beyond the scope of the program, but impacting it, will further enhance the significance of Film's compliance with the RTVF TMC.

V. Institutional Planning

A. *Results of Plans and Actions*

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Two goals stated in last year's PR document, to offer Film 153 Screen writing and to create a TMC major, are both being achieved. Film 153 is currently offered this spring 13 term, with full enrollment at 35. Regarding the TMC, the statewide committee for RadioTVFilm is finalizing the major requirements by end of this spring. Film gave substantial input during draft stages, and we believe students will be able to complete the RTVF TMC degree by taking courses from both Film and DGME.

B. *Program Vision*

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the College Mission and Diversity Statements, Institutional Priorities, 2008-2013, and other institutional planning documents as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[*Note*: CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F.1 and II.F.2.]

[*Note*: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

To align itself academically with current and future trends, both at the four-year university and in the industry, Film will undertake refashioning its identity for the digital age. We should consider becoming more of a "film and media studies" or "media arts" or "media and culture" program. To take just a few local examples, UC Santa Cruz, Stanford, and UC Berkeley each have undergrad programs called "film and media studies;" San Jose State's is called "radio-television-film." Film will need to expand its offerings to reflect more accurately the digital cultural context in which film primarily exists, a culture more integrated with the Internet, television and other electronic media. Such revision to the program enhances student success by making transfer courses more relevant and applicable; it also will more dynamically and concretely reflect the daily lives of students,

especially their engagement with popular culture. Such a change is also an opportunity to work more closely with CSM's Digital Media program.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

    Seminars, guest speakers or training on recent trends, strategies and resources for teaching new media literacy; focus groups with instructors at other colleges (within and beyond the district); funding for travel and lodging for conferences.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

    Perhaps developing resources with the LRC and the library, where students could utilize media texts and exercises, both software and online.

3. To guide the Institutional Planning Committee (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

    Faculty: The Film program clearly demonstrates potential for growth. If we move in the directions outlined above, we envision a second full-time faculty member, one who could teach screenwriting, television studies and new electronic media as well as traditional film studies. Such growth would enhance the TMC degree by offering more courses in the TMC degree. I don't have the numbers on this, but my guess is Film is the most robust academic program on campus with only one full-time faculty member, zero adjuncts, and full transferability.

    Equipment and Technology: The Film program clearly demonstrates potential for growth. If we move in the directions outlined above, we envision a designated film lab space, for viewing, tutoring, and possibly production. Such growth would enhance transfer success and the TMC degree by offering more support for these courses.

    Instructional Materials: 4T

    Classified Staff: 4T

    Facilities: The Film program clearly demonstrates potential for growth. If we move in the directions outlined above, we envision a designated film lab space, for viewing, tutoring, and possibly production. Such growth would enhance transfer success and the TMC degree by offering more support for these courses.

C. *Plans and Actions to Improve Student Success*

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the Institutional Priorities, 2008-2013. For each plan, list actions and measurable outcomes.

Plan 1

Title:

New Film Courses

Description

Create new courses to address new restrictions on repeatability; this will enhance transfer opportunities for students, as well as program diversity and digital media literacy

Action(s)	Completion Date	Measurable Outcome(s)
Submit courses to COI		COI approval and begin rotation of offerings SP/Fall 14
4T		4T
4T		4T

Plan 2

Title:

RTVF TMC

Description

Film will formalize and articulate the RTVF TMC for fall 13; this will enhance transfer opportunities for students

Action(s)	Completion Date	Measurable Outcome(s)
Work with DGME to coordinate for TMC		Formalized completion of TMC
Submit RTVF TMC to COI for approval		COI approval and official institutionalization of TMC
4T		4T

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. *Itemized Resource Requests*

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
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Complete Full-Time Faculty Position Request Form for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost
DVDs	$500

Description (for prioritized plans)	Plan #(s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost

B. Cost for Prioritized Plans
Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	