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Instructional Program Review

Program Name: **Film**

Program Contact: **Laderman, David**

Academic Year: **2013-2014**

Status: **Submitted**

1. 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 Program Planning](#) 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, Ethnic Studies, Literature and other instructional programs.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Identify trends and discuss areas in need of improvement.

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. SLOs were assessed for three film courses taught last Fall: Film 100, 120 and 680.

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

Identify the basic techniques of film form

(59/87; 75%)

Analyze film form in a film segment, emphasizing aesthetics, narrative and/or ideology

(69/87; 78%)

Distinguish different styles and modes of filmmaking (documentary, genres, etc.)

(77/87; 85%)

Here are the SLOs for Film 120:

Identify major phases of the historical development of film language and film art

(28/34; 78%)

Identify different styles, movements and national schools of filmmaking

(28/34; 78%)

Analyze the relationship between film art and social/historical context

(26/34; 72%)

Here are the SLOs for Film 680:

identify key aesthetic and cultural relationships between film and television

17/20 (85%)

identify major historical development in film during the television age

20/20 (100%)

write critical commentary and essays explaining the interplay between film and television

16/20 (83%)

We are pleased that most SLO results demonstrate an average success rate of approximately 78%. Most course SLO assessments reveal a 75% success rate. 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. The move to Webaccess 2.0 has helped in this respect.

We continue to aim to close the gap regarding student success and retention between distance and traditional sections. Currently we have new adjuncts teaching OL sections, who are taking advantage of innovations in technology, and generally bringing new precision and energy to teaching on line. Film aims to take advantage of STOT training, and other new opportunities for teaching and learning technologies, through the new division of academic support.

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.

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 goals. The program SLOs support the learning skills emphasis of Area 3 GE, and also the institutional goals of critical thinking skills and transfer.

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.

Student success rate has generally increased, going from 66% in 10-11, to 73% in 11-12, to 70% in 12-13. Retention has likewise improved, going up from 77% in 10-11 to 84% in 12-13. Conversely, withdrawal rate has decreased from 22% in 10-11 to 15% in 12-13, another improvement.

Through more concerted engagement with initiatives like Reading Apprenticeship, Umoja and the Learning Center, Film aims to close other achievement gaps with respect to ethnicity and "year one" students. We want to note that for most ethnicities other than African-American, our success rates have improved slightly from year to year. Additionally, our success rate for students 19 and under has increased from 70 to 75%, since 10-11.

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

The success rate difference between on-campus and OL is fairly substantial, but not dramatically different from college-wide percentages. Since 2010, overall success for film is 80 (trad) v. 58 (DE), with 93 (trad) v 72 (DE) retention. We speculate that part of the reason for this disparity is the impression among students that a film class online will be less challenging than other courses. In any case, we need to work at closing this gap.

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 35-55 students per section.

Enrollment continues to increase: 288 headcount in 10-11 to 384 in 12-13. WSCH and FTES have likewise increased. LOAD has dropped some, from 797 in 10-11 to 637 in 12-13, primarily due to offering more courses, some taught by adjuncts, because the one full-time instructor has been partially reassigned to coordinate the Honors Project. Film's LOAD remains substantially above the district target average of 525.

3. 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.

Statewide changes to repeatability have affected our Film 200 course, which students usually repeat. We have created several new courses to give students a variety of topics to pursue beyond Film 100 Introduction to Film (see below). Additionally, most four-year university programs are now titled "film and media studies" (or the like). Film is being produced, consumed and studied in relation to the digital culture environment. Our program should adapt to this shift (see below).

4. Planning

A. Results of Program 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 Screenwriting and to create a TMC major, are both being achieved. Film 153 is currently being offered in regular rotation (every spring), with full enrollment at 35. Regarding the TMC, Film and DGME have submitted courses for the FTVE (film-television-electronic media) transfer degree. We will be submitting the degree to COI this spring 14 term. We successfully offered a Film 680 course on Cable Television studies (a course we want to make permanent) and have created and will begin to offer new film studies electives: Film 122 Film History Focus; 130 Film Directors; 135 Film Genres; 140 World Cinema. We will offer these courses in rotation; they have been submitted for UC transfer. And they all will count toward the TMC.

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the **College Mission and Diversity Statements**, **Institutional Priorities, 2008-2013**, and other **Institutional Program Planning** as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators. **[Note:** Specific plans to be implemented in the next year should be entered in C of the Planning section. 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 D1 and D2 of the Career Technical Education section.]

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 need to become 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 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. Film aims to ramp up its distance education with STOT training, and also to participate in RA, Umoja, Honors Project, Puente and other initiatives designed to enhance student success at both the basic skills and transfer level.

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 Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year. Leave sections blank if no major changes are anticipated.

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.

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

Instructional software and DVD's.

Classified Staff

N/A

Facilities

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. Program 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. (Plans may extend beyond a single year.)

1. Submit AA-T TMC to COI, hopefully for approval for Fall 14. This will help enhance the transfer path to the CSU's.
2. Create new permanent film course on "quality television and film." Submit to Curricunet and COI sp or fall 14. We offered this as an experimental 680 course in fall 13 "Watching Cable Television." Such a course expands the program's elective offerings, facilitating more choices for transfer (we will submit for UC articulation) and expanding the curricular scope of the program to include new electronic media critical thinking skills.
3. Course rotation plan: with new LA Dean, make three year plan for course rotations in schedule, hopefully to begin fall 14. This will increase student success by offering more diverse course topics to students, topics that complement each other while bolstering students' media literacy skills. The rotation plan will also enhance the transfer path.
4. Film faculty will become more actively involved with professional development and student success initiatives: honors project, Umoja, RA, even SI, and developing initiatives for Year One students and Habits of Mind.

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form, AY 2013-2014** and email to your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
None	

Equipment and Technology

Description	Cost
None	

Instructional Material

Description	Cost
DVD's	500

