

PROGRAM REVIEW Fall 2021

Program: Film Studies

Division: Arts and Humanities

Date: 10/25/21

Writer(s): Elizabeth Wing Brooks

SLO/SAO Point-Person: Elizabeth Wing Brooks

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1 The Film Studies Program became official in Fall 2020, to there is not much information or history to look to for accomplishments. That said, we feel that we have successfully gotten the program off the ground and are very happy to see that we have a diverse group of around 30 majors as of Fall 2021 (the program's first full year).	X	X	
2 Many of the courses included in the FLMS major are culturally inclusive in their course content, promote equity through access to diverse instructional modes, and foster an engaging sense of student community as they explore popular culture and are often more hands-on.	X	X	X
3 The Film Studies Program includes a range of disciplines: Humanities, Photography, Theater, Music, and JAMS (and as of F22, Sociology). Elizabeth Wing Brooks of HUMN is currently acting as coordinator and has maintained contact with her colleagues from these disciplines through email and through a few Film Studies Zoom gatherings for current students, majors, LPC alumni, outreach staff, and instructors who are all part of FLMS at LPC. Because of this, we have a good, positive rapport across this interdisciplinary program and are excited about the program's future prospects. (See section C below for more on our plans.)	X	X	
4 The Film Studies Program coordinator, Elizabeth Wing Brooks, has attended a few of the Presidents' Call to Action speakers, along with other College Day, Convocation, and Flex Day events that focused on equity and cultural responsiveness in curriculum, as well as campus and classroom culture. She continues to inform her teaching, course content, and interaction with students with these practices. The same can be said for many instructors in the Film Studies Program.	X	X	X

5 During the 2020-21 year of entirely remote instruction, Elizabeth Wing Brooks made an effort to communicate on a regular basis with her students at the start of every weekly Zoom class, creating a sense of community and keeping students aware of what was new at LPC - student services, campus events, student government, class schedules and registration information, job/internship opportunities, Program Mapper and Career Coach, etc. Students reported that this time for announcements and Q and A was very valuable and often the only time they heard about these things.	X	X	
6			

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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

___ N/A

Description	Mission	Master Plan	Presidential Task Force
1 The shift to remote instruction impacted many of the courses taught as part of the Film Studies Program. The Photography/Videography, Music, and Theater courses were negatively impacted as they are harder to convert to remote instruction. The two Humanities film courses were negatively impacted because they rely on showing clips of films and/or occasionally screening films in class. The LPC librarians and the library databases were a lifesaver in making sure our LPC film students could access and stream movies from home. However, students who don't have strong WiFi had a harder time following along during video streaming in Zoom classes, and because of copyright issues, the library databases do not allow for screen sharing of video streaming during Zoom classes, so the instructor had to rely on YouTube clips which are not at all ideal. The instructor directed students to campus tech resources for help with Wifi and/or device loans for equitable access, and made the best of the other challenges.	X	X	X
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3			
4			

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C. Planning: What are the most important plans, either new or continuing, for your Program?

_____N/A

Plan	New	Continuing	Short term	Long term
We plan to foster more student engagement with the Film Studies major in several ways: 1. promotional materials about our courses and major (on-campus, virtually, and via local high school outreach), 2. on-campus events such as guest speakers, 3. getting the Film Club back up and running, and 4. most significantly, bringing back the LPC (student) film festival! We are looking at late-April 2022 for the first festival and are in the early stages of organizing for that event (a small group of LPC instructors and students).	X	X	X	X
We hope to help the Photography program advocate for upgrades to their equipment for Introduction to Videography and Intermediate Videography, in particular sound and recording equipment.	X		X	

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D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

_____N/A

Campus system or Committee	How has it benefitted your students?
The FLMS coordinator, Elizabeth Wing Brooks, serves on various committees, projects, and task forces that benefit students in various ways: 1. the Curriculum Committee, 2. the Art on Campus Task Force, 3. the Honors Program Advisory Council, and 4. the Persistence Project.	1. Attention to and implementation of important changes in the curriculum through the DE addendum process during remote instruction, 2. the acquisition of art for our campus to enliven and enrich student experiences upon return to campus and for the future, 3. working on Honors Projects every semester with usually 2-3 students, and 4. in HUMN 2 Intro to Film Studies in Fall 2020, actively working to engage with and retain students through increased contact at the

	start of the semester, creating more welcoming syllabi, holding one-on-one meetings during the first third of the semester, student surveys, and reflection on teaching.

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

_____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	During the 2020-21 year, Prof. Wing Brooks regularly surveyed her students through Zoom polls, conversations, Canvas surveys, and short ungraded Canvas Discussions.
What did you learn?	I learned that our students were struggling in many ways due to the pandemic. They found the weekly Zoom meetings really helpful in fighting the feelings of isolation and disconnect, especially during the second half of Spring 2020 at the start of totally remote instruction, Fall 2020, and then still but less so during Spring 2021. They missed being on campus and seeing and interacting with teachers, other students, and staff. As the pandemic rolled on, however, they became increasingly “used to” the new virtual instruction mode; they said two things about this: they found it convenient and useful in many ways, but they also noticed their own increasing lack of motivation and Zoom/Canvas burnout. Some students have said they now prefer remote learning, while many others (a slight majority), said they can’t wait to return to school and/or do a combo of online and in-person because they know they learn better on campus when it comes to certain subjects. Some students said that they found remote instruction very challenging and never want to do it again; others chose to drop classes and put school “on hold” until the pandemic is all over...
How will you use the feedback?	As noted above, I got lots of different responses! I shared this feedback with my colleagues (other instructors) and with my

	dean, Amy Mattern. I used this feedback as I coordinated our program and thought about how best to schedule classes for Fall 2020 and Spring 2021, and then for Fall 2021 too. I decided to offer some classes asynchronously, and others in the “combo” mode of one synchronous Zoom class per week with the rest on Canvas. Based on our fill and success rates, I think this worked well. Through polls, conversations, and surveys, I learned a lot about my students and got close to them in ways that helped me better serve them as a teacher, keeping me flexible, and making me more aware of their lives outside of school and what matters most to them.
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Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program’s data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2IYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

There is no data packet for Film Studies yet, but one has been requested. We look forward to seeing more data from IR once this program has been in place for another academic year.

Here is a sampling of data from a few key courses in the program:

Student success rates in HUMN 2 Intro to Film Studies, one of the program’s two core courses look good: 88% in Fall 2020 and 83% in Spring 2021. Success rates in the other core course, PHTO 50 Intro to Videography, show a decline from 82% to 70% during 2020-21, which is most likely due to the shift to remote instruction during the pandemic for a course that relies heavily on campus equipment and software. HUMN 4, Global Cinemas, a popular Film Studies program course, maintains very high student success rates over the past 3 years it has been taught (even with the transition to DE, with 89% in F20 and 93% in S21).

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- *Did your program meet its program-set standard for successful course completion?*
___yes __X__no
- *If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.*

There is no program-set standard for Film Studies yet as we are a very new program. We look forward to seeing more data from IR once this program has been in place for another academic year.
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SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.

As a brand new program, we regret to say that we are still creating a 3-year assessment planning template for the Film Studies program. While the program has 4 PSLOs entered into eLumen, we have no PSLO review data to report on in this section. Sorry.

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. ____YES ____No

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(8) Are you planning on revising on your 3-year planning template? If so, describe.
_____YES _____No

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(3) Are you planning on revising your 3-year planning template? If so, describe.

____YES ____No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

(8) Are you planning on revising on your 3-year planning template? If so, describe.

____YES ____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

- 1. Log in to CurricUNET**
- 2. Select "Course Outline Report" under "Reports/Interfaces"**
- 3. Select the report as an Excel file or as HTML**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).***

☒ YES ☐ No

Course Name & Number
HUMN 4 Global Cinemas – course update has already been submitted to Curriculum Committee.

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

☐ YES ☒ No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

☒ YES ☐ Not at this time

If yes, explain details, rationale, or any support that might be helpful

Sociology 12 Popular Culture was updated and added to the elective list for the Film Studies AA and Certificate of Achievement. This will be official as of Fall 2022.

MSCM courses in the AA and CofA were changed to the new program descriptor, JAMS, as of Fall 2021.

D. Does your program plan to create any new courses or programs this year?

☐ YES ☒ No

If yes, please provide details and the rationale

Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

____YES ____No

2) Does this program represent a training need that is not duplicated in the college's service area?

____YES ____No

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

____YES ____No

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

____YES ____No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

____YES ____No

If not, what program improvements may be made to increase this metric?