Program: Film Studies

Division: Arts and Humanities

Date: 10/30/24

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT 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 your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

Helpful Links:

★ Tools for Writers - with contacts for help with specific sections.
★ Program Review Glossary - defines key terms you can review when writing.
★ Fall 2023 Program Reviews
★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

Equity is a guiding principle. Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

Some areas you *may* want to note in your explanation are:

- Did your accomplishments support your program's plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges equity definition?
- Did they connect to any of the college planning priorities?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you'd like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?

N/A_____

The Film Studies Program continues to thrive at LPC!

Our accomplishments and areas of growth from 2023-2024 include the following:

- a large group of declared majors (50+),
- LPC graduates transferring to well-reputed film schools and UCs (e.g. SFSU, Cal State LA, CSU Northridge, Chapman University, UC Davis, UC Santa Cruz, etc.),
- popular courses from 6 programs with high success rates (e.g. one of the required core courses for the major, HUMN 2 Intro to Film Studies, has an 87% student success rate),
- stable-to-improved success rates – and higher enrollments – in both of our core digital filmmaking courses PHTO 58 (71%) and PHTO 69 (96%),
- several film-focused events each semester that bring interested students and the LPC community together around movies and filmmaking (e.g. Moonlight Movies nights and the big spring Las Po Film Fest),
- two active film-focused student clubs (LPC Film Club and LPC Filmmakers Association),
- two new FLMS courses proposed and passed through curriculum: FLMS 5 Intro to Film Editing (will be offered in Fall 2025) and FLMS 7 Intro to Screenwriting (will be offered in Fall 2026)
- new courses will be added to the Film Studies degree list of elective courses: FLMS 5 and FLMS 7, along with KIN 3 Sports in Film and Documentary, offering Film Studies majors and all LPC students more film course options,
- continued success with the large-lecture format (60+ students) and OER textbook adoption for HUMN 2, one of our required core courses,

During these first four years of this new program going live at LPC, we have seen rapid growth and excitement for the program. We are now stabilizing in terms of solid numbers of majors and enrollments, as seen in the '23-'24 academic year and again Fall 2024 as this review is written. Part of the success of our program, aside from today's students' natural interest in the world of film and filmmaking, is due to several factors. We have a webpage on the LPC website that is updated frequently. We participate in the Guided Pathways success team in the Society, Culture, and Human Development pathway. And we are visible as a program through outreach, flyers, as well as at events like the Major Fair and Preview Night, etc.

The success of our program and courses aligns with LPC's '23-'24 Planning Priorities (equity and student success) in a few ways. Student success has been addressed above. As for equity, the majority of Film Studies majors are students of color, with our Latinx students making up 42% of our majors, followed by 38% White, and the rest being an even mix of multiethnic, African and Asian American students. We also have several Film Studies majors and students with a range of disabilities; in our required core courses and student clubs we strive to foster intentionally inclusive and accessible environments for all of our students. We have adopted OER textbooks in at least one of our core courses.

In general, we have received really positive feedback from students enrolled in Film Studies courses. To quote a student who contributed to the testimonials collected for the new Film Studies brochure: "Having participated in the LPC Film Club and Filmmakers Association, I really appreciate the fun I was able to have and the community-building we did. Events like going to see the SF International Film Festival, the LPC Film Fest, and 8-hour film-making challenges were highlights of my time at LPC! These programs are great for film nerds and directors-to-be, but even if you just like watching movies and making friends over Costco pizza, I'm sure you'll fit right in."

B. Challenges, Pain Points, and Needs

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

N/A_____

We continue to actively engage with and encourage our female and non-binary Film Studies students and majors, hoping to bridge the gender gap in the number of FLMS majors: 60-70% male vs. 30-40% female students. Sadly, this mirrors the male-dominated film and TV industries. We also aim to better serve and encourage our non-traditional age students who make up the minority of our student and major population since we feel that their lived experience and perspective is a valuable component of our program and courses.

C. Planning: What are your program's most important plans, either new or continuing?

N/A_____

We are on track with current program goals and plans – adding curriculum, growing our majors, and continuing to improve our courses and success rates. However, we feel that as the program continues to grow, something we are very pleased to see, the workload becomes untenable for the program coordinator who also happens to be the coordinator for Humanities. We have spoken with our dean and have come up with some ideas for remedying this heavy workload: e.g. leaning more on part-time faculty for a few things that can also make up their required professional responsibility hours, and in general doing less events and activities. Ideally, in the future, once the two new FLMS courses are offered and show solid success rates, and if the program remains popular as an LPC major, we would like to look into qualifying for an AD-T and requesting a full-time faculty hire in Film Studies who could take over coordinating the program and teaching core courses. This is an important long -(or short?)- term goal. Lastly, we look forward to using a large classroom in the new STEAM building for film classes, a room that is supposed to include a lockable cabinet for some/all of our film festival, clubs, and film event related stuff.

D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?

Barriers:

Suggestions:

N/A__**N/A**___

E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?
   Yes____ No_**X**_

2. Comments (Optional):

3. Please review your program maps. Do you need to make any modifications?
   Yes__X__   No____

4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
   a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your **[Pathway counseling faculty liaison](#)** to initiate changes.
   b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.
   Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

We are in the process of updating our FLMS Program Maps with the Curriculum Committee to indicate a change in units for HUMN 4 Global Cinemas to 3 units (2 lecture, 1 lab) and to add FLMS 5 and KIN 3 to List B starting Fall 2025.

Section 2: Data Analysis – Quantitative and Qualitative

IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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 and reach out to [the IR team](#).)*

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

The data packet for FLMS reveals that we have a growing group of Film Studies majors, approximately 55 in Spring 2024 (which is even higher now as this program review is being written in Fall 2024). As noted above, they are majority male-identifying (60-70%), and majority Latinx, followed closely by White students and then multiethnic, African and Asian American, Filipino and Pacific Islander. While we are grateful for the diversity of our current Film Studies majors, we would love to see even more traditionally underrepresented students pursue this major. Direct outreach to the AAPI cohort and Umoja and more diverse course content representation are a couple of ways we can try to increase the diversity of our majors.

The majority of FLMS majors are first-time and continuing students, roughly half full-time and half part-time students, with an overwhelming majority of 85% being students who intend to transfer. Interestingly, we also have 9% who are either majoring in Film Studies for job training and personal development, or for an AA only. Our student performance/grade distribution data reveal that students are mostly earning As and Bs, with 8% non-success and 7% withdrawals. We do see a decrease in withdrawals in Film Studies majors in DE courses, which is great.

The course-level success rates for '23-'24 are looking strong with 86.7% for HUMN 2, 84.9% for HUMN 4, 70.9/% for PHTO 58, 95.7% for PHTO 69, and 83.8% for JAMS 2, to list a few of the core and elective courses in our major. Most of our course success rates are far above the college-wide success rate for '23-'24 of 75.1%, which is great.

Lastly, we have received mostly favorable feedback and positive comments in our informal anonymous end-of-semester student surveys in HUMN 2, one of the two required core courses. However, we have also received some constructive comments for areas of improvement which we continue to incorporate into our future course planning.

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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are 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.

1. Did your program meet its program-set standard for successful course completion?

   Yes___ No___

   Not Applicable. FLMS was not listed in the Program Set Standard data, but we would like to know that information for the future.

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, click here.

Please complete at least one of the following three sections based on what is appropriate for your program.

Check at least one below:

X C1: Instructional Programs with PSLOs (disaggregated PSLOs)

☐   C2: Instructional Programs with CSLOs *(Departments without degrees, non-major courses, and/or other courses up for assessment)*

☐   C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen (See SLO Handbook, p. 7) and continue to question 2.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

We unfortunately do not have a three-year plan or assessment data to report on in this section.

We realize that this is a major area in need of improvement in our Film Studies program reviews – we reported a similar lack of progress in this area in the 2022 Film Studies program review. We sincerely hope to address this in the '24-'25 academic year, reaching out to the SLO chair and committee for support. We are not sure how to proceed with courses and instructors coming from various programs and no actual FLMS courses yet. Perhaps we can look to other interdisciplinary programs, such as Global Studies, for help and modeling in this area.

We did complete some work in this area however during the '23-'24 academic year. In March 2024, we proposed new PSLOs for the Film Studies AA and Certificate of Achievement, which were approved. In May 2024, we also proposed CSLOs, which were approved, for the two new FLMS courses that will be coming on board at LPC in Fall 2025 and Fall 2026 (FLMS 5 Intro to Video Editing and FLMS 7 Intro to Screenwriting, respectively). We can hopefully coordinate with faculty and coordinators in Humanities, Photography, JAMS, Music, Theater, and Sociology to create a three-year plan for FLMS, to plan and carry out course assessments.

1. Please review your 3-year plan and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will at least one SLO be assessed in each course by June 2026?
   Yes____   No____

   If not, please update your 3-year plan to include any courses you missed. If you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist and the SLO Chair.

2. Based on your 3-year plan, list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.

3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, run a Faculty Participation report for 23-24).
   - _____%

4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen See the Guide for instructions on how to disaggregate PSLO data.

5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this).

6. If you experienced any challenges in completing your PSLO assessment process, please list those below along with any items that would help you improve this process in the future.

C2: Instructional Programs with only CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Please review your 3-year plan and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will all courses be assessed by June 2026?
   Yes____   No____
   If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

2. Based on your 3-year plan, list the CSLO(s) for the academic year 2023-2024 that your program selected to review.

3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, run a Faculty Participation report for 23-24).

4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.

5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).

6. If you experienced any challenges in completing your CSLO assessment process, please list those in the box below, along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)
   Will all courses be assessed by June 2026?

   Yes_____   No_____

   If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair.](#)

2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.

3. Based on discussion with others in your area, what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?

4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.

5. If you experienced any challenges in completing your SAO assessment process, please list those below, along with any items that would help you improve this process in the future.

Section 4: Suggestions for the Program Review Committee (optional)

What questions or suggestions about this year's Program Review forms or process do you have?