

Program Review Update 2025

Program: Film Studies

Division: Arts and Humanities

Writer(s): Elizabeth Wing Brooks

SLO/SAO Point-Person: Elizabeth Wing Brooks

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

- *The Film Studies program has been thriving this past year – we have approximately 45 majors, two active film-related clubs, put on two Moonlight Movies events per semester (generously funded by LPC SG), and had another successful Las Po Film Fest in April 2025.*
- *While we have approximately 45 declared majors, not all students choose to get the AA. This is something we hope to encourage. For reference, 12 students graduated with the FLMS AA in '24-'25.*
- *Our first ever “FLMS” course was scheduled (and then filled) for Fall 2025: FLMS 5 Intro to Film Editing.*
- *Over Spring 2025 and Fall 2025 (as this is being written) we have created another new course - FLMS 9 Intro to Sound Design and Production - and are now scheduling a new course created last year – FLMS 7 Intro to Screenwriting – for Fall 2026. These courses are in demand and will definitely improve student experience in the Film Studies program.*
- *In '24-'25 we researched, met with the Curriculum Committee chair, and are now finally submitting a new degree to help streamline student transfers – the AD-T in FTVE (Film, Television, and Electronic Media). We will continue to have the options of the local AA in Film Studies and this new AD-T to meet the range of student interests in pursuing further study and employment in the related fields of film, video, TV, and media studies.*
- *When it comes to data, we have limited information. As an interdisciplinary program we don't show up on the dashboard. However, we do have a report on our majors. We continue to be happy to see that we have 17 female and 28 male majors; while this is not equal, in such a traditionally male-dominated field, it's great to see such a high number of female students! Our majors are majority Latine and White (with a small but growing number of African American, Multiethnic, AAPI, and Filipino students) – we hope to encourage more students from diverse backgrounds to major in Film Studies or FTVE through outreach, course content, etc. Over 80% of our students transfer. Film Studies majors have 78%-79% student success rates in '24-'25 This is something we can also aim to improve upon in the coming*

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years. But notably, in our required core course, HUMN 2 Intro to Film Studies, the success rate is 86.5% for the past year.

2. Please describe your most important **challenges** in year 24-25.

- The only challenge is workload – carrying an interdisciplinary program that is popular, demands a lot of student outreach, and has curriculum / program development and collaboration needs, along with planning and hosting events that foster community and collaboration amongst students is a heavy lift. More FTEF and perhaps a part-time student assistant would help.*

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

- With the elimination of eLumen and the transition to SLO assessment on CurrlQunet-Meta, we do not have much to report here. We continue to struggle meet requirements in this area. Our 3-year plan includes the assessment of this PSLO – "Upon completion of this program, students are able to describe the historical development of filmmaking and identify major historical film styles." – in HUMN 4 and FLMS 5 in Fall 2025 and in HUMN 2 in Spring 2026. We intend to complete these assessments.*

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- We will continue to work with our Articulation Officer to get more articulation agreements to popular transfer colleges and universities, and we will continue to work with A & H Dean Mattern to best schedule and advocate for the Film Studies and upcoming FTVE AD-T programs.*
- We are in discussion with A & H Dean Mattern to plan a workshop for all of the programs that intersect in the Visual and Performing Arts Pathway, which includes Film Studies. This would provide a great opportunity to strategize scheduling, collaboration, and planning.*
- We have worked with two local high schools to schedule and staff two sections of HUMN 2 Intro to Film Studies as part of the CCAP plan for Spring 2026, which is an exciting first-time opportunity to get more local high school students interested in the Film Studies AA and the new (Fall 2026) FTVE AD-T, as well as provide them a chance to get GE credits.*
- We will do one Moonlight Movies event in Fall 2025 and two in Spring 2026. Las Po Film Fest is scheduled for March 7, 2025.*

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

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 completed form to Program Review chair Karin Spirn and your Dean by November 3.
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.

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 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

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.