



Instructional Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** programs.

- Instructional programs must submit their Annual Program Review Update form to their dean by 5pm on Monday, November 27, 2023.
- Deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm on Monday, December 4, 2023.
- Questions or concerns?
 - Committee contacts:
 - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
 - Division representatives on the [Program Review and Planning Committee](#)
 - [Office of Institutional Effectiveness](#)

SUBMISSION:

Program:

Division:

Date:


We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*

We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Principal Author Signature:

Printed Name: Laura Bouza

Date: 11/15/2023

Dean Signature: 

Printed Name: Ken Starkman

Date: 11/22/2023

Part 1: Review of Data

Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

After August 15, you will be able to access PDF copies of your program's ISS data here: [ISS ISLO Documents](#). The folder will also include instructions to access Tableau dashboards with the same information. The instruction document will also provide more context about how these standards are calculated. If you have any questions, please reach out to the Office of Institutional Effectiveness at ie@fullcoll.edu.

2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.

The following courses meet or exceed the standard for success and completion rate:

CRTV 120 Media Aesthetics
CRTV 121 American Cinema to the
CRTV122 Audio Production Techniques
CRTV 126A World Cinema to 1945
CRTV 126B World Cinema 1946 – Present
CRTV128 Writing for Radio, TV and Film
CRTV 131 Contemporary American Cinema
CRTV135 Broadcast TV & Radio Announcing
CRTV 150 Television Studio Production
CRTV 175 Documentary Filmmaking

What do you attribute to your success?

Our hands-on, technical film and television courses in the above list are CRTV 122, CRTV150, CRTV135, and CRTV 175. These courses benefit from having small class sizes, access to industry standard film equipment, and additional technical support from a dedicated technical classified staff member. Additionally, our program has worked to ensure grant funding to support the purchase of equipment and facility updates used to keep current with industry standards. Students are more motivated when they feel they have access to key equipment and tools. Most of our film studies lecture and writing classes meet or exceed the standard for success and completion rate. They are CRTV120, CRTV 121, CRTV 126A, CRTV 126B, CRTV 128, and CRTV 131. The curriculum for our CRTV

courses support an increase in production jobs in the film and television sector over the past few years to meet the demand of streaming platforms. Students in other majors enjoy taking a film class as they earn GE, CSU or UC requirements as well as meeting the multicultural requirement with CRTV 126A and CRTV 126B.

The following courses do not meet the standard in either one or both categories:

CRTV 118 Introduction to Radio, TV and Film had 265 enrollments and is indicated to have a below standard for success rates at 58.5% while the in completion rate is at 72.5%.

CRTV 127 Screenwriting is indicated to be at below standard for both success and completion out of 95 enrollments with average success at 46.3% and completion at 63.2%. CRTV 227 Intermediate Screenwriting is indicated to be at below standard for both success at 33.3% and completion rate at 33.3% out of 3 students.

CRTV 157 Digital Production is indicated to be at below standard 56.5% success rate and meets completion rate standards at 85.9% out of 85 students.

CRTV 129, CRTV 145, CRTV 235, and CRTV 237 all do not meet the standard in either one or both categories. Note that these courses were all previously supervised by a full-time faculty member specializing in Radio. These 4 courses are now supervised by the Journalism program, due to retirement of the only Radio faculty member in Spring 2021.

Possible reasons for not meeting the standards include:

1. **Insufficient full time faculty in the program area** – This is an issue for all of the classes noted above. As the gateway course for our program, it's important to note that adjunct faculty teach all sections of CRTV 118. CRTV 127 used to have a dedicated full-time screenwriting faculty member. As noted above CRTV 129, CRTV 145, CRTV 235, and CRTV 237 were all previously supervised by a full-time faculty member specializing in Radio who retired in 2021. Due to 3 recent unfilled full-time faculty positions, full time faculty in our program currently teach less than 10% of classes, leaving adjunct faculty to teach over 90% of classes. This has created a disadvantage for students in our program. The lack of full-time faculty to support our students is an institutional barrier to student success, equity and inclusion. To compound this, we keep losing excellent adjunct faculty members to either full-time teaching opportunities at other colleges/universities or to full-time work the industry. With each lost adjunct faculty member, it's also a loss for those students who saw those faculty members as mentors, which goes hand-in hand with

student retention, success and equity. We have consistently requested to fill full time vacancies based on increased student enrollment, increased labor demand in the region, and faculty retirements. We have even lost students due to having to cancel classes that we could not get adjunct faculty to cover.

2. **Writing Support** – Many students struggle with the writing demands of the Screenwriting classes.
3. **According to the Automated Student Withdrawal Survey data in Tableau:**
 - The top three reasons for students withdrawing from CRTV 118 are as follows: 1. Changes in work schedule 2. Medical personal or family issues 3. Class is not required.
 - The top three reasons for students withdrawing from these CRTV 127 Screenwriting classes were: 1. Changes in work schedule 2. Medical personal or family issues 3. Course load issues.
 - The top three reasons for students withdrawing from CRTV 157 are as follows: 1. Withdrawing from all classes 2. Medical personal or family issues 3. Changes in work schedule

Potential Solutions

1. **Hire additional full time faculty** - Replacing our full-time faculty positions will create more consistency in instructor-to- student interactions. Students have more opportunities to form rapport and trust with full-time faculty. Full-time faculty are more accessible to students via multiple courses, office hours, program events and the like. Importantly, full-time faculty have the institutional knowledge to advise students, helping them find their pathway to success, and to connect students with relevant campus resources.
2. **Writing Support** – The IST Committee met in Fall 2022 to discuss solutions via an equity lens for the CRTV 127 and CRTV 227 classes based on the 2021 Program review data. Collaboration with the writing center was discussed to provide training to tutors on screenwriting. IST intervention and support continued through the Spring 2023 semester.
3. **Student Advising** - While there isn't anything we can do to alleviate the impact of reasons students listed for withdrawing the class in terms of medical leave and changes in work schedule, we can take note that one reason was course load issues. Course load issues suggests that students may benefit from additional advising on the amount of time they will need on a weekly basis to successfully complete the class.

Institutional Student Learning Outcomes (ISLOs)--Global Awareness ISLO.

1. Describe your program's participation in assessment of Institutional Student Learning Outcomes (ISLO's). Specifically, how does your CSLO attainment, for the courses that are mapped to the Global Awareness ISLO, compare to Fullerton College's ISLO attainment?

After August 15, you will be able to access PDF copies of your program's ISLO data here: [ISS ISLO Documents](#). The folder will also include instructions to access Tableau dashboards with the same information. Please reach out to your SLOA representative if you have questions.

2. Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, to what do you attribute your success in minimizing the achievement gap?

ISLO Assessment and Achievement Gap

Our CSLO attainment for courses mapped to the **Communicate clearly and appropriately for a variety of purposes and audiences ISLO** compared to the college's by overall meeting expectations at 81.83%. Our SLOA data shows achievement gaps with the following groups: African American (25 students) 51.02% does not meet expectations, American Indian/Alaskan Native (3 students) 60.00% does not meet expectations, and Pacific Islanders (2 students) 100% did not meet expectations. Our SLOA data does not show achievement gaps in the following groups: Asian, Filipino, Hispanic, Unknown, Unspecified, White Non-Hispanic.

Our CSLO attainment for courses mapped to the **Analyze and synthesize data/information in a variety of forms (numerical, textual, graphic) for the purpose of interpretation, problem-solving, and decision-making ISLO** compared to the college's by overall meets expectations by 82.84%. Our SLOA data shows achievement gaps with the following groups: African American (19 students) 46.34% does not meet expectations, American Indian/Alaskan Native (3 students) 60.00% does not meet expectations, and Pacific Islanders (2 students) 100% did not meet expectations. Our SLOA data does not show achievement gaps in the following groups: Asian, Filipino, Hispanic, Unknown, Unspecified, White Non-Hispanic.

Our CSLO attainment for courses mapped to the **Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems ISLO** compared to the college's by overall meeting expectations at 83.60%. Our SLOA data shows achievement gaps with the following groups: African American (19 students) 44.19% does not meet expectations, American Indian/Alaskan Native (3 students) 50.00% does not meet expectations, and Pacific Islanders (2 students) 100% did not meet expectations. Our SLOA data does not show

achievement gaps in the following groups: Asian, Filipino, Hispanic, Unknown, Unspecified, White Non-Hispanic.

Our CSLO attainment for courses mapped to the **Interpret, appreciate, and create artistic forms of knowledge and expression ISLO** compared to the college's by overall meeting expectations at 83.41%. Our SLOA data shows achievement gaps with the following groups: African American (16 students) 48.48% does not meet expectations, American Indian/Alaskan Native (1 student) 33.33% does not meet expectations, and Pacific Islanders (2 students) 100% did not meet expectations. Our SLOA data does not show achievement gaps in the following groups: Asian, Filipino, Hispanic, Unknown, Unspecified, White Non-Hispanic.

Our CSLO attainment for courses mapped to the **Articulate personal values and goals as well as explain the skills, mindsets, and behaviors necessary to achieve well-being and professional success ISLO** compared to the college's by overall meeting expectations at 82.44% Our SLOA data shows achievement gaps with the following groups: African American (23 students) 48.94% does not meet expectations, American Indian/Alaskan Native (3 students) 60% does not meet expectations, and Pacific Islanders (2 students) 100% did not meet expectations. Our SLOA data does not show achievement gaps in the following groups: Asian, Filipino, Hispanic, Unknown, Unspecified, White Non-Hispanic.

In looking at the data above, we propose the following to minimize gaps:

1. **Increase full time faculty.** There is no getting around this in terms of achieving student equity and success. It's really hard to have consistency amongst policies with a rotating group of adjunct faculty and only one full-time faculty member. We need to hire three full-time faculty to replace three retired faculty and close this gap. (See SAP#1 from 2021 Program Review) In Fall 2023 adjunct faculty currently teach over 90% of classes. To compound this, we keep losing excellent adjunct faculty members to either full-time teaching opportunities at other colleges/universities or to the industry. With each lost adjunct faculty member, it's also a loss for those students who saw those faculty members as mentors, which goes hand-in hand with student retention, success and equity. We have requested new faculty hires every year for the past 5+ years and keep getting denied in our attempts to re-populate our program with full-time faculty. In addition to the loss of full-time teaching faculty, the Cinema and Television program has grown in terms of students and demand for classes. Replacing these full-time faculty positions will create more consistency in instructor to student interactions. Students will have more opportunities to form rapport and trust with faculty. Full time faculty have set office hours, which are also beneficial to students and allow time for increased faculty and student interaction. Additionally, full-time faculty have the

institutional knowledge to advise students, helping them find their pathway to success, and to connect students with relevant campus resources. In the past five years alone, three full-time faculty have retired and no replacement hires have been granted. As our program is growing, our full-time faculty have been diminishing, shrinking the contact students have with faculty who can be the most help in navigating our program and utilizing campus resources. Hiring more full-time faculty is a high opportunity for the growth of our program and increase of student success, equity and inclusion. We have consistently requested to fill full time vacancies based on increased student enrollment, increased labor demand in the region, and faculty retirements.

2. **Increase the incorporation of student support services into our classes** such as the Academic Support Center, Student Diversity Success Initiative (SDSI), and UMOJA. Most of our classes are taught by adjunct faculty and they may need help with this as they are less familiar with all the support services since they teach at multiple districts and have less time on campus.
3. **Department meetings to address equitable classroom policies** – Regular meetings to address this are great but are also contingent on adjunct attendance, which is voluntary. If enough adjuncts participate, then we can collaborate on outlining some best practices for the program.
4. **Continued collaboration with the IST committee** – Since 2021, CRTV has been collaborating with the Instructional Success Committee, where we are looking at ways to remove institutional barriers to student success via equitable grading and attendance policies, equitable ways to handle late-work, lower-stakes assignments and other strategies for helping students succeed.

Part 2: Additional Resource Request Reasoning and Support

For each separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request.

Step B: Answer the following questions:

1. Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?
2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?
 - Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.
3. How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount:		