Instructional Annual Program Review and Planning Update Form Fall 2024

## 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.**

## SUBMISSION:

**Program:**

Cinema and Television

**Principal Author(s):**

Laura Bouza

**Dean:**

Kenneth Starkman

**Submission Date:**

11/15/2024 10:47:26 AM

**Author Signature:**

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| Electronically signed by Laura Bouza on 11/05/2024 2:37:02 PM |

**Manager Signature:**

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| Electronically signed by Kenneth Starkman on 11/15/2024 10:47:26 AM |

# Part 1: Review of Data

## Use the data provided by the Office of Institutional Effectiveness (OIE)--[available in August 2024](https://fullcolledu-my.sharepoint.com/%3Af%3A/g/personal/dberumen_fullcoll_edu/Ejn54PAVVhJLqimOjiLWBBYBPkPdoZEFZxZtScvvyibo6A)--to review your program completion and success rates and compare them to the Institution Set Standards for course completion and success rates. Then, answer these questions:

1. **Where your program meets or exceeds the college-wide standard for completion and success, to what do you attribute your success?**

Looking at the disaggregated data for the Cinema and Television program, the following groups of students met or exceeded the standard rate one or both areas, indicated below:

• Asian success rate 83.2% completion 87.6% (113 students)

• Filipino success rate 100% completion 100% (6 students)

• Latinx success rate 63% completion 81.1% (826 students)

• Two or More success rate 73.4% completion 87.1% (139 students)

• Unknown/ Decline to State success rate 80% completion 86.7% (30 students)

• White success rate 77.9% completion 88.9% (262 students)

• Black/African American completion 75.3% (77 students)

• Native American completion 100% (1 student)

Factors Contributing to Success

Our hands-on, technical film and television courses benefit from having small class sizes, access to industry standard film equipment, and additional technical support from a dedicated technical classified staff member. 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.

Our film studies lecture and writing classes benefit from having engaging and relevant material. The curriculum for our CRTV courses support production jobs in the film and television sector to meet the labor market demand. 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. Additionally, the Cinema and Television program collaborated with the IST committee and the Writing Center on campus to increase writing support specific to screenwriting to support our students struggling in this area.

1. **Where your program does not meet this standard, please examine the possible reasons and note any actions that should be taken, if appropriate.**

Looking at the disaggregated data for the Cinema and Television program, the metrics for the following groups of students were below the standard rate in the areas indicated below:

• Black/African American success 41.6% (77 students)

• Native American success 0% (1 student)

• Pacific Islander success rate 50% completion 50.% (2 students)

While the program has an overall success and completion rate that meets or exceeds standards, we can see from the data that the largest group not meet success standards are Black/African American students, with a success rate of 41.6% out of 77 students.

Possible Reasons for Low Success Rate

There are many intersectional reasons for the low success rate, most that extend beyond our program. However, looking just at our program, we can ask the following questions:

Are we creating a sense of inclusion and belonging for our Black/African American students? Do they see themselves reflected in the faculty, staff and alumni? Does our course content feel relevant and reflective of their experiences/interests? What types of support services would be the most beneficial for supporting the success rates of our students in this demographic? Is there a way to further disaggregate this data to see if any relevant information is revealed in relation to subgroups within this demographic?

Some ideas for improvement:

1. More diverse representation in curriculum and in how the curriculum is implemented in the classroom, such as using more examples from black filmmakers or bringing in guest speakers from diverse backgrounds who have succeeded in the film industry.

2. Increase faculty diversity – Our current faculty are fairly diverse but there is always room for improvement. Students may not see themselves represented enough among faculty or successful alumni, which can impact their motivation and sense of belonging.

3. Department meetings and trainings to address diversity – regular meetings to increase cultural competency, discuss inclusive teaching practices and address inequities pertaining to students of color.

4. 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.

5. Increase full time faculty. This will create more consistency in the instructor to student interactions across our program. Due to 3 unfilled full-time faculty positions, full time faculty in our program currently teach only 10% of classes, leaving adjunct faculty to teach 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 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 career opportunities/labor demand in the region, and faculty retirements. 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.

1. **Compare your data analysis in questions 1 and 2 to the review of data in your 2023 Annual Program Review update (available on the** [**Program Review and Planning Committee**](https://committees.fullcoll.edu/program-review/) **website). Are there significant changes? Do you notice any patterns from year to year?**

Comparing last year’s update to this year’s is a bit different, as we are looking at disaggregated data by ethnicity, whereas for last year’s update we were looking overall data. The main pattern is that our program and students are suffering from insufficient full time faculty in this area. Due to 3 unfilled full-time faculty positions, full time faculty in our program currently teach only 10% of classes, leaving adjunct faculty to teach 90% of classes, including most of our gateway courses. 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 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 career opportunities/labor demand in the region, and faculty retirements.

# Part 2: Additional Resource Request Reasoning and Support

[x] **We have reviewed our most recent self-study and have not identified any significant changes that necessitate resource requests for the upcoming academic year.**

[ ] **We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**