2014-15 Annual Program Review Update

Department/Unit: Cinema/TV  
Date(s) of meetings: 10/09/14  
Names of all participants: Varner, Vaughn, Kuntz, Rossiter

Preliminary Steps: Assessment and Analysis of Data

The results of your analysis and discussions in parts 1-4 should be used to help you update or revise your existing unit planning objectives, or create new planning objectives.

Part 1: Analysis of Unit Progress Towards Institutional Priorities

1. Have there been any changes in the status of your program(s) in the past year?
   a. Have new programs been created or modified by your unit (yes/no)? Yes
   b. Have activities in other programs impacted your unit (yes/no)? No
   If you responded yes to either of the above, describe the changes: See Below

   1) Improvement Plan Number 1 (Access) Average Section Size: Continue to increase student access to certificate and degree classes by monitoring: 1) Graded Enrollment 2) Course Fill Rates 3) Average Class Size 4) Percent of sections that are Evening/Weekend (Time of day) Ongoing
      See commentary below in Part 2: Examine the available data sets.

   2) Improvement Plan Number 2 (Student Success) Increase certificate production and utilization of Student Learning Outcomes:
      1) Reinstate the archived "Producing" certificate through the curriculum process. Done – now in PRAP table.
      2) Alter the archived "Producing" SKILLS certificate to a "Certificate of Achievement" with 27 units. (This may not be possible – investigation is ongoing) Ongoing
      3) Rewrite Title V with course(s) required for “Producing” certificate. Done
      4) Investigate why the "Directing" skills certificate is not showing up on ECD - PRAP table, and get it approved. Done – now in PRAP table.
      5) Publicize the new certificate directly to students and continue to promote all of our certificates. We are publicizing this to the students. We had our first ever certificate awards ceremony on September 9th. We issued a record number of certificates in Spring 2014: 44 Certificates of Achievement and 47 Skills Certificates. This data is not reflected in the any of the OIE datasets given for this document. Note: All of our Certificate count data from 2007-2014 was sent to the OIE and admissions on August 1st of this year for validation. Our hope is that these numbers will be credited to our department in the future. Ongoing
      6) Integrate Comprehensive Cinema/TV SLO Assessment 2012 (Strategic Master Plan objective 2.54) into all course rewrites. Ongoing
      Note: We have increased certificate production in spring of 2014 by 40% over previous semesters. Although this HUGE increase cannot be expected every semester, we are working to keep a steady increase in the number of certificates awarded.

   3) Improvement Plan Number 3 (Student Success):
      1) Maximize student success by investigating/aligning with the State Transfer Model Curriculum for Film, Television and Electronic Media and utilizing SLO data. Delayed until TMC narrative is to be posted on February 1, 2015. Still in question is if the state will differentiate between the production-oriented degree we now offer and the “mass communication” one now posted. Ongoing
3) Improvement Plan Number 3 Continued (Student Success):

2) Meanwhile we are reworking some of the LACC Cinema/TV department's Title V course level curriculum to more closely match the state C-ID designations with the currently posted degree. Be prepared to align with anticipated future degree that has been delayed. This means some Title V updates and course modifications. **Ongoing.**

   A) Create a beginning-level audio course (required by the current TMC) by modifying our existing intermediate-level audio course into two levels. **Winter 2015**
   B) Create a course in collaboration with the LACC Media Arts Department that would fulfill one of the core TMC requirements. Tentative CI-D suggested title is "Introduction to Media Aesthetics and Cinematic Arts" (FTVE 105), which could be a CSU GE Area C1 or C2. This might serve as a general-purpose Humanities course for several disciplines on our campus as well as Media Arts. **Planned 2015**
   C) Submit our current courses for vetting with state CI-D numbers and descriptors. **Ongoing**
   D) Integrate Comprehensive Cinema/TV PSLO Assessment 2012 (Strategic Master Plan objective 2) into all course rewrites. **Ongoing**


   This is an ongoing and robust plan of our department. We have had many events and workshops scheduled with industry partners in 2014. We currently have equipment on loan from Red™, Panavision™ and J.L. Fisher™. We have Birns & Sawyer™ and Mole Richardson™ workshop days, as well as REDucation™ and Panavision™ camera training days in 2014.

   Guest speakers this year include: alumni filmmaker Albert Hughes, “The Book of Eli” and “From Hell”; alumni director Jeanne Collachi “Bread and Salt”; Oscar™-nominated “Nebraska” producer Julie Thompson; “Community” creator Dan Harmon. Cinematographers include BAFTA™ award winning Anthony Richmond, John Morrill “The Exiles” and Picha Srisansanee “The Prince and Me”. **Ongoing.**

5) Improvement Plan Number 5 (Student Success): “Complete 5-year course SLO outcomes plan” see detail below in SLO section. **STARTED**

   1) Create 5-year Outcomes Assessment Plans for Cinema/TV including Program Level Assessments and submit to SLO coordinator. Individual course captains will ensure that the plan timelines are sent to all involved instructors after department meetings. Follow through this plan until all classes and programs are assessed.

2) We plan to assess at least one group of classes each semester from Spring 2015 through 2018 until 100% of course and program level assessments are done.

3) An unrecognized part of our 2014 CPR Close-Out was to improve instruction throughout the curriculum by: “Integrating Comprehensive Cinema/TV SLO Assessment 2012” (Strategic Master Plan objective 2.S4) into all our course rewrites.

To complete sections, review the [comparative data sets from 2012-13 and 2013-14](#).
Examine the available data sets. Explain any identifiable trends in each area. What steps will your unit take to improve in the following areas?

For academic units:

- **Course fill rate:**
  - **Trends:**
    - CINEMA class fill rates have increased from 91.9% (Fourth Quartile CPR 2012 Data Analysis) are now 116% (2012-13 and 2013-14 data).
    - TV class fill rates have increased from 70.1% (First Quartile CPR 2012 Data Analysis) to 93% (2012-13 and 2013-14 data), exactly as we were hoping.
  - **Steps for improvement:** Provide enough sections of both disciplines to keep a high, but not overly high fill rate.

- **Average section size:**
  - **Trends:**
    - CINEMA class section size is 44.7 students well above the LACC required average. Our large enrollment, beginning level lecture classes allow us to maintain smaller enrollment advanced and hands-on classes.
    - TV class section size is 19.4 students. This is because all BUT two of our twelve classes in TV are hands-on classes, mostly in the TV studio and these classes can never safely or effectively achieve the LACC required average.
  - **Steps for improvement:** Between the two disciplines we are more than carrying our weight for LACC enrollment. We continue to seek a balance between section count and enrollment in our department to remain efficient.

- **In-course success rate:** CINEMA = 70% TV=78% Average = 71%
  - **Trends:**
    - Our success rate is good compared to other departments. Only the Allied Health classes have improved success rates.
  - **Steps for improvement:** Continue to use all of the tools outlined for student success in coursework.

- **State-approved degrees awarded:**
  - **Trends:**
    - CINEMA has an average awarded 25 degrees (Rubric Category 4). These awards have been steady in number between the two datasets of (2009-2014) (2007-2012).
    - TV has an average awarded 1.8 degrees (Rubric Category 2). These awards have slightly increased in number between the two datasets of (2009-2014) (2007-2012) when it was 1.4 degrees.
  - **Steps for improvement:** We will continue to promote these TV degrees within the program, but due to the smaller class size and smaller section offering overall in this discipline, we do not anticipate a large change in number of degrees.

- **State-approved certificates awarded:** CINEMA PRODUCTION = 26.8, TV PRODUCTION=3.2 and CINEMA/VIDEO PRODUCTION = 1.8 (spring 2014=34/5/5)
• **State-approved certificates awarded (continued):**
  - **Trends:**
    - We had a strong increase in all *Certificates of Achievement* awarded in spring 2014, with the total number being 44 by my count, although it is not reflected in this data.
  - **Steps for improvement:**
    - Continue promoting certificate applications within the department with direct student contact such as an information booth and awards ceremony. Better reporting in admissions would help us validate our data.

• **WSCH/FTEF:** CINEMA WSCH Fall 2013 = 7,246.93 & TV WSCH Fall 2013 = 638.13
  - **Trends:**
    - Cinema WSCH has remained steady through the last three fall semesters with an average of 7278.
    - TV WSCH averages 617 through the last three fall semesters. You can see the enrollment trend might be beginning to increase if you look at spring 2014 WSCH for TV, which were 833.
  - **Steps for improvement:**
    - We have added a new full-time instructor and extra sections in the TV discipline-beginning fall 2013. We think this is working already to improve our WSCH.

• **Ratio of hours taught by FT and Adjunct:**
  - **Trends:**
    - Spring of 2014 – Cinema 31% Full Time to Adjunct (42FT/94PT hours)
    - Spring of 2014 – TV 44 % Full Time to Adjunct (.67FT/.87PT hours)
  - **Steps for improvement:**
    - We are understaffed for full-time professors.

For CTE units:

• **Job placement/post training:** The LACC Cinema/TV department supports four courses through Cooperative Education: Cinema 911, 921, 931, 941. Many of these entertainment industry internships lead to employment either directly or indirectly through contacts obtained on the job. Data is not currently available but is being tracked for future use.
  - **Trends:**
    - According to "CTE Perkins Core Indicators by Vocational Top Code for the 2012-2013 Fiscal Year Planning by College and Special Population" report, the Cinema Production Top Code of 61220 is at 66.04% - below the suggested 81.48%. The TV Combined Top Code of 60420 is at 72.73% - below the suggested 81.48%. Exactly how Perkins obtains this data and the accuracy of this data is unknown to us. It will be useful to track to see if the performance goals change across time.
  - **Steps for improvement:**
    - The nature of the entertainment business is becoming more entrepreneurial. We need to educate our CTE-trained students in not only state-of-the-art technical skills, but how to find a freelance job hundreds of times throughout their working life since they can no longer expect to find long term, persistent jobs. We are addressing those skills as well as portfolio building across a number of our classes in screenwriting.

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1 Use data shared with accreditors or compiled internally. Indicate source of data.
Part 2: Outcomes Assessment

The goal of this part is to write a unit planning objective that documents your unit’s progress towards completing your 5-year Outcomes Assessment Plan.

To complete this section, compare your unit’s actual 2013-14 assessment activity with that in your **5-year Outcomes Assessment Plan** that was approved by the SLO&A Committee. (If your plan is not uploaded in this folder, check the "Assessment Plan Progress Chart." A template for the plan is also available in this folder. To review your unit’s assessment activities for 2013-14, click here.)

(Answer only those that apply to your unit)

1. Was your 5-year Outcomes Assessment Plan approved by the SLO&A Committee (yes/no)? **YES**
   a. If not, what is your plan to complete the plan? **N/A**

2. Were all courses assessed that were supposed to be assessed (yes/no)? **YES** - This process will begin Winter 2015.
   a. Were action plans written (yes/no)? **YES**
   b. If not, what is your plan to complete these steps? **N/A**

3. Was at least one program outcome assessed for each certificate and degree (yes/no/NA)? **NO**
   a. Were action plans written (yes/no)? **YES**
   b. If not, what is your plan to complete these steps? This process will begin Winter 2015.

4. Was at least one program outcome assessed for your administrative or student service unit (yes/no)? **N/A**
   a. Were action plans written (yes/no)? **N/A**
   b. If not, what is your plan to complete these steps? **N/A**

Now create a new Planning Objective:

- **Improvement plan description:** “Complete 5-year course outcomes plan”
- **Goal:** “Student Success”
- **Objective:** “5-year course assessment plan completion.”
- **Status:**
  - If you answered “yes” to all of the above questions, mark the status of the improvement plan as “In progress”
  - If you have a 5-year Plan but answered “no” to any of the other questions above, the status will be “Started”
  - If you do not yet have a 5-year Plan, the status will be “Not started”

- **Action plans:** Describe how you will get your outcomes assessment plan approved and how you will complete all the course and program assessments.
- **Anticipated improvement:** “Follow the 5-year course outcomes plan towards 100% completion of all course and program assessments.”

**New Unit Planning Objective 5: Improvement Plan Number 5 (Student Success)** “Complete 5-year course outcomes plan” with Objective: “5-year course assessment plan completion.” **STARTED**

Action Plan: We have submitted 5-year plan and are writing the skill certificate SLOs currently. We are dividing up the tasks of assessment within the Cinema/TV faculty.
Anticipated Improvement: “Follow the 5-year course outcomes plan toward 100% completion of all course and program assessments.” Notes: N/A
Part 3: SWOC Analysis

To complete this section:

- As part of an internal review of any changes, trends, or discussions that took place in the following areas—and using the data trends identified in part 1—identify your unit’s Strengths, Weaknesses, Opportunities, and Challenges (SWOC). Consider such areas as labor market trends, advisory board/professional organization recommendations, discipline trends based on your professional expertise, pedagogical trends, and other external demands or trends such as legislative mandates or policies.
- **Make sure to consider your SWOC analysis in terms of how your unit can help the institution meet its priorities**

### Strengths:

We support four of the Core Functions that support the LACC mission:

1. Transfer (AA-T)
2. CTE/Workforce (We are a strong CTE program)
3. Basic Skills
4. Resource Stewardship (Internal and External partnerships)

### Access:

We have large enrollments with excellent fill rates, an above average LACC section size, good success rates and a large number of certificates and degrees granted but that only tells part of the story.

### Success:

A major strength of the Cinema/TV department has been the sense of community that it engenders in the students. The students feel they are in this together and are often work collaboratively. This extends to their post-college years. One former student told us that nearly all the jobs he got in the first two years after he left school were because of people he met at school. Large numbers of students are not always a good way to assess a Technical Training/Fine Arts type program like ours. Over the decades we have produced many successful graduates and maintain a good reputation in the entertainment industry for affordable high-quality training. Both Oscar™-Nominee Kevin Tent and award-winning filmmaker Albert Hughes had the LACC Cinema program as their ONLY film school. They did not have to transfer to a four-year program to become successes in filmmaking.

### Weaknesses:

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2 **2014-2015 College Priorities (approved by SPC and College Council, Spring 2014):**

**Goal 4:** Resources: Provide human, physical, technological, and financial resources to efficiently and effectively implement educational programs and college services.

**Objective R4:** Ensure that the budget is balanced and achieves maximum efficiency.

**Goal 1:** Access: Improve equitable access and help students attain early educational momentum points to assure academic success

**Objective A2:** Ensure that students build early momentum towards success by accessing key programs, courses, and services in their first year of enrollment.

**Objective A3:** Increase the number of first time college students who enroll directly from local feeder high schools.

**Goal 2:** Student Success: Help students attain their academic and career goals by strengthening effective teaching and learning in a learner-centered educational environment and increasing equity in the achievement of these outcomes.

**Objective S1:** Increase the number of students who successfully achieve their academic and career goals.

**Objective S2:** Improve rate at which students complete basic skills English and Math.

**Objective S3:** Increase equity in student outcomes.
Access: Challenges include the handling of a large number of students with a fixed number of sections. We would like to reach a larger/different population of students on entry-level classes. We teach students to "crash" classes the first week, since most of our classes are filled by the start each semester. There must be many students who never think past the point of finding the class is full on-line. An electronic WAITING LIST that automatically advances student positions on the list would be a tremendous advantage. It would give hope to students who are closed out of classes year after year because of late enrollment. This could be more of a problem with the rollout of AB 1456.

Access: AB 1456 is also a challenge to us, as it delays enrollment for first-time students and college entry AWAY from certificate Vocational Education students who are not degree- or transfer-seeking.

Success: A major weakness that will threaten the sense of community in the department is the lack of replacement full-time instructors. Five of our seven full-time instructors have retired since 2010. Two of them have been replaced, but this deficit makes succession planning very difficult. The part-time instructors who have been hired are very good (one advantage to teaching film in Los Angeles; it is relatively easy to find teachers in the field), but they cannot put in the time in workshops, student consultation, assessments and the tasks of Educational and Strategic Master Planning as can full-time instructors.

Opportunities:

Success: There is high demand for the courses in the Cinema/TV department. A great many students enter LACC through a single course like Film History or TV Production and continue as students through graduation. In fact, two of our classified staff and at least one instructor are former LACC Cinema students. We continue to be one of the best educational values, dollar for dollar, which any student can receive in the Southern California area. There is still a great interest and demand in cinema as generations of new filmmakers redefine entertainment in the 21st Century.

Resources: Technology, although ever-changing, is available at a lower price than ever before in the history of the medium. It is difficult to imagine what exciting technological changes will come to this medium in 5, 10, or 20 years, but we hope to evolve and be ready for them.

Challenges:

Success: Electronic notification of certificate eligibility would change everything. We have to do lots of teacher-to-student education to convince students that they can eligible to receive certificates, and students are incredulous that they have to APPLY for them.

Success: Email: 1) Access to student personal emails along side the LACCD email address would change student success. 2) The ability to send attachments (like a syllabus) through the LACCD email address system would help eliminate much of the use of paper.

Challenges (continued):
Resources: We have a very small equipment budget relative to many four-year universities in the Southern California area are and relative to the entertainment industry. The technology of our industry is changing so fast that keeping up is impossible for even the major studios, production and distribution companies. How can we possibly keep up as a California Community College with "state of art" equipment when the definition of that changes about every six months, and our funding is limited? The trick is to give graduating students at least some hands-on experience with the technologies they'll be encountering in the workplace. One way that we are doing that is with equipment loans. Several major vendors are loaning us gear each semester, as long as we have the liability insurance to cover it. We need to increase our liability insurance value for 2015-2016 to a $1 million dollar policy to be able to cover the hardware vendors are willing to lend us.

Resources: The ongoing problems with getting an adequate budget will continue, since the department requires changing technologies. Given the traditional variety of students, the department is in a good position to deal with changing demographics. Given the variety of developing media, there will be an increasing demand by students who want to learn, not only how to make feature films, but video shorts and other projects.

*As you are working on this section, consider whether you need to update existing planning objectives or create new planning objectives, and if you will require additional resources to support those planning objectives.

Notes:
N/A
Part 4: 2013-14 CPR Non-compliance

1. Check if your unit is on the non-compliance report at the end of this document, which lists those units that did not write planning objectives in all the required areas as part of the 2013-14 CPR. (The requirements were: (a) three plans, with at least one addressing an ESMP goal; (b) a plan to address any area in which your unit was below the college median; (c) a plan including action items from your 2012 CPR SLO Assessment)

2. If you satisfied all the requirements, you are done with this part.

3. If you have not satisfied all the requirements, use your analysis from parts 1-3 to create appropriate unit planning objectives to address the areas of concern.

Write the names and numbers of any new planning objectives here:

We DID include an action item of addressing SLOs in our Improvement Plan 3 in the CPR Close-out earlier this year:

“Integrate Comprehensive Cinema/TV SLO Assessment 2012 (Strategic Master Plan objective 2.S4) into all course rewrites”

However, we were listed as “Non-Compliant” in this area. The review group did not acknowledge this element, perhaps because it was not a stand-alone plan and the perhaps because the language was not strong enough to carry our intent. The remedy is to include a new improvement plan (5) with this Program Review:

5) Improvement Plan Number 5 (Student Success) “Complete 5-year course outcomes plan” with Objective: “5-year course assessment plan completion.” STARTED

If you are not able to write required planning objectives now, explain why and what steps you will take to complete the requirements: N/A

Notes:

N/A
Part 5: Unit Planning Objectives

Use the results of your analysis and discussions in parts 1-4 to help you update or revise your existing planning objectives, or create new planning objectives.

1. **Mandatory: Update all existing planning objectives**
   - Update status and align with a measure from the Educational and Strategic Master Plan (ESMP)
   - Use the ‘improvements’ section to indicate improvements and document any actions that were completed
   - Address any validation recommendations
   - If necessary, you can also update the goal, action plans, timeline, people responsible

2. **Mandatory: Create a 5-year Outcomes Assessment Plan objective**
   - Document the status of your SLO 5-year Outcomes Assessment Plan

3. **Optional: Create new planning objectives**
   - Write a new plan if the data, SWOC, or other analysis identified a need for a new plan. You must specify a measure and the source of analysis.
Non-compliance Report

Requirements from the Comprehensive Program Review:

(a) Three plans, with at least one addressing an ESMP goal

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<tr>
<th>Division</th>
<th>Unit</th>
<th>Number of Plans</th>
<th>Number of ESMP Alignments</th>
<th>Meets Requirement?</th>
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(b) A plan to address any area in which your unit was below the college median

As part of the CPR, instructional disciplines were required to provide a planning objective if a program fell below the College median on a measure.

(c) A plan including action items from your 2012 CPR SLO Assessment

<table>
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<th>Number of planning objectives aligned with ‘CPR SLO Assessment’</th>
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Exit Checklist

Check that you completed the following:

- Worked collaboratively with members of your unit to complete the program review
- Used your comparative data set analysis to update existing planning objectives (status, timeline, changes to your measure, and improvements) and/or write new planning objectives
- Used your SLO analysis to write new planning objective(s) and update existing planning objectives (status, timeline, changes to your measure, and improvements)
- Used your SWOC analysis to update existing planning objectives (status, timeline, changes to your measure, and improvements) and/or write new planning objectives
- Reviewed the Non-compliance Report
- Have at least three planning objectives
- Have at least one SLO planning objective
- Have planning objective(s) to address any college priority area in which your unit was below the college median in 2012-13
Dean/manager validation and EPPIC comments  *(pending approval)*

A. Dean/manager validation:

a. Analysis.

- Did the unit complete all the steps on the Exit Checklist (yes/no)? Yes; except for the SLO analysis to update objectives. This analysis will be conducted as part of a future plan.
- Is the unit making progress towards each existing planning objective (yes/no)? Yes
- Is each planning objective resulting in measurable change (yes/no)? Yes; improved fill rates, certificate improvements, AA-T to be posted in February 2015, numerous partnerships as well as the SLO 5-year plan are ready to roll out.
  - If not, did the unit change the planning objective or create a new planning objective (yes/no)?
- Is each new planning objective achievable and measurable (yes/no)? Yes

b. Commendations: Cinema/TV continues to have among the largest fill rates and degree/certificate production in the college. The Chair actively recruits students for degrees/certificates by pitching the benefits in the Communications building lobby and at screening events where there is a captive audience.

c. Recommendations for unit improvement and recommended next steps. The department should continue with planned improvements. Continue to work on the AA-T degree until state approval is received for fall 2015 implementation. There continues to be a problem with Admissions reporting accurate degree/certificate completions. Department records were provided to point out the missing data.

d. Did you meet with the unit to discuss your analysis (yes/no)? Yes
   - Did the unit make changes to their program review as a result (yes/no)? No. The changes are ongoing.

B. Comments from EPPIC: