

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

**CURRENT YEAR: SPRING 2019**

**CLUSTER: WORKFORCE & ECONOMIC DEVELOPMENT**

**NEXT SCHEDULED CPPR: 2020**

**PROGRAM: FILM, TELEVISION, & ELECTRONIC MEDIA**

**LAST YEAR CPPR COMPLETED: 2016**

**CURRENT DATE: 2/26/2019**

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously.

**Note:** Degrees and/or certificates for the same program may be consolidated into one APPW.

This APPW encompasses the following degrees and/or certificates:

A.A. Film, Television, and Electronic Media; A.S.-T. in Film, Television, and Electronic Media

### GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

NONE

### PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

### DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

In addition to other data that is relevant to your program, institutional program data is available on the SLOCCCD Institutional Research and Assessment Program Review Data Dashboard site. Please paste the charts into this document, and respond to the prompts for each data element. Please also comment on your program's data and how it compares to the overall college data. Take time to work with your faculty to review the disaggregated data. Several measures can be "drilled down" to reveal differentiated results based on location, modality, ethnicity, age, gender and so on. This disaggregated data can reveal a great deal about your program's effectiveness.

**Note:** Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates then you MAY want to comment on each degree and/or certificate, or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates, if necessary.

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

[General Enrollment \(Insert Aggregated Data Chart\)](#)

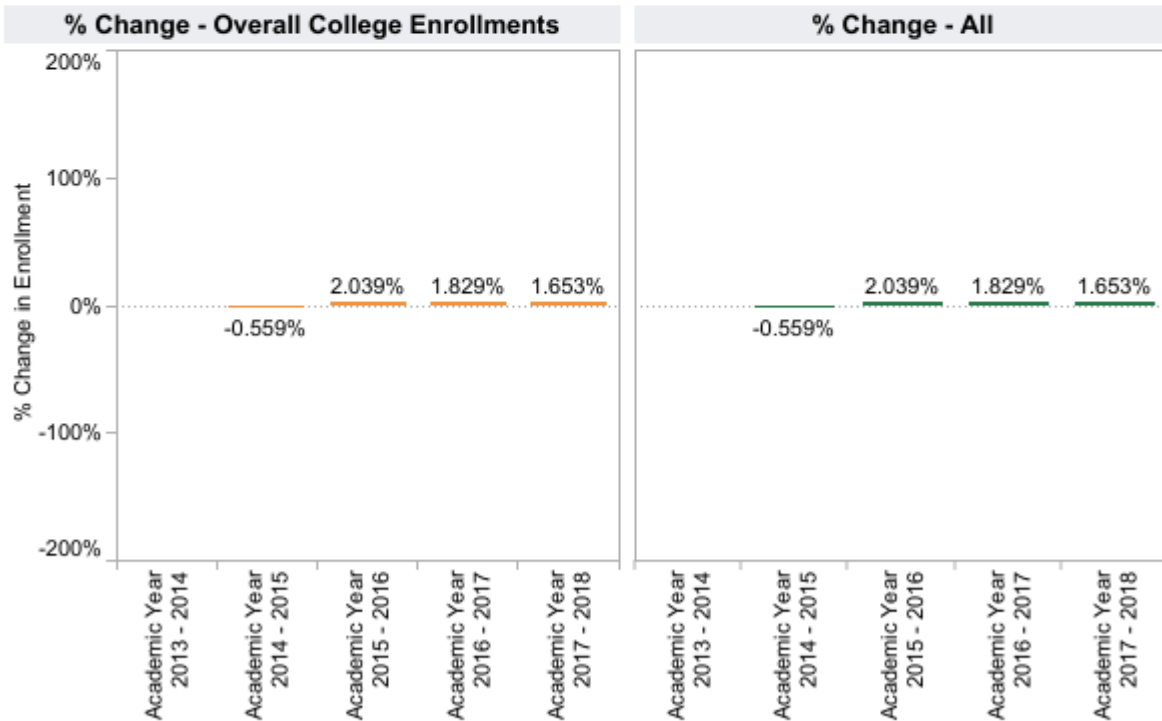
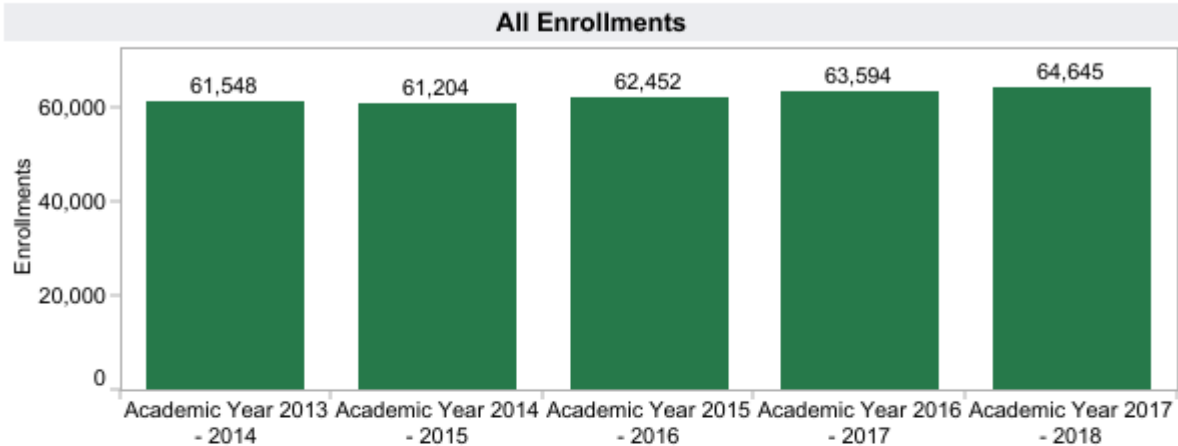
## SLOCCCD Program Review Data - Enrollment

**Department:**  
All

**Course:**  
All

**Dual Enrollment:**  
All

**Prison:**  
All



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

## SLOCCCD Program Review Data - Enrollment

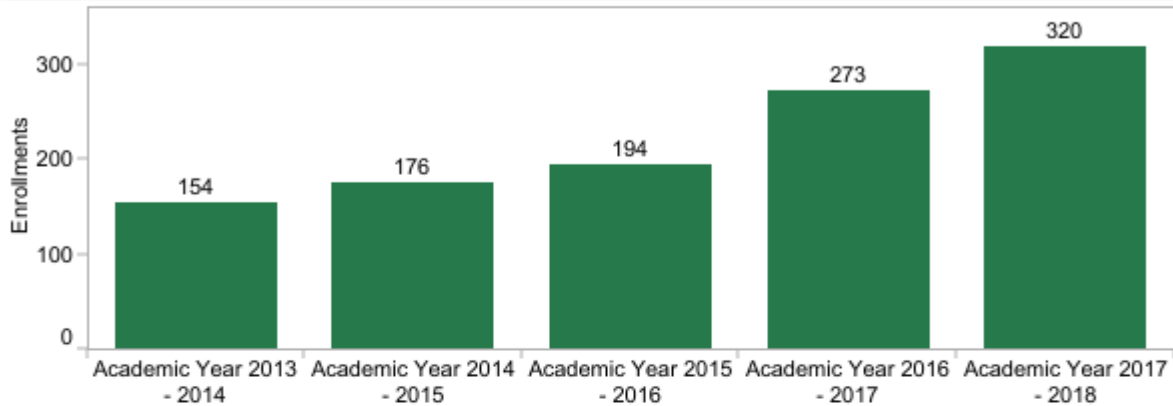
**Department:**  
Multiple values

**Course:**  
All

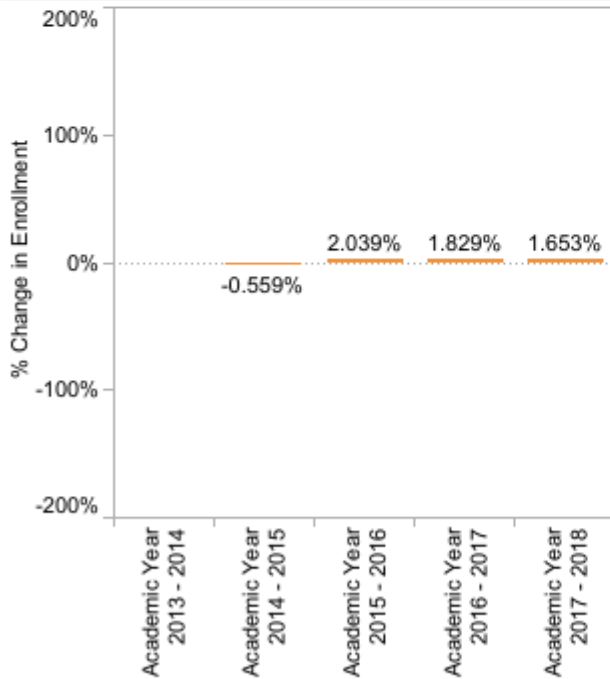
**Dual Enrollment:**  
All

**Prison:**  
All

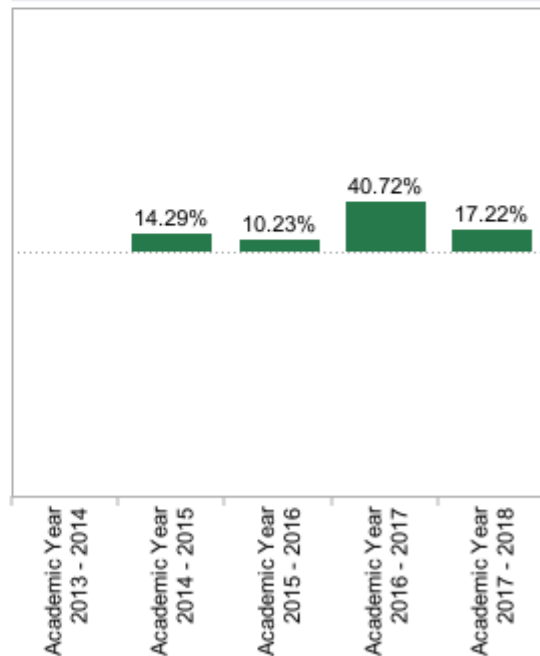
### Broadcast Communications & Film TV and Electronic Media Enrollments



### % Change - Overall College Enrollments



### % Change - Broadcast Communications & Film TV and Electronic Media



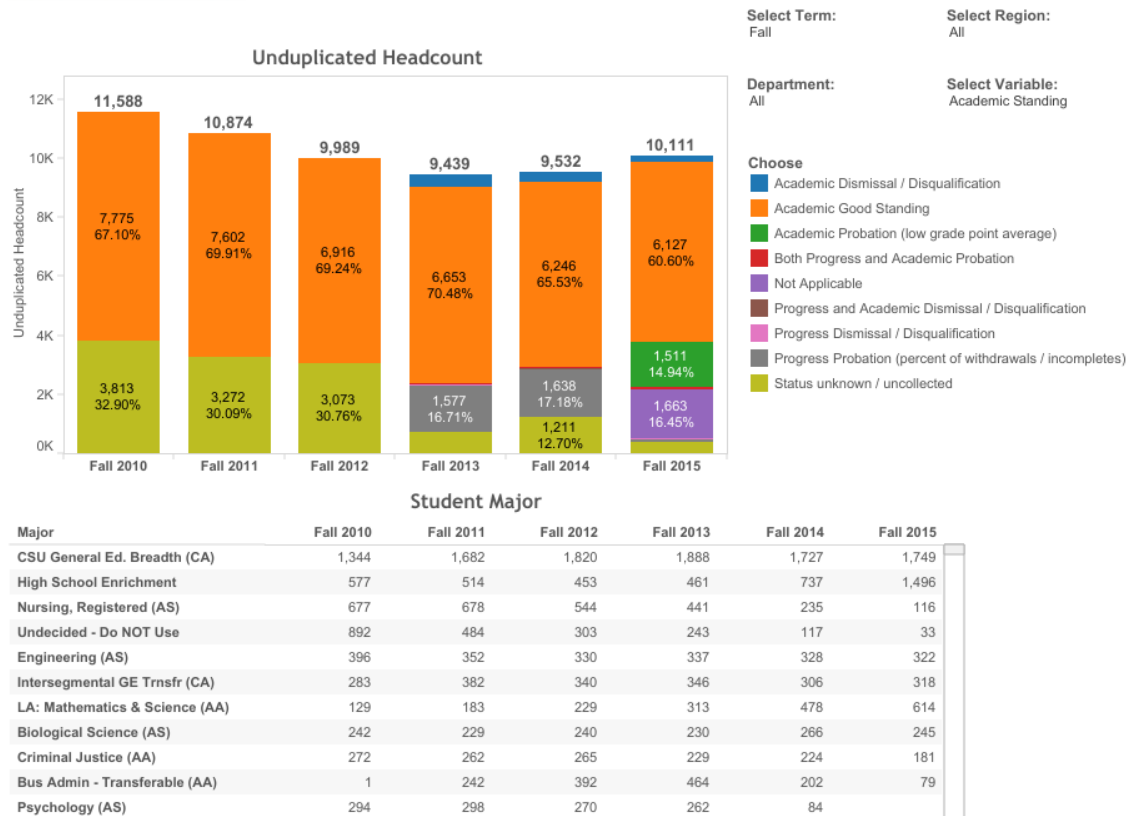
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

[Disaggregated Enrollment Data](#) (review analytically to determine if different populations are impacted)



## Student Characteristics and Enrollment Trends

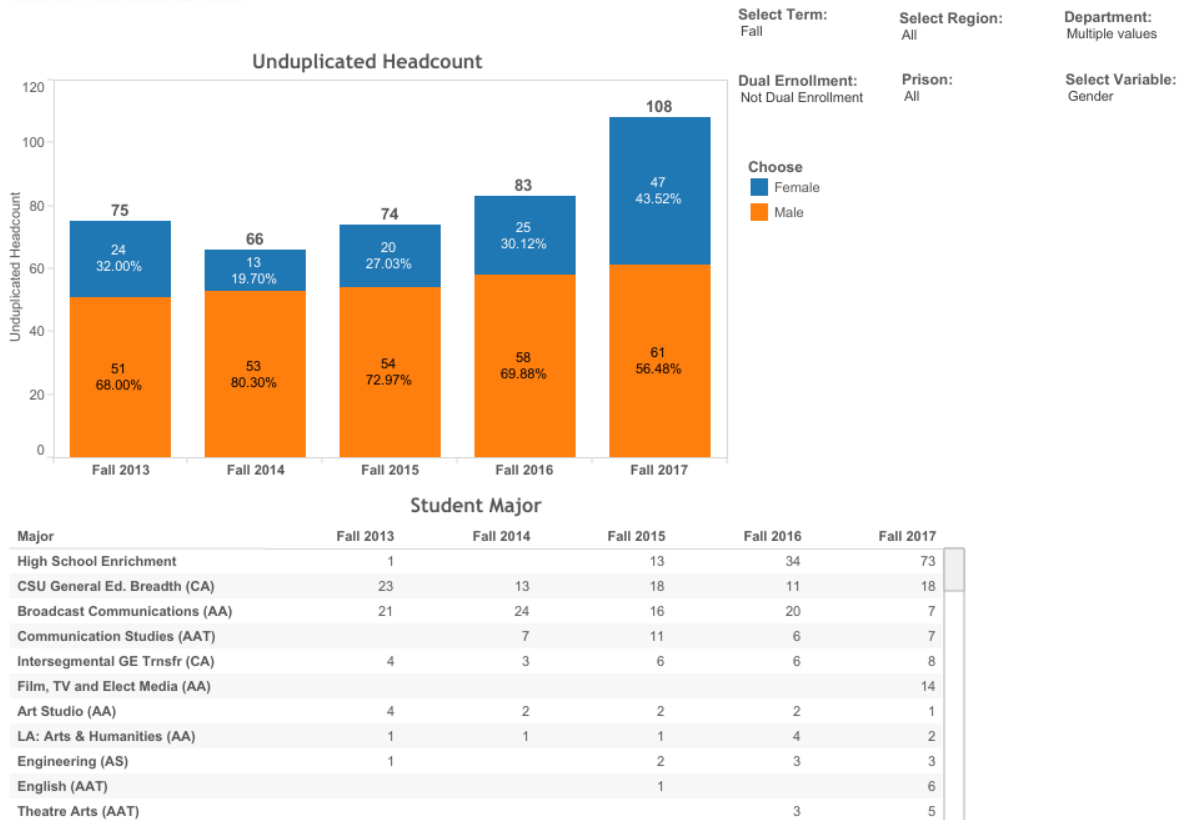


- List the previous year's projection and current year's projection for enrollment (*i.e. increase, decrease, remain the same*). Increase.
- List the trend (*i.e. increasing, decreasing, same*). BCST/FTVE enrollment is increasing at a faster rate than the college.
- List contributing factors to the trend. The BCST/FTVE Program has no advertising or marketing, and little to no counselor support. Enrollment has increased due to the lead instructor's participation in dual enrollment, the Grizzly Academy, and revising the curriculum to include UC/CSU G.E. transferable courses.

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019



## Student Characteristics and Enrollment Trends



- Are different demographic groups underrepresented in your enrollment figures? What might be causing this? How can it be addressed? From 2013 to 2016, according to the graph above, enrollments of underrepresented gender populations have nearly doubled. This may be due to our emphasis of female students in leadership roles in our lab and outreach programs and featuring female students on our websites and YouTube channels.
- What strategies will be employed to meet the current year's projection? Many changes can be made to meet the current year's enrollment projections. Time permitting, we could increase our DE curriculum and integrate hybrid DE courses in our video production course. We could also add another UC/CS GE transferrable lecture course.

[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

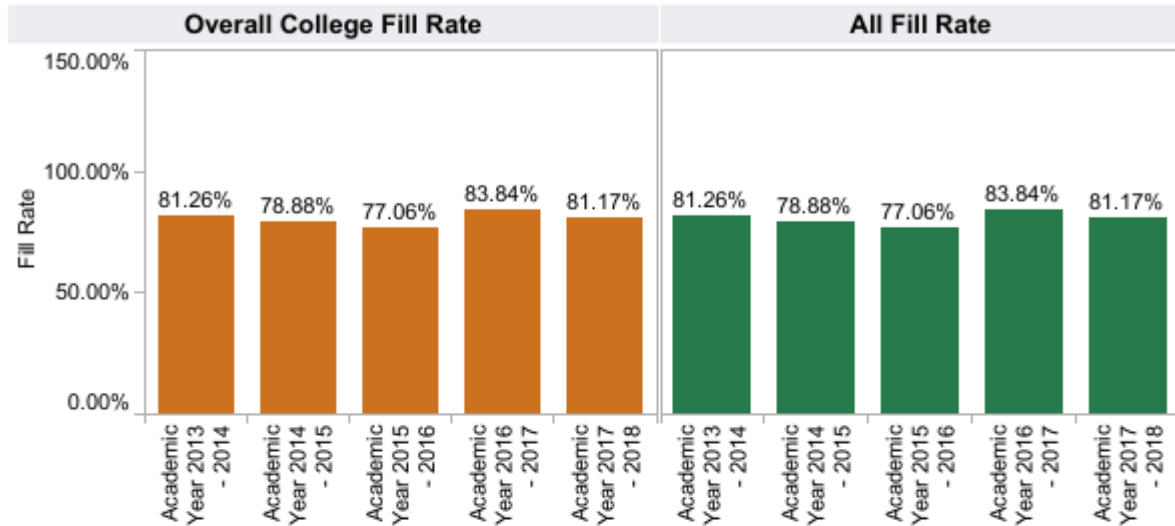
### SLOCCCD Program Review Data - Student Demand (Fill Rate)

**Department:**  
All

**Course:**  
All

**Dual Enrollment:**  
All

**Prison**  
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.  
Also, courses with zero class limits are excluded from this measure.

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

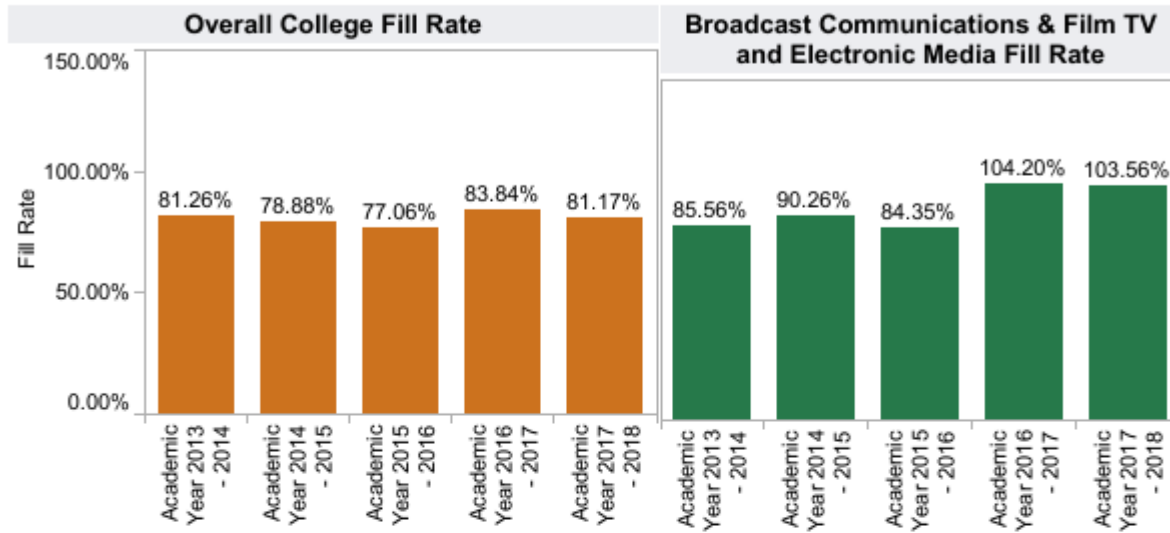
## SLOCCCD Program Review Data - Student Demand (Fill Rate)

**Department:**  
Multiple values

**Course:**  
All

**Dual Enrollment:**  
All

**Prison:**  
All

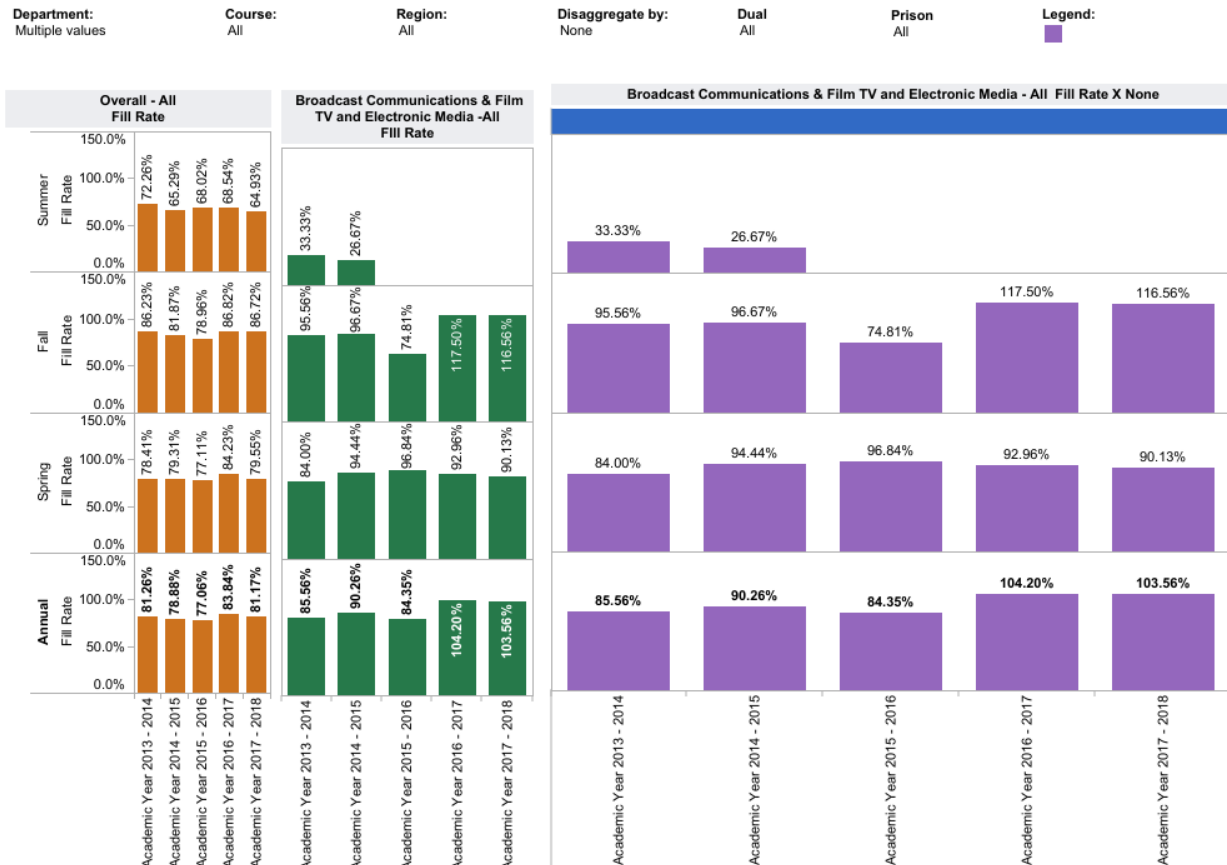


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.  
Also, courses with zero class limits are excluded from this measure.

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

## Disaggregated Student Demand Data

### SLOCCCD Program Review Data - Student Demand (Fill Rate) Disaggregated



(review analytically to determine if different types of courses are impacted). BCST and FTVE Fill Rates are generally higher or much higher than the college, except for BSCT course during the summer of 2013 and 2014. Those courses are no longer offered during summer.

- List the trend (i.e. increasing, decreasing, same). The trend is increasing fill rates to as high as 116%. The only downside to this is there is little room for improvement.



# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

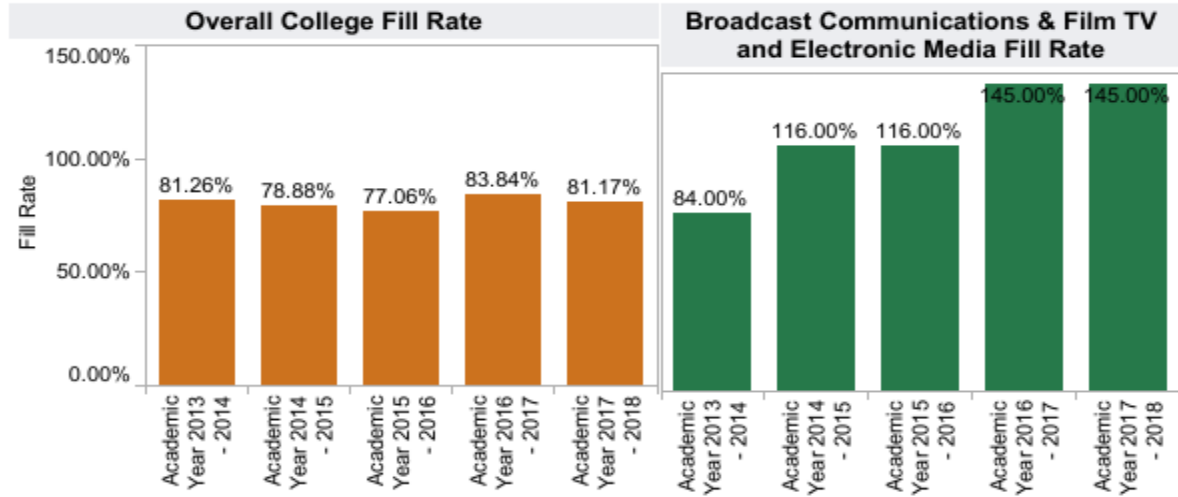
## SLOCCCD Program Review Data - Student Demand (Fill Rate)

**Department:**  
All

**Course:**  
Multiple values

**Dual Enrollment:**  
All

**Prison**  
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.  
Also, courses with zero class limits are excluded from this measure.

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## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

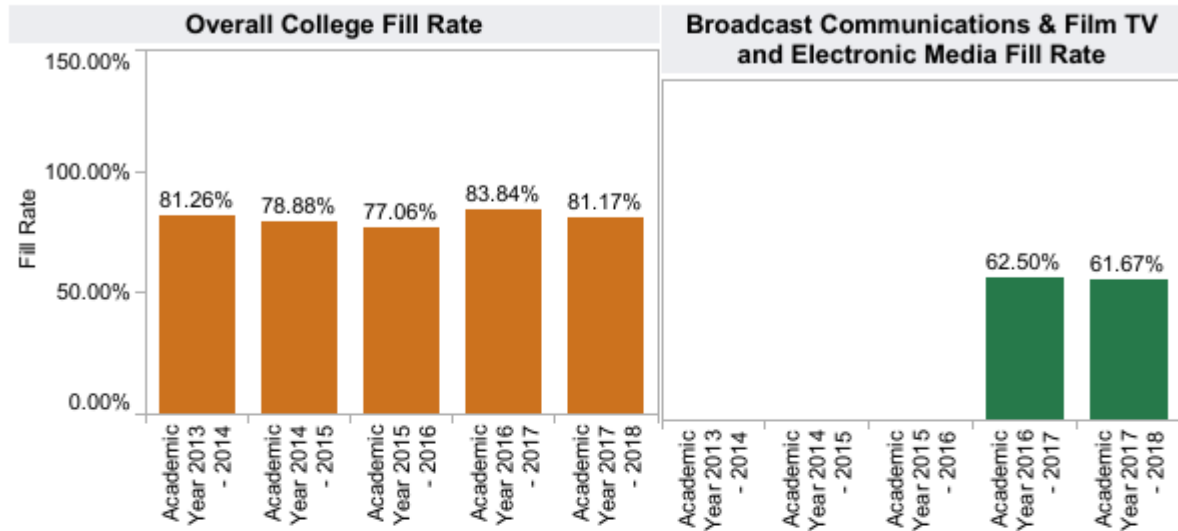
### SLOCCCD Program Review Data - Student Demand (Fill Rate)

**Department:**  
Film TV and Electronic Media

**Course:**  
FTVE 212

**Dual Enrollment:**  
All

**Prison**  
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

- List which courses have the highest student demand and which courses have the lowest student demand. The course with the highest is 221, the only lecture class and GE class has the highest demand, followed by the video production classes, and media writing class. A new D.E. class

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

FTVE 212, Beginning Radio Production has the lowest fill rate. This may be due to the class being new and it has yet to find an audience. It also may be because the course is a 12 week, D.E. class.

- Based upon the trend, what strategies do you plan on implementing?  
Create more GE transferable classes. This would have been done years ago, but the English Department, spearheaded through their previous dean, teaches the other GE transferable course for my department and for my transfer major.

[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

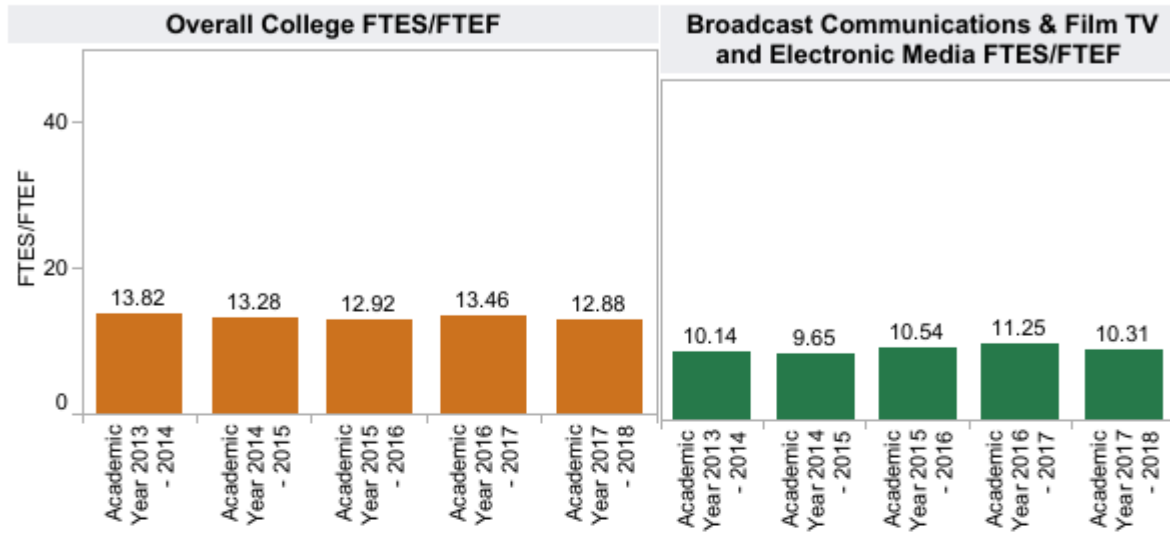
### SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

**Department:**  
Multiple values

**Course:**  
All

**Dual Enrollment:**  
All

**Prison:**  
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

[Disaggregated Efficiency Data](#) (review analytically to determine if different types of courses are impacted)

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

## SLOCCCD Program Review Data - Efficiency (FTES/FTEF) Disaggregated

Department:  
Multiple values

Course:  
All

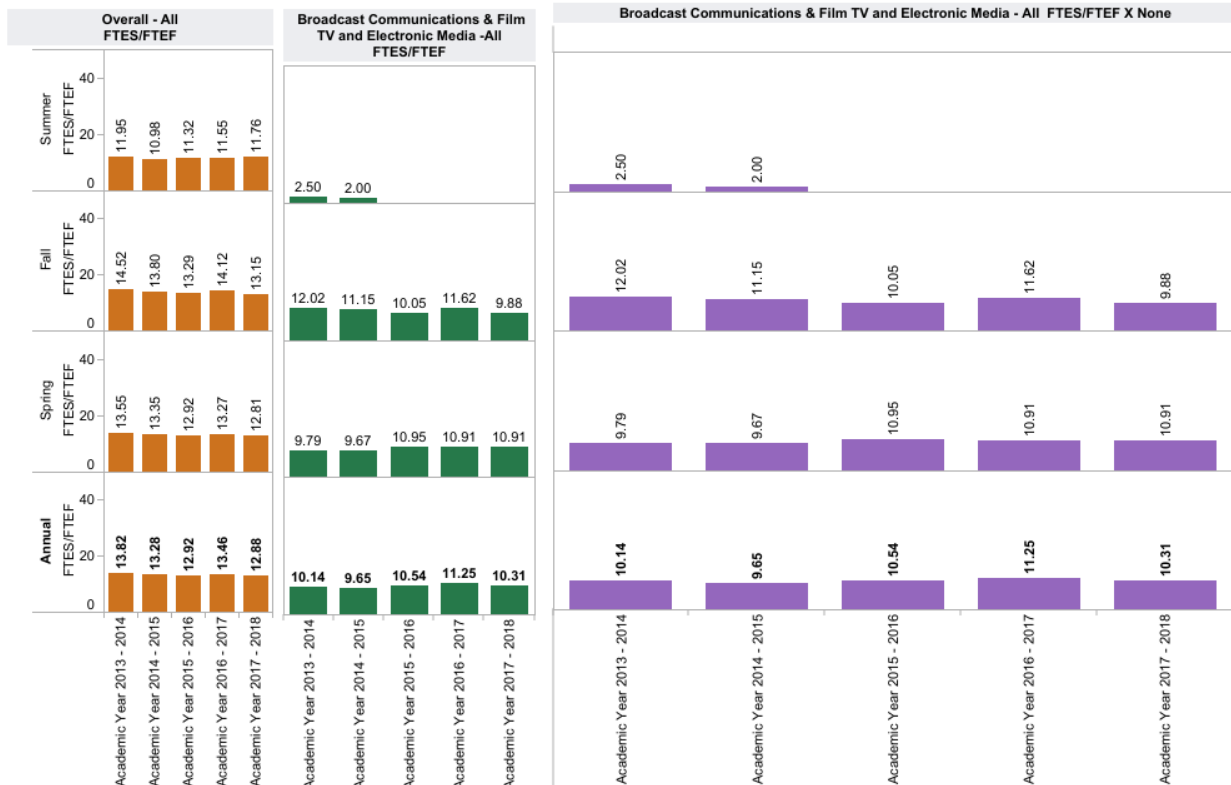
Region:  
All

Disaggregate by:  
None

Dual Enrollment:  
All

Prison:  
All

Legend:  
■



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

- List the previous year's projection and current year's projection for enrollment (*i.e. increase, decrease, remain the same*). Overall FTVE courses show increase in efficiency except 224A, Audio Production, which vacillates up and down and is now in a downswing. However, departmental efficiency would be higher if WEXP enrollment offered by FTVE/BCST were listed under our program and not Work Experience.
- List the trend (*i.e. increasing, decreasing, same*). The trend of the department is for slow yet steadily increasing efficiency, however the last school year, efficiency went down because of dual enrollment. See below the department's efficiency graph without dual enrollment.

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

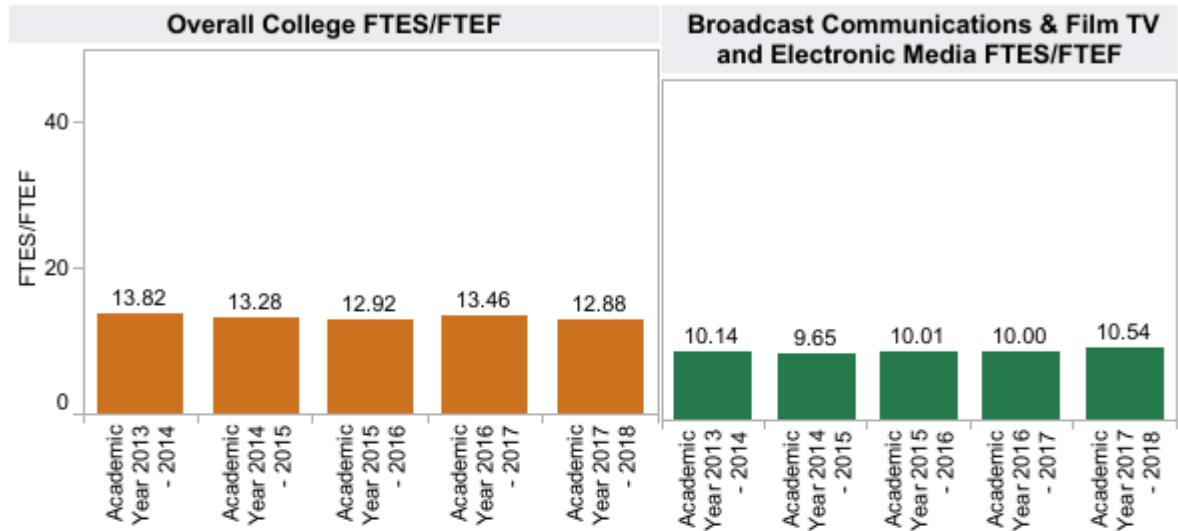
### SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

**Department:**  
Multiple values

**Course:**  
All

**Dual Enrollment:**  
Not Dual Enrollment

**Prison:**  
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty  
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

- 
- List contributing factors to the trend. As mentioned before, dual enrollment hurt our efficiency, but the college cannot afford to abandon that program. Adding of new seats and not turning away students on the waitlist have contributed to increases in FTES.

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

- What strategies will be employed to meet the current year's projection? Add more seats to the classroom. Fixing desks in the classroom or buying new desks would help. Many of the desks in the main classroom are broken, which is not surprising because they were bought in the late 60's and there are no lefthanded desks, which is a voilation. Increase course caps. This past semester, course caps were increase for FTVE 227 which was initially capped at just 12 students.

[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

### SLOCCCD Program Review Data: Successful Course Completion

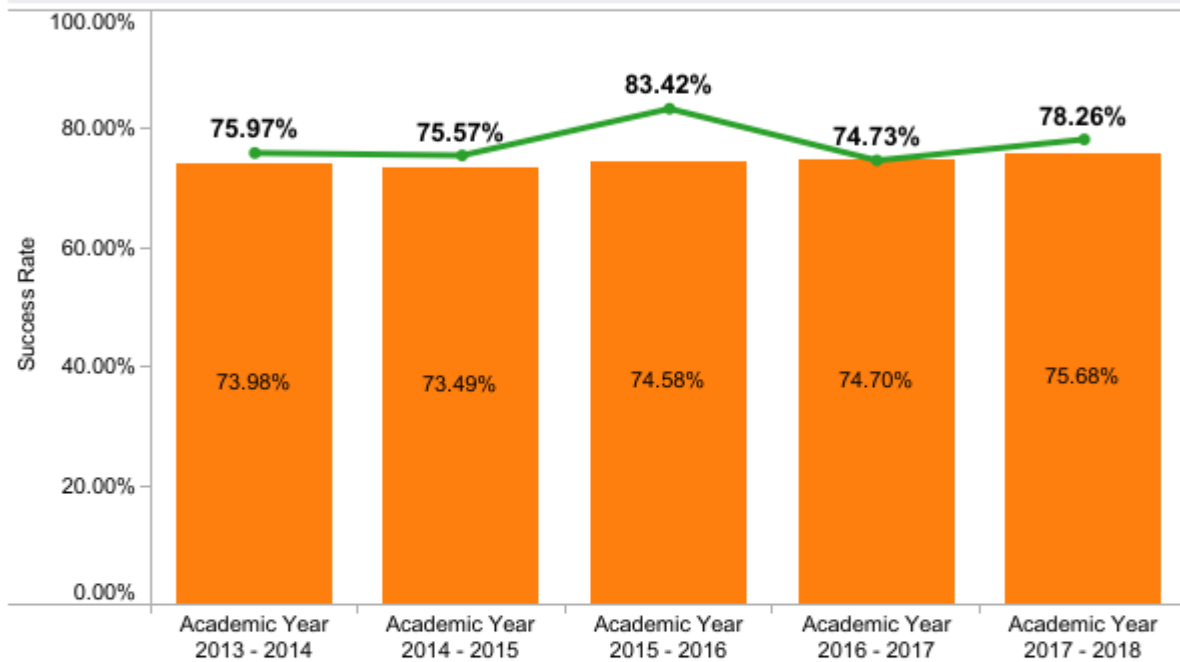
Select Department:  
Multiple values

COURSE  
All

Measure Names

- Department Success Rate
- Overall College Success Rate

#### Successful Course Completion - Broadcast Communications & Film TV and Electronic Media



#### Broadcast Communications & Film TV and Electronic Media Success Rate Table

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	75.97%	75.57%	83.42%	74.73%	78.26%
Total Enrollments	154	176	193	273	322

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

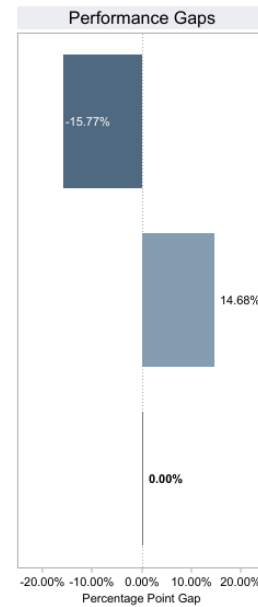
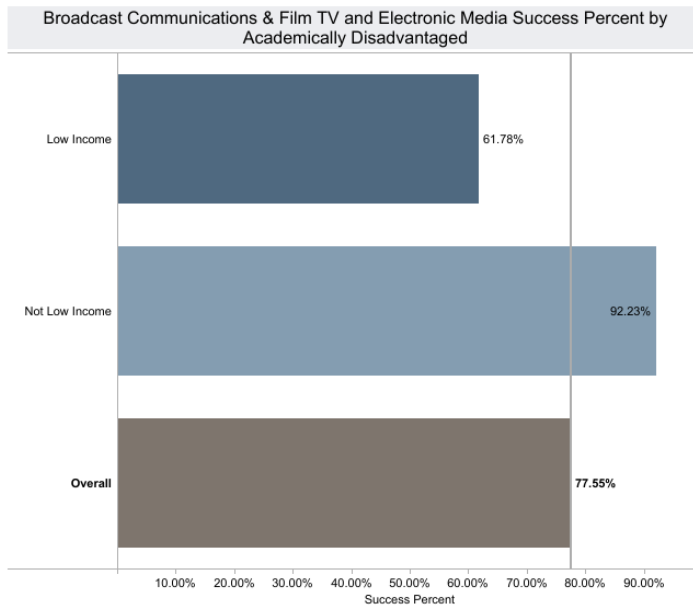
[Disaggregated Success and Completion Data](#) (review analytically to determine if different populations are impacted)



# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019



## Successful Course Completion by Student Subpopulation



Academic Year:  
All

Department:  
Multiple values

Region:  
All

Enroll Status:  
All

Dual Enrollment:  
All

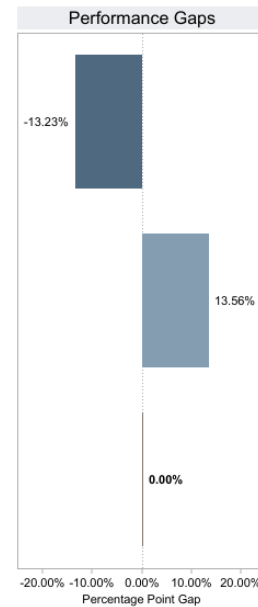
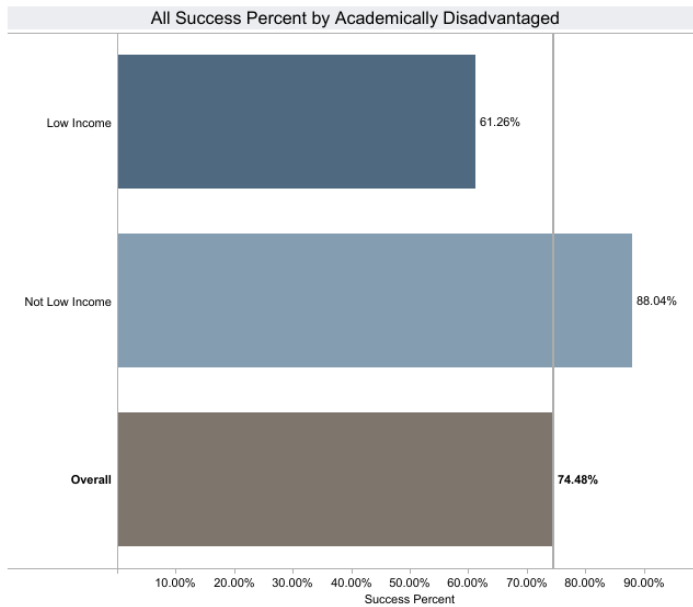
Prison:  
All

Disaggregate By:  
Academically Disadvantag..

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.



## Successful Course Completion by Student Subpopulation



Academic Year:  
All

Department:  
All

Region:  
All

Enroll Status:  
All

Dual Enrollment:  
All

Prison:  
All

Disaggregate By:  
Academically Disadvantag..

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

- 
- Are different demographic groups underrepresented in your success figures? What might be causing this? How can it be addressed? FTVE/BCST as whole has a higher success rates for both low and not-low-income students than the college as a whole.
- List strategies used during the last year in which data was reported to increase student success. To increase student success, Canvas has been implemented in all traditional modality courses as well as DE courses. Students can access assignments, schedules, calendars, and their gradebook on line at home to give better access. Canvas announcements have shown themselves to be much a much more effective way to communicate the students than MyCuesta. All our curriculum, save the lecture courses, are completion based. Students only fail if they do not complete assignments. What is not listed in the data are students who do not show up for exams or turn in projects. Some students move away. Others get jobs and disappear. Our success rates would be higher if these students were not counted in our data.
- Did your strategies effect change? Most courses are on the upswing.
- List the trend (*i.e. increasing, decreasing, same*). Vacillating up and down, but on an upswing during the last recorded year.
- Based upon the trend, what strategies do you plan on implementing? The department will continue keeping tracking of non-completers and subtracting them form our data. Note: student success would increase if the instructor had time to have more personal contact and consultations with students to discover issues to noncompletion and design strategies to overcome these issues. This would also help the instructor keep track of student changing student needs regarding curriculum. However, as a CTE instructor I have been filling in for lab assistants who were let go for budget cuts, I little to no time to implement this strategy.

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

## Student Success—Course Modality (Insert Data Chart)

### SLOCCCD Program Review Data: Successful Course Completion

Select Department:

All

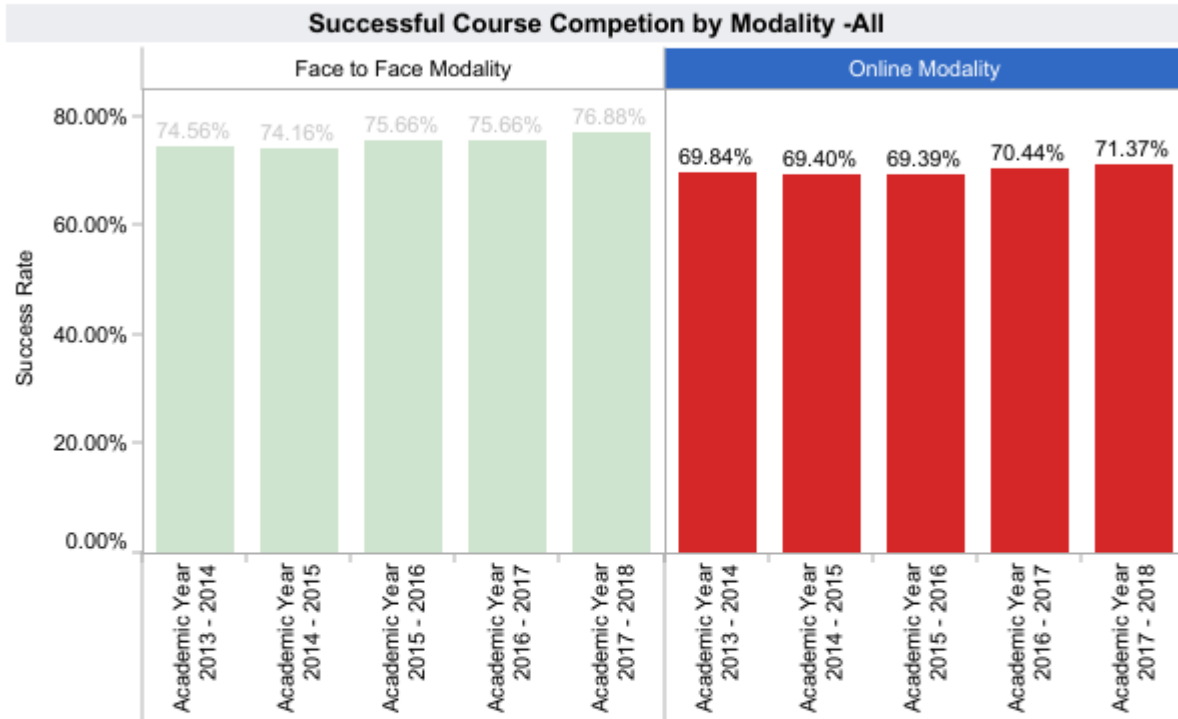
Course:

All

Legend:

Face to Face Modality

Online Modality



Successful Course Completion by Modality Table - All						
		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate	74.56%	74.16%	75.66%	75.66%	76.88%
	Total Department Enrollments	51,005	48,714	48,233	47,128	44,806
Online Modality	Department Success Rate	69.84%	69.40%	69.39%	70.44%	71.37%
	Total Department Enrollments	7,101	8,112	9,950	10,442	12,312

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

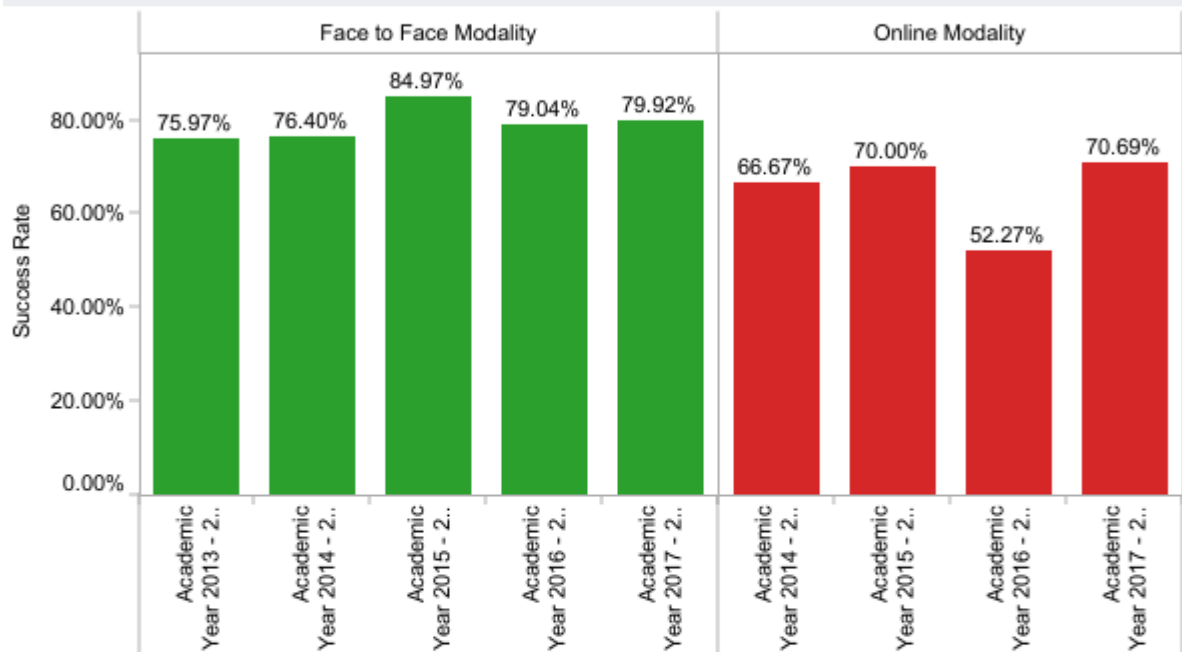
### SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Multiple values

Course:  
All

Legend:  
■ Face to Face Modality  
■ Online Modality

#### Successful Course Completion by Modality -Broadcast Communications & Film TV and Electronic Media



#### Successful Course Completion by Modality Table - Broadcast Communications & Film TV and Electronic Media

		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate	75.97%	76.40%	84.97%	79.04%	79.92%
	Total Department Enrollments	154.0	161.0	173.0	229.0	264.0
Online Modality	Department Success Rate		66.67%	70.00%	52.27%	70.69%
	Total Department Enrollments		15.0	20.0	44.0	58.0

- 
- List strategies used during the last year in which data was reported to increase student success. We did not implement any strategies to increase student success in face-to-face classes, because our success rates are higher than college targets. DE courses are another story. I will have to

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

have a conference with the DE instructor to see if she can identify a cause of why success rates in DE courses are lower than the college average.

- Did your strategies effect change? N/A at this time.
- List the trend (*i.e. increasing, decreasing, same*). Face-to-face courses are consistently performing better than the college average. DE courses are lower than the college DE courses success rate.
- Based upon the trend, what strategies do you plan on implementing? I will discuss new strategies for student success with the DE instructor.

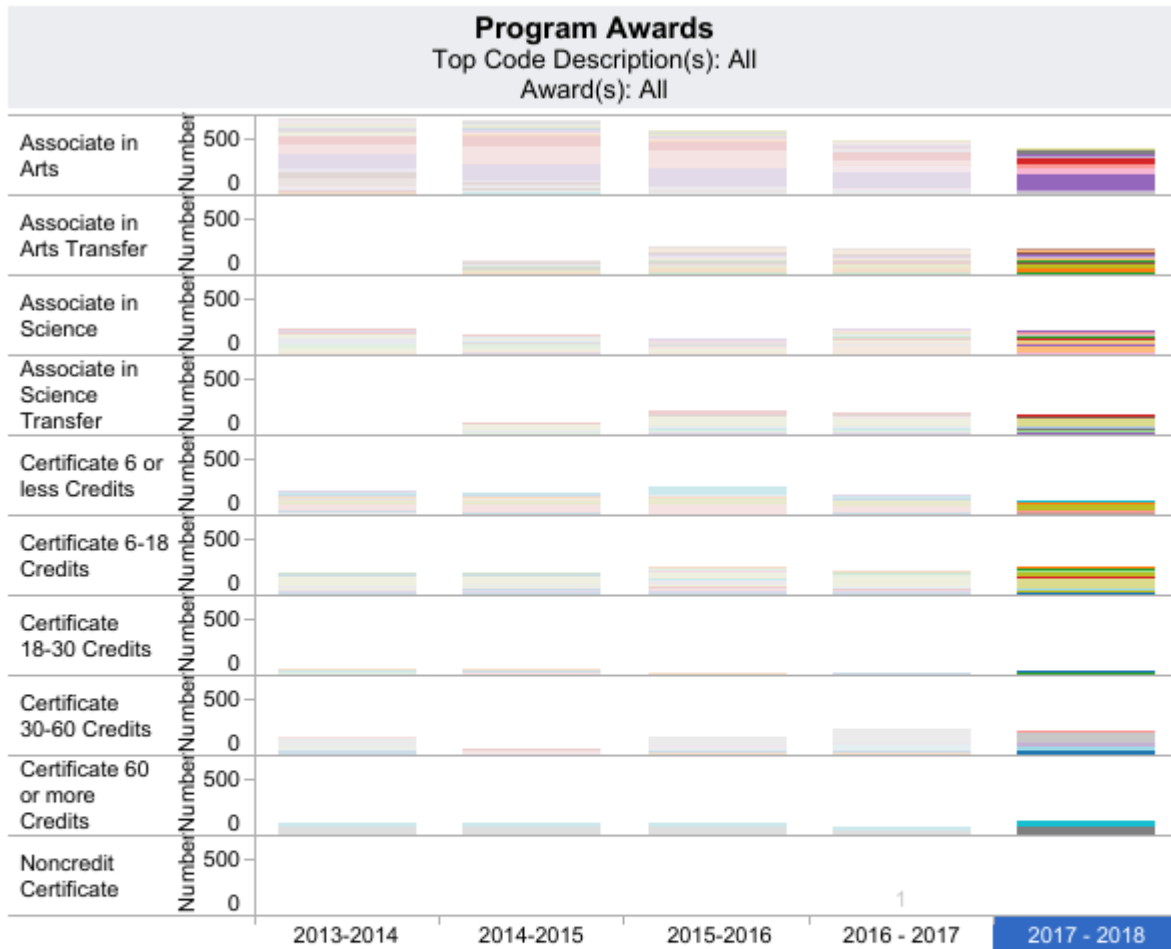
[Degrees and Certificates Awarded \(Insert Data Chart\)](#)

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

## SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:  
All

Award Type:  
All



Program Awards Table		2013-2014	2014-2015	2015-2016	2016 - 2017	2017 - 2018
Associate in Arts	Anthropology (AAT)	1	2			
	Art History & Prof Pract (AA)		3	1	1	
	Art Studio (AA)	13	7	6	9	6
	Broadcast Communications (A..	2	8	9	7	6
	Bus Admin - Career Path (AA)	25	27	27	12	5

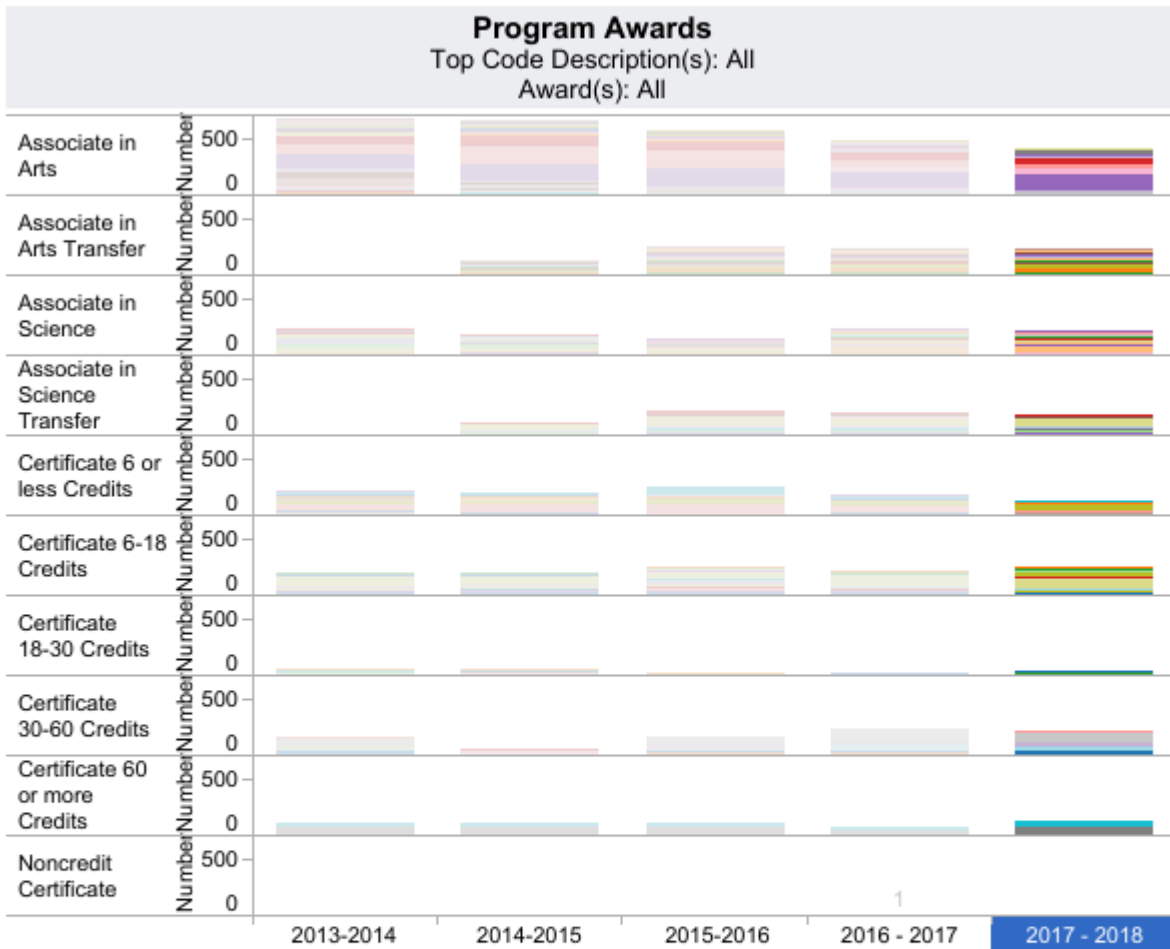
Program Awards: The number of degrees and certificates awarded by program type

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

### SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:  
All

Award Type:  
All



Program Awards Table		2013-2014	2014-2015	2015-2016	2016 - 2017	2017 - 2018
Award T..	Award					
Associate in Arts	Film, TV and Elect Media (AA)				6	3
	General Studies (AA)	8	1	2		
	History (AA)	5	2	1	2	3
	History (AAT)	1	1	1		1
	Hospitality (AA)		1			

Program Awards: The number of degrees and certificates awarded by program type

- the previous year's projection and current year's projection for degrees and certificates awarded (i.e. increase, decrease, remain the same). In the last APPW, BCST/FTVE showed no degree awarded for the 2017-18 graduation period, when I know of at least three students who said they

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

received degrees and participated in commencement. This semester I thought that we were also omitted from the data because neither FTVE nor BCST are listed in the programs drop down menu. However, as you can see from the inserted graphs above, our program is listed in Program Awards Table. If you add both BCST and FTVE, we average about 9 degree-recipients per graduation cycle.

- List the trend (*i.e. increasing, decreasing, same*). The number of awards grew from 2 in 2013-2014 to 9 in 2017-2018.
- List contributing factors to the trend. Unknown currently. Department name change might be a factor. You would have to interview students to determine this impact. Perhaps enrollment increases have contributed to higher awards.
- What strategies will be employed to meet the current year's projection? I am confused by this question. Where are the projection numbers? The above data does not list projection. It instead lists actuaries.

### OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Please provide and comment on any other data that is relevant to your program such as State or National certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

## PROGRAM OUTCOMES ASSESSMENT AND IMPROVEMENTS CHECKLIST AND NARRATIVE

### CHECKLIST:

- ☒ SLO assessment cycle calendar is up to date:
- ☒ Date SLO assessment cycle calendar was last updated:
- ☒ All courses scheduled for assessment have been assessed in eLumen
- ☒ Dates of last completed course assessments in eLumen :
- ☐ Program Sustainability Plan progress report completed

### Narrative:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.* The department has changed its name and has revised all curriculum to Transfer Model Curriculum standards.

### PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include, but are not limited to the following: (*Note: you do not need to respond to each of the items below*). *If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program learning outcomes.  
Program learning outcomes are strong, so no changes are anticipated
- B. Anticipated changes in curriculum, scheduling or delivery modality



## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

Discuss with the dean or others in curriculum about developing DE courses for motion picture production and expanding the academic/GE listings.

- C. Levels, delivery or types of services  
Unknown at this time
- D. Facilities changes  
Continue updating the electronic facilities to meet industry standards
- E. Staffing projections  
None at this time.
- F. Other

### PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

**This section only needs to be completed if a program has an existing Program Sustainability Plan. Please indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.**

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success—Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

**If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.**

## INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2019

### **SURVEY**

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

[Survey Link](#)