2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025-26   PROGRAM(S): FILM, TELEVISION, AND ELECTRONIC MEDIA (FTVE)
CLUSTER: #2 HUMANITIES ET AL.   AREA OF STUDY: LANGUAGES AND COMMUNICATIONS
LAST YEAR CPPR COMPLETED: 2024 NEXT SCHEDULED CPPR: 2028CURRENT DATE: 2/24/2025

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**, which can be downloaded from the **IPPR Program Review Documents Folder**. Please review the **Resource Allocation Rubric** when preparing the 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 programs of study (degrees and/or certificates):

FTVE AS/AA and AST

GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.
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

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. Responses in this document need only reference the most recent year's available data.

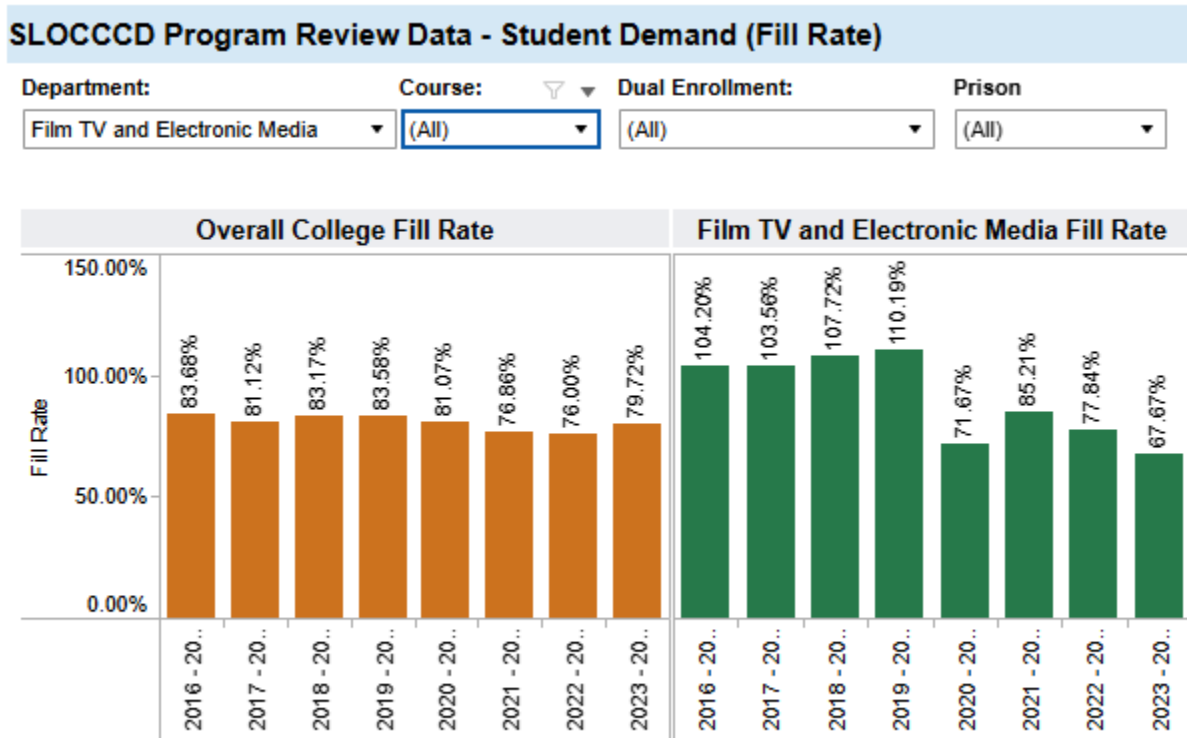A. **General Enrollment (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

Our dual enrollment lost Morro Bay HS. This year, we gained what could be a larger dual enrollment program, Central Coast Technical High School in Nipomo. This is the first time in the department history where we have had two years of student decline, albeit under 7% from last year.

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Film TV and Electronic Media ▼	(All) ▼	(All) ▼	(All) ▼

Overall College Fill Rate

Year	Fill Rate
2016 - 20..	83.68%
2017 - 20..	81.12%
2018 - 20..	83.17%
2019 - 20..	83.58%
2020 - 20..	81.07%
2021 - 20..	76.86%
2022 - 20..	76.00%
2023 - 20..	79.72%

Film TV and Electronic Media Fill Rate

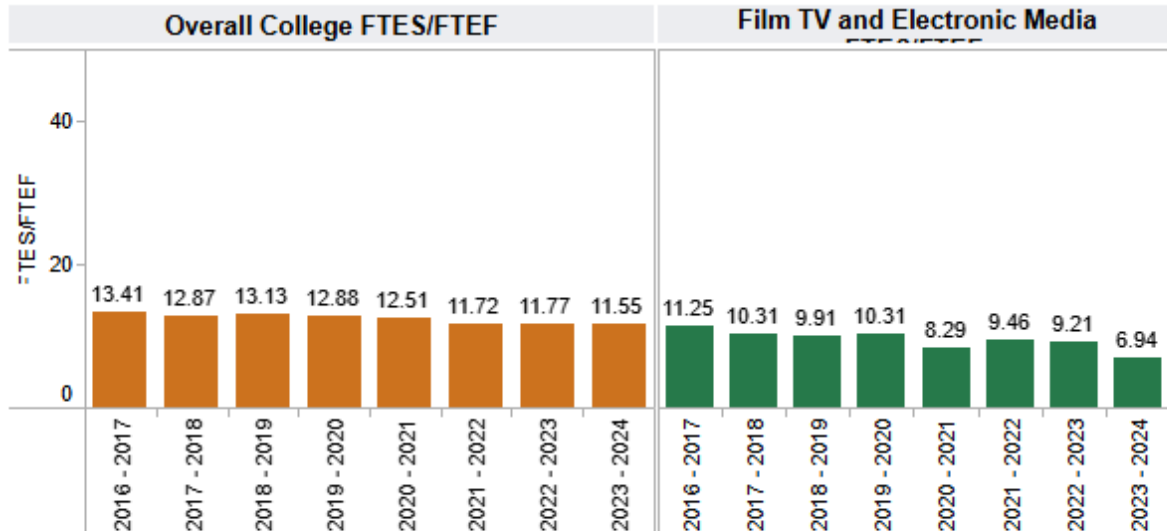| Year	Fill Rate
2016 - 20..	104.20%
2017 - 20..	103.56%
2018 - 20..	107.72%
2019 - 20..	110.19%
2020 - 20..	71.67%
2021 - 20..	85.21%
2022 - 20..	77.84%
2023 - 20..	67.67%

I believe our cap was increased in 2020 from 20 to 30 for all face-to-face classes. This has affected our percentages since 2020.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Film TV and Electronic Media ▼	(All) ▼	(All) ▼	(All) ▼

Overall College FTES/FTEF: 13.41 (2016-2017), 12.87 (2017-2018), 13.13 (2018-2019), 12.88 (2019-2020), 12.51 (2020-2021), 11.72 (2021-2022), 11.77 (2022-2023), 11.55 (2023-2024)

Film TV and Electronic Media FTES/FTEF: 11.25 (2016-2017), 10.31 (2017-2018), 9.91 (2018-2019), 10.31 (2019-2020), 8.29 (2020-2021), 9.46 (2021-2022), 9.21 (2022-2023), 6.94 (2023-2024)

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total Hours/17.5)(XF03 FACULTY ASSIGNMENT FTE)

Efficiency could be increased by having the lead instructor put on ¾ time instead of fulltime. However, this may affect the Strong Workforce, curriculum, recruitment, that is necessary for the department to be maintained/grow. Another assessment of the DE Radio classes should be studied. FTVE 227 is our least efficient class while FTVE 221 and FTVE 225a/b are our highest enrolled for last year.

D. **Student Success—Course Completion by Modality (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

Successful Course Competion by Modality -All

	Face to Face Modality							Online Modality						

Face to Face Modality: 76.86%, 76.30%, 84.07%, 84.22%, 79.33%, 80.04%, 79.81%

Online Modality: 71.39%, 73.14%, 78.56%, 72.63%, 71.92%, 72.04%, 73.47%

Success Rate (y-axis): 10.00% to 90.00%

X-axis labels (Face to Face and Online): Academic Year 2017 - 20.., Academic Year 2018 - 20.., Academic Year 2019 - 2020*, Academic Year 2020 - 20.., Academic Year 2021 - 20.., Academic Year 2022 - 20.., Academic Year 2023 - 20..

Successful Course Competion by Modality Table - All

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	76.86%	76.30%	84.07%	84.22%	79.33%	80.04%	79.81%
	Total Depart..	53,585	52,829	51,891	11,706	22,192	30,721	33,614
Online Modality	Department S..	71.39%	73.14%	78.56%	72.63%	71.92%	72.04%	73.47%
	Total Depart..	12,311	14,888	16,965	48,506	34,882	28,278	28,524

Successful Course Competion by Modality -Film TV and Electronic Media
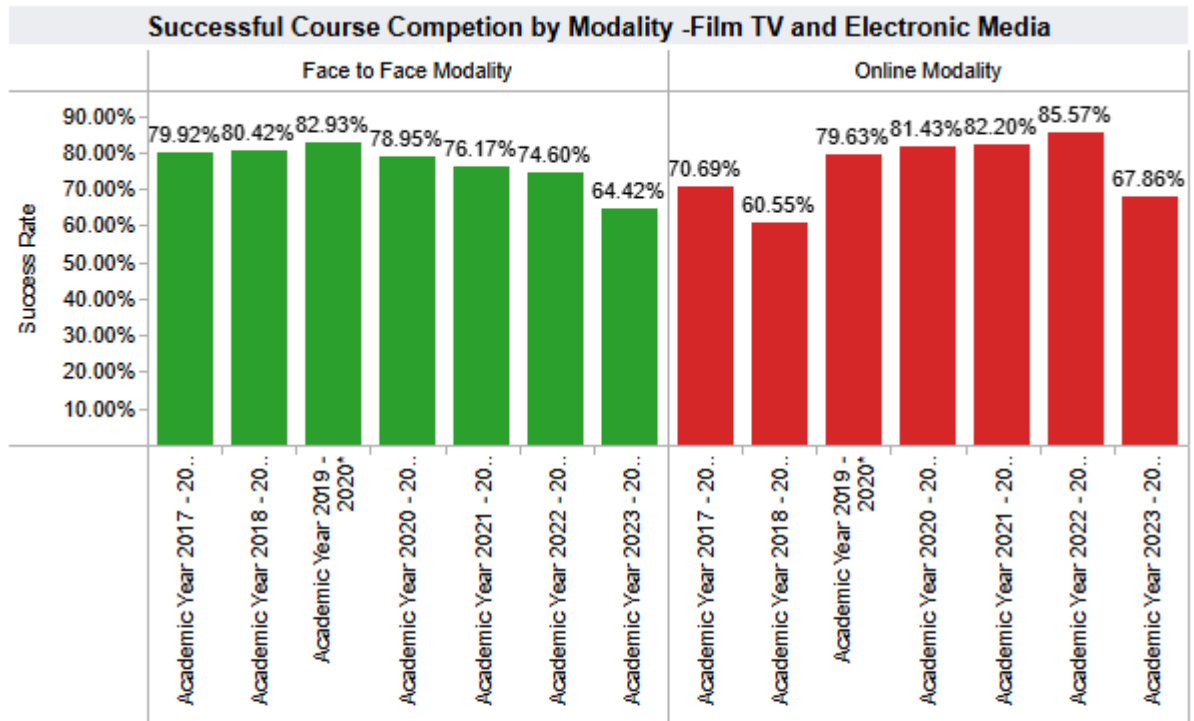
Successful Course Competion by Modality Table - Film TV and Electronic Media

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	79.92%	80.42%	82.93%	78.95%	76.17%	74.60%	64.42%
	Total Depart..	264.0	240.0	241.0	19.0	193.0	191.0	163.0
Online Modality	Department S..	70.69%	60.55%	79.63%	81.43%	82.20%	85.57%	67.86%
	Total Depart..	58.0	109.0	116.0	239.0	118.0	97.0	84.0

Since COVID the program has experienced a noticeable decline in attendance, preparedness, exam scores and project quality. I am surprised that the rest of the college does not reflect this in their success data.

E. **Degrees and Certificates Awarded (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

6 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: (All) ▼   **Award Type:** (All) ▼   **Area of Study** (All) ▼

Program Awards
Top Code Description(s): All
Award(s): All

Program Awards Table

Top Code Description(s): Radio and Television & Television -incl TV/film/video
Award(s): All

Program Awards Table

Award Type	Award	2019	2020	2021	2022	2023	2024
AA	Broadcast Communications (A..	1					
	Film, TV and Elect Media (AA)	3	3	3	15	4	6
	Total	4	3	3	15	4	6
AST	Film, TV and Elect Media (AST)	6	8	6	13	16	9
	Total	6	8	6	13	16	9
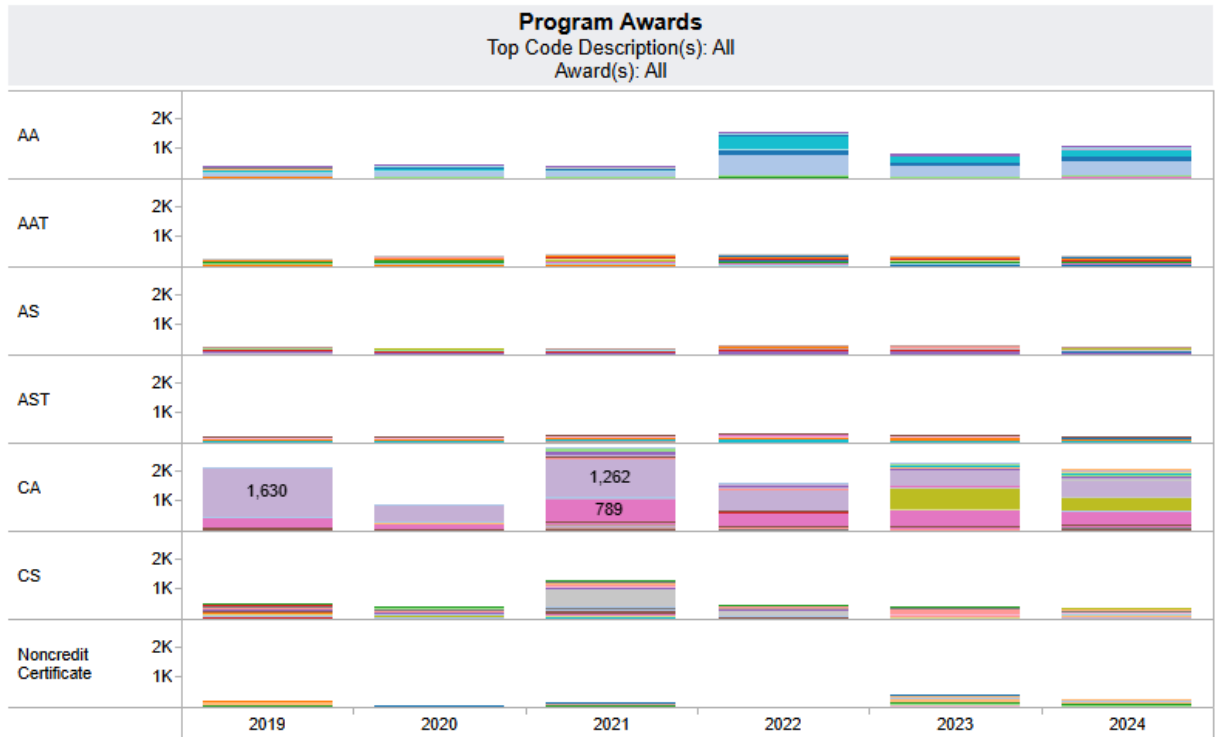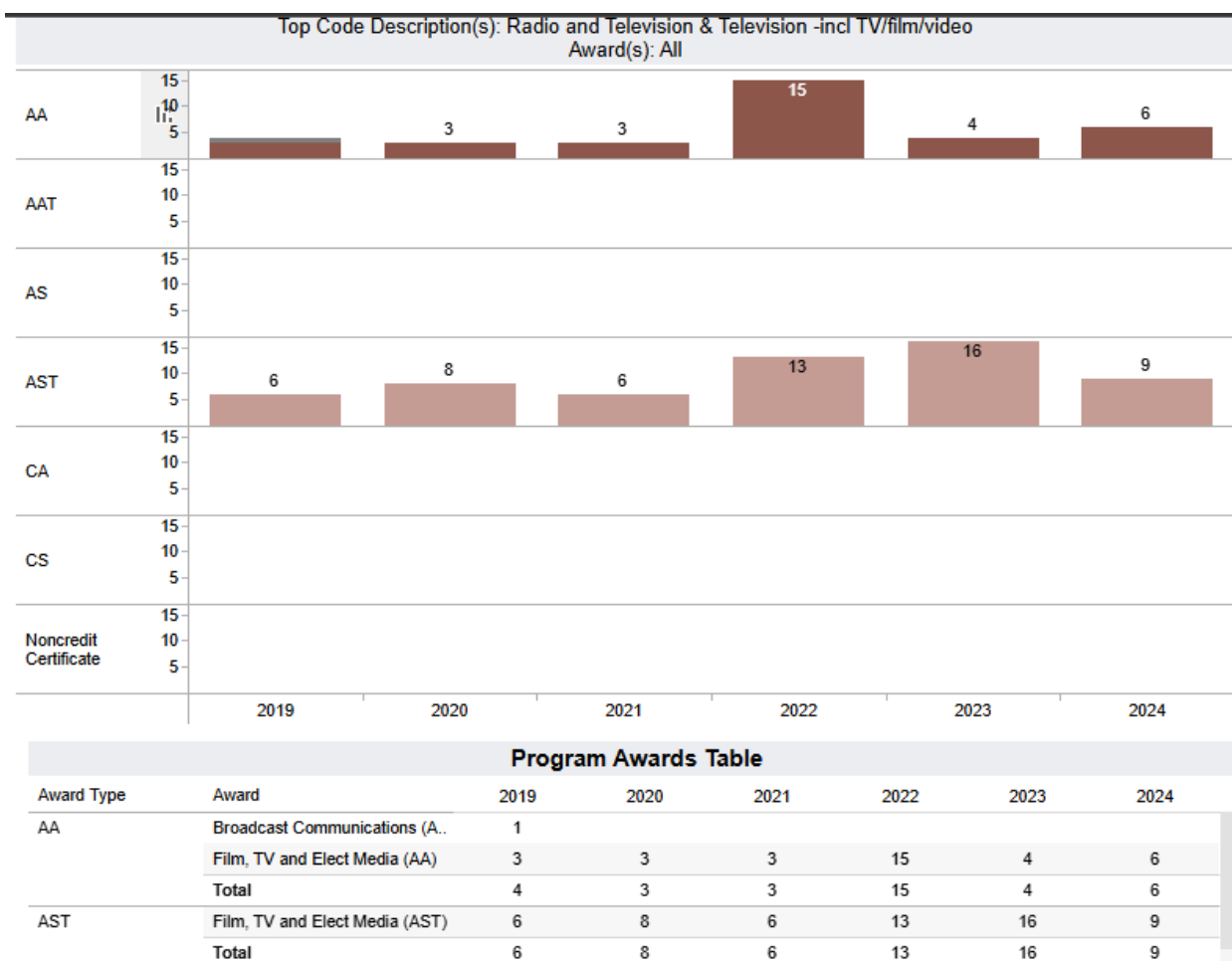
Add the AA with the AST and you have very healthy completion numbers. Numbers may actually be higher because the AS numbers are not listed (or they were incorrectly listed as AA. When the department was in Engineering and Tech, the terminal degree was an AS and not an AA. Last year I was ecstatic regarding the bump in degree recipients, until I was told that the data was misreported. I wonder how accurate this year's data is.

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**
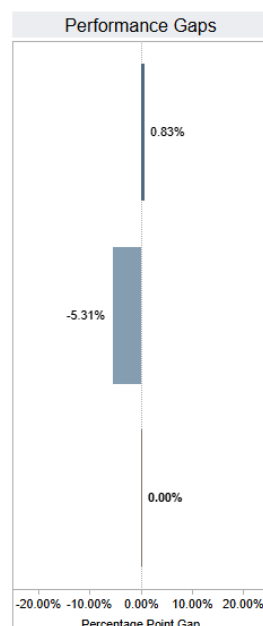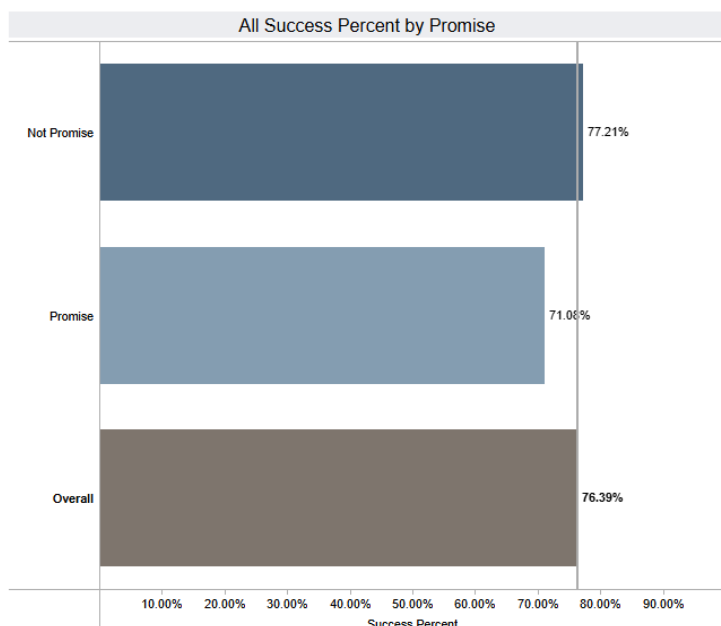Insert the data chart and explain observed differences between the program and the college.

Unfortunately, the above hyperlink is not working.

G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

8 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
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Successful Course Completion by Student Subpopulation

All Success Percent by Promise

Subpopulation	Success Percent
Not Promise	77.21%
Promise	71.08%
Overall	76.39%

Performance Gaps

Subpopulation	Percentage Point Gap
Not Promise	0.83%
Promise	-5.31%
Overall	0.00%

Department: (All)
Region: (All)
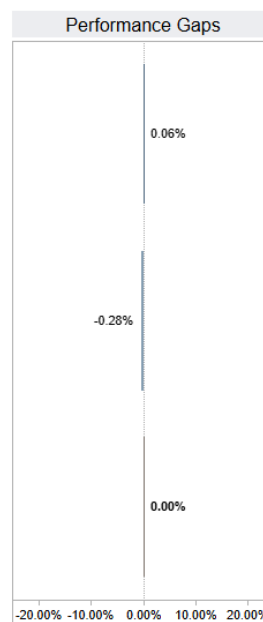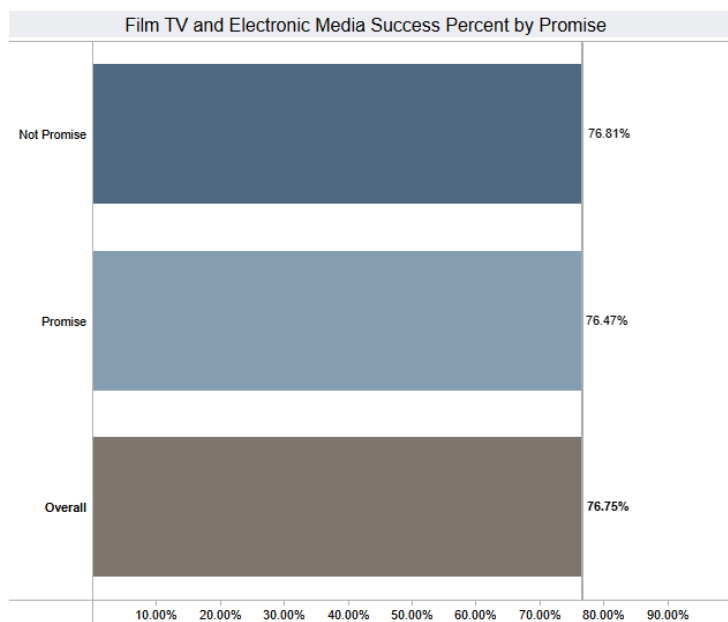Enroll Status: (All)
Dual Enrollment: (All)
Prison: (All)
Disaggregate By: Promise

Successful Course Completion by Student Subpopulation

Film TV and Electronic Media Success Percent by Promise

Subpopulation	Success Percent
Not Promise	76.81%
Promise	76.47%
Overall	76.75%

Performance Gaps

Subpopulation	Percentage Point Gap
Not Promise	0.06%
Promise	-0.28%
Overall	0.00%

Academic Year: (All)
Department: Film TV and Electroni...
Region: (All)
Enroll Status: (All)
Dual Enrollment: (All)
Prison: (All)
Disaggregate By: Promise

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?

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- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

Performance gaps are much improved as compared to 2024 and 2023. According to my interpretation of the data from the above slide, there are no significant equity gaps in the FTVE program, and better than the college as a whole. From past CTER's the FTVE program has increased its enrollment and success with non-traditional populations such as women, single mothers, and the mentally challenged. Student success has been increased in these cohorts by offering practical, extra credit outside of class. Resources that would help to minimize equity gaps would be specific definitions of whether we are discussing financial, social, racial, and/or academic inequity gaps.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

The program did not fill out an APPW last year. It completed a CPPR. There is no #3 in Section 1 on the CPPR.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

   NONE

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study **OR** Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
n/a		

10 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
n/a			

SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first box of the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
n/a			

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification

			(must be within 6 months)
n/a			

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

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 CHECKLIST AND NARRATIVE

CHECKLIST
☒ SLO assessment cycle calendar is up to date.
☒ All courses scheduled for assessment have been assessed in eLumen.
☐ Program Sustainability Plan progress report completed (if applicable).

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.*

None

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 and addressing equity gaps: none
B. Anticipated changes in curriculum, scheduling or delivery modality:
    o   A certificate with journalism for Multi-Media Journalist.
    o   I would also like to explore a hybrid DE courses for production courses
    o   I would like to create a World Cinema course that is GE transferable or/
    o   I would like to have control over the feeder course for my program that currently is in English.
C. Levels, delivery or types of services: (see above)

12 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
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D.   Facilities changes: Through Strong Workforce, the department secured a Ross Switcher and Xpression graphics system, an industry standard video switch, the same as at KSBY.
E.   Staffing projections: none
F.   Other

13 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. 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		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ 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.