INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2018

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Engineering and Technology
Program: FTVE
Current Academic Year: 2017-2018

Last Academic Year CPPR Completed: 2016
Current Date: March 2, 2018

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. Program mission (optional)

The department of Film, Television, and Electronic Media at Cuesta College is an academic program that seeks to nurture our diverse student population to achieve their career and educational goals in the fields of television, radio, film, and new media production. We actively support students in their efforts to obtain their associates degree, transfer to a university for further study, and/or advance into the workforce.

B. Brief history of the program

Cuesta College's Film, Televison, and Electronic Media was founded by Eugene Sheldon and Ed English in 1969 under the title of Broadcast Communications (BCST) The program was then developed by Bob Hartwig from the mid-seventies until 2005. Based on an analysis of both curriculum and enrollment data Mr. Hartwig, performed a major upgrade of the department's facilities with mostly donated labor and equipment. Mr. Hartwig passed away suddenly in 2005. The department was then maintained by dedicated adjuncts and alumni, until John Arno was hired in 2007. At that time the department was comprised of one full-time faculty member, two adjunct faculty members, one part-time lab technician, and one part-time repair engineer. Because of budget cuts and the threat of program discontinuance, the department currently maintains one fulltime faculty member and no other personnel. In 2012 the department received an unsolicited donation from the Schwartz family, which was used to upgrade the studio and remote video program to high definition. In 2016, the department changed it's name from Broadcast Communications to Film, Television, and Electronic Media. In 2017 the entire cirriculum was rewritten under

transfer model curriculum to become fully transferrable to the CSU system. Currently the deapartment is developing distance learn modalities to greater meet the needs of students' changing needs.

C. Include significant changes/improvements since the last Program Review

Since the last program review, the department changed its name from Broadcast Communications to Film, Television, and Electronic Meda. This change was made to more accurately communicate curriculum offerings to the student body and to align our department with the state's classification for the courses taught by the department. Since 2014, the department has participated in dual enrollment and teaching courses to at-risk youth on Saturdays. In 2017 the entire cirriculum was rewritten under transfer model curriculum to become fully transferrable to the CSU system. Also the department offered its first CSU/UC transferrable general education course. Currently the deapartment is developing distance learn modalities to greater meet the needs of students' changing needs.

D. List current faculty, including part-time faculty

John Arno (full-time, lead faculty)

Wendy Wagoner (part-time faculty)

E. Describe how the Program Review was conducted and who was involved

This program reveiw was written by John Arno

II. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

Identify how your program addresses or helps to achieve the District's Mission Statement.

The FTVE department since its last program review has grown in its underrepresented populations by fostering a positive learning environment where students feel comfortable to persue their educational goals. The department offers an AS degree and has assisted in the transfer of students to four-year institutions such as USC School of Cinematic Arts, SFSU Broadcasting and Electronic Communications program, CSUN Cinema and Television Arts, CS Montery Bay Cinematic Arts and Technology, CS Los Angeles Department of Television, Film & New Media, Dodge College of Film and Television, UC Berkeley school of documentary journalism, Cal Poly Broadcast Journalism. FTVE students have also found employment with the following local business: KSBY, KCOY/KFFX, KCBX, KZOZ, KTRO, KURQ, KVEC, KPMR, KTXL, KKAL, AGP, Scraping Bottom Productions, Aspect Studios, Barnett, Cox, & Associates , Coastal Media Group, El Dorado Broadcasters, VanZ Video, American General Media,Animal Radio, Digital West Video Productions, San Luis Obispo Co., Department of Media and Public Relations, The City of Paso Robles, The City of Atascadero, Sierra Vista Hospital, Cal Poly, Volcom (Media Department), Marketing, Cal Poly Athletics (marketing) 97.3 The Rock, Hollywood Motion Picture Experience.

A. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.

Institutional Goal # 1: *Student Success: Degrees, transfer requirements, courses*: In a tough economy, in a small job market, in a competitive industry, FTVE student get jobs in video and radio. In addition, FTVE students have also transferred to prestigious university programs such as: USC School of Cinematic Arts, SFSU Broadcasting and Electronic Communications program, CSUN Cinema and Television Arts, CS Monterey Bay Cinematic Arts and Technology, CS Los Angeles Department of Television, Film & New Media, Dodge College of Film and Television, UC Berkeley school of documentary journalism, Cal Poly Broadcast Journalism. FTVE supports institutional goal #1 by giving students a university quality education that also emphasizes the importance of internships, networking, tenacity and teamwork.

Institutional Goal #2: *San Luis Obispo County Community College District will build a sustainable base of enrollment by effectively responding to the needs of its local service area.* FTVE fulfills this goal by maintaining an advisory committee of area professionals in the fields of radio, television, and film. They advise us on basic skills, technology, and new trends in the industry and local service area.

Institutional Goal #5. *San Luis Obispo County Community college District will strengthen its partnerships with local educational institutions, civic organizations, businesses, and industries.* FTVE fulfills this goal by offering courses at San Luis High School, Paso Robles High School, Atascadero High School, and Morro Bay High

School. FTVE also participates in the Grizzly Acadamy Saturday college program to offer hands-on video production to at risk youth. FTVE also maintains partnerships with the following local business, and civic organizations: KSBY TV, Eldorado Broadcasters, American General Media, Cox & Barnett, & VanZvideo.

B. Identify how your program helps students achieve Institutional Learning Outcomes.

ILO 1. Personal, Academic, and Professional Development. FTVE offers its students courses certified by the State of California to be equal to the quality of Cal State and UC courses. We offer internships at local media outlets and offer many opportunities for students to build their resumes by participating in volunteer video productions that support the college and the Athletic Department. No two-year or four-year post-secondary institution within a 200-mile radius offers these opportunities to their students.

ILO 2. Critical Thinking and Communication. FTVE contributes to ILO 2 with our program outcome #3: *produce broadcast projects by employing creativity, risk taking, & critical thinking*. ILO 2 is further emphasized in the following course outcomes: FTVE 223 SLO #2: *analyze the needs of a production, determine options for meeting those needs, and develop a workable plan for meeting those needs*. FTVE 225A/B SLO's : *Analyze, interpret, and exercise critical judgment in the evaluation of media productions* and *Demonstrate the skills needed for successful teamwork in television, film or other media employment*. Here teamwork and troubleshooting skills require both critical thinking and clear/ethical/logical communication. The connection between critical thinking and formulating constructive criticism is permeated throughout the FTVE program.

ILO 3. Scientific and Environmental Understanding. As mentioned previously FTVE curriculum emphasizes the formulation of constructive criticism of written and video productions through the "observation" of student and professional work, "measuring" the effect of these works on an audience, "experimenting" with the antecedent observations and measurements in one's own work, then presenting one's own work for "testing" i.e. evaluation by others students, before finally modifying their final projects for a grade. This paradigm is following in each FTVE production course.

ILO 4. Social, Historical, and Global Knowledge and Engagement. FTVE promotes ILO 4 by Program SLO #6 *trace the evolution of electronic media from preexisting mass media to the present day* and Program SLO #7 *discuss the influence and significance of broadcast media in contemporary society*. The program further emphasizes ILO 4 in FTVE 221, Introduction to Electronic Media with its course SLO's *Identify the cultural impact that the evolution of electronic media has had on society nationally and internationally.* FTVE 221 students analyze electronic media from India, Africa, China, Hong Kong, and Iraq. In the production courses, students are often taught through screenings of films and videos from France, Mexico, and Russia as well as video expressions from various genders, sexual identities and time frames.

ILO 5. Artistic and Cultural Knowledge and Engagement. FTVE supports ILO 5 perhaps more than any other ILO. In the program students are required to create and critique the art forms of radio, audio, television, and electronic filmmaking on a regular basis. Also emphasized in the curriculum is audio imagery and the expression of cinematic language as express by linguist Yurij Lotman.

ILO 6. Technical and Informational Fluency. While other programs at Cuesta College such as Drama, Music, and Art may also contribute to ILO 5, Film, Television, & Electronic Media adds the technical fluency of ILO 6. Students regularly use industry standard technology such as Pro Tools, Avid Media Composer, DiVinci Resolvve tapeless HD cameras, Broadcast Pix swithcers/servers. Electronic documents in the form of video and audio files are routinely turned in by students and are either streamed live to the world or posted on our Internet radio station and YouTube channels.

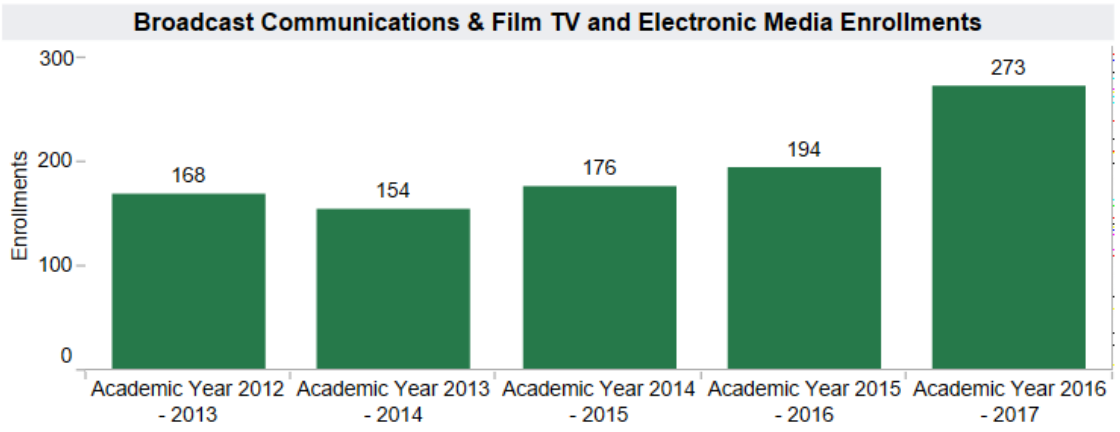
III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

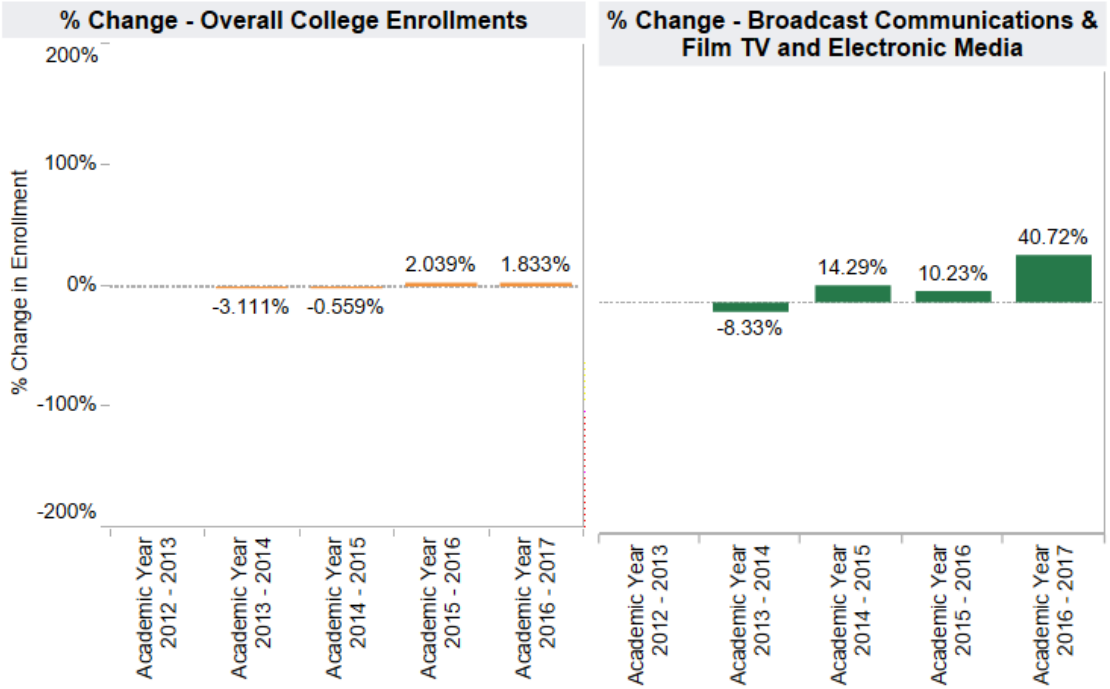
The data components are hyperlinked below.

General Enrollment (Insert Aggregated Data Chart)
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
Multiple values	All	All	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.

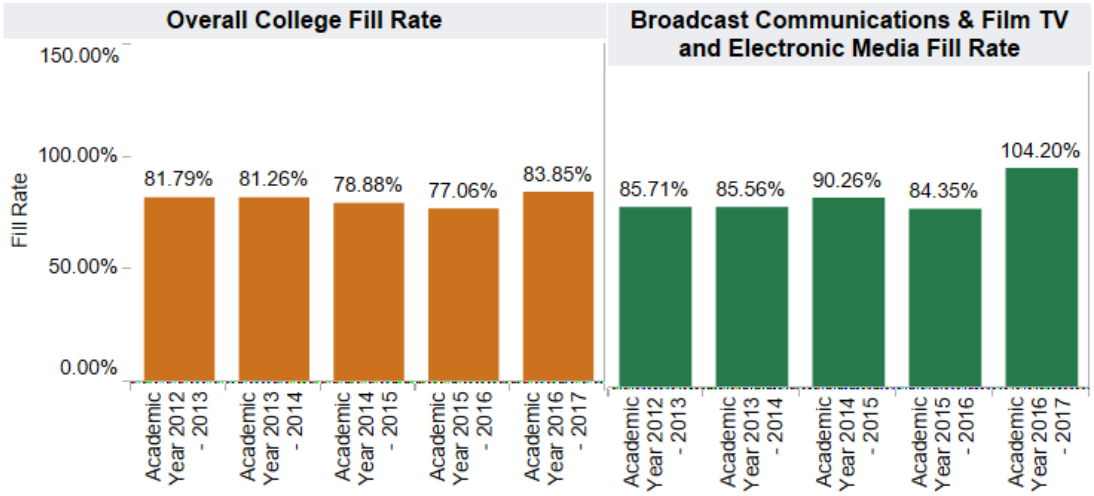
In the last three years, the FTVE department has outpaced the college in terms of growth from 8 to 38 points. The 2016 year was significantly better than previous years.

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
Multiple values	All	All	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.

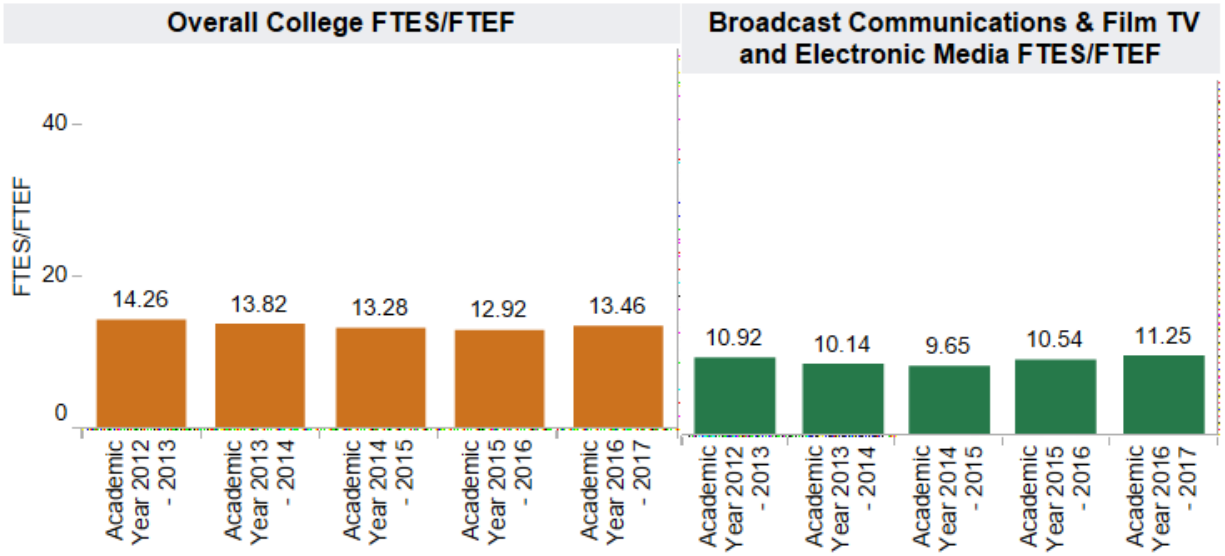
Since 2012, the FTVE department has exceed college fill rates from 4 to 20 points. Just as in the overall enrollment data, the 2016 year significantly was better than previous years.

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:
Multiple values	All	All	All



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

Fill rates are lower than the college average per year. However, they have risen in the las two years. This might be due to our offering of our first UC/CSU GE transferable course. The program does not

offer a great deal of GE or large lecture courses as do other programs.

Student Success—Course Modality (Insert Data Chart)

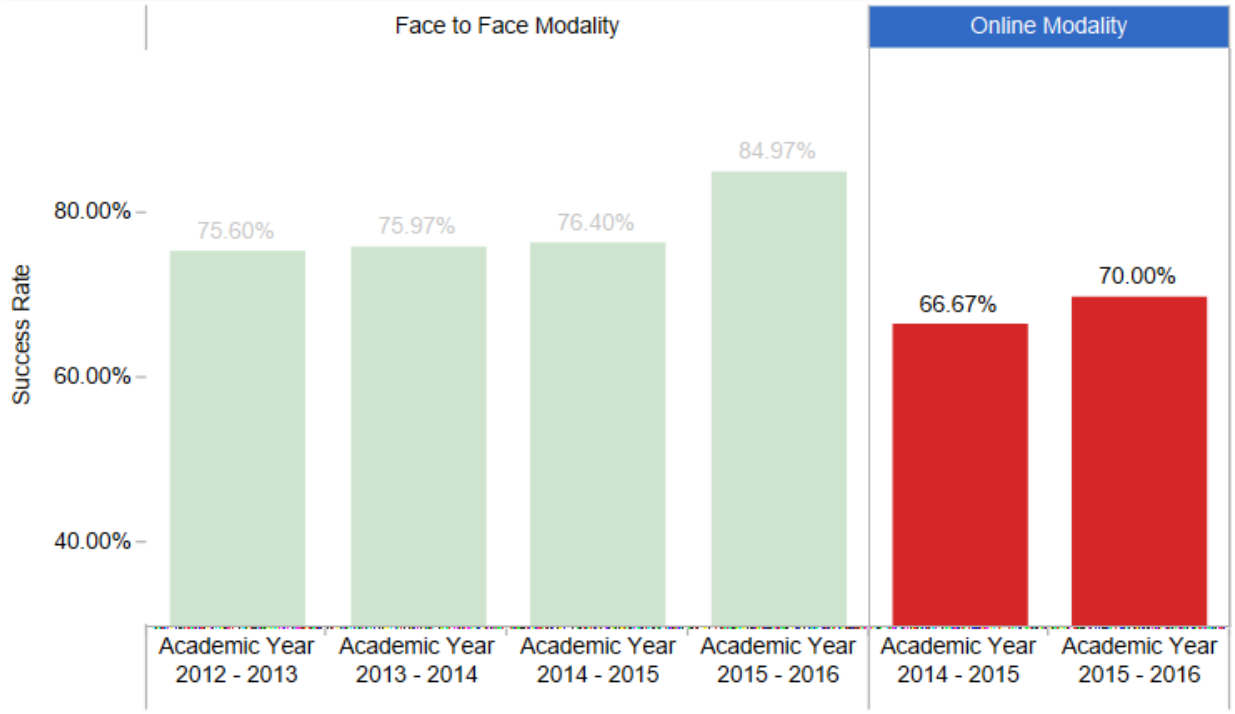
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Broadcast Communications

Course:
All

Legend:
Face to Face Modality
Online Modality

Successful Course Competion by Modality -Broadcast Communications



Successful Course Competion by Modality Table - Broadcast Communications

		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Face to Face Modality	Department Success Rate	75.60%	75.97%	76.40%	84.97%
	Total Department Enrollments	168.0	154.0	161.0	173.0
Online Modality	Department Success Rate			66.67%	70.00%
	Total Department Enrollments			15.0	20.0

When we were under the title of Broadcast Communications; our student success rates were slightly higher to on par with the rest of the college for face to face modality classes. Our online modality classes were slightly lower than the college average.

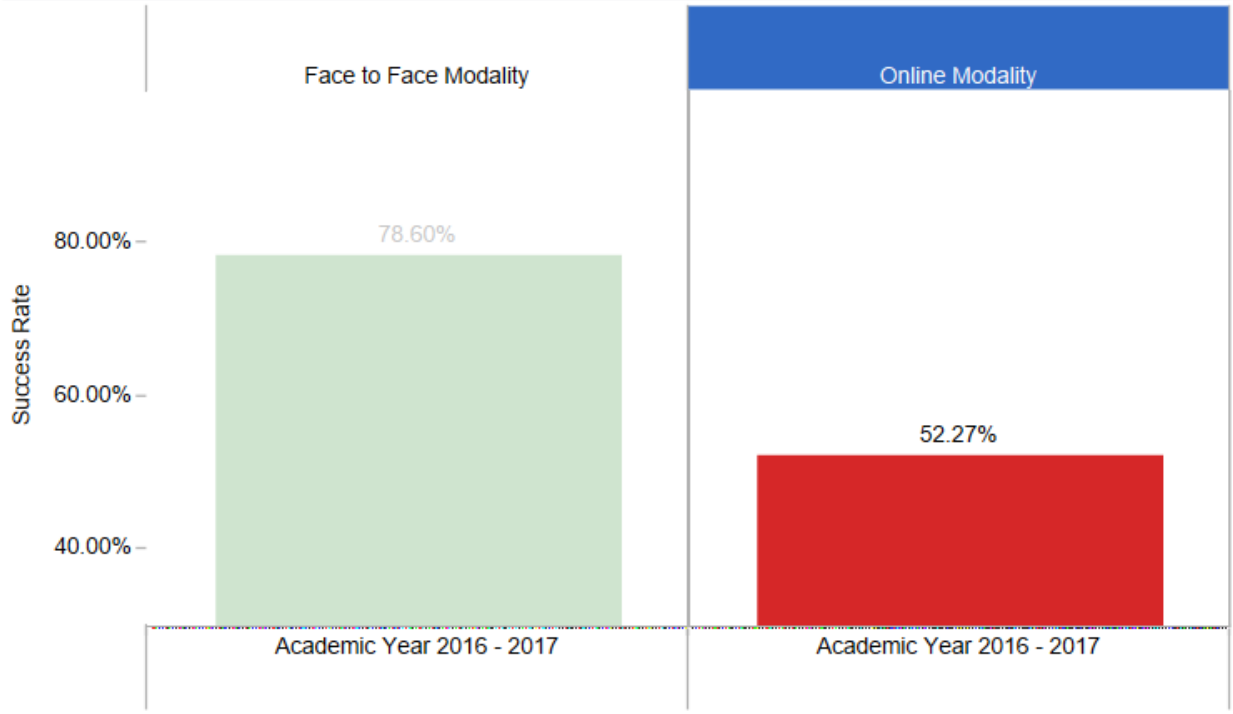
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Film TV and Electronic Media

Course:
All

Legend:
Face to Face Modality
Online Modality

Successful Course Competion by Modality -Film TV and Electronic Media



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

		Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	78.60%
	Total Department Enrollments	229.0
Online Modality	Department Success Rate	52.27%
	Total Department Enrollments	44.0

For 2016-17, our face to face modality classes exceed college success rates by 3 points; however, our online modality courses were significantly lower. At this time Wendy Wagoner is

the sole instructor of online modality courses, I will have to discuss this with her to determine any problems or solutions.

Degrees and Certificates Awarded (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college. No degrees were awarded in the present data. This might be because of our high employment and transfer rate. Film, television, and radio are industries unlike other industries. They do not require a degree for an entry level position. (Stephen Spielberg and Stanley Kubrick do not hold a certificates beyond high school.) Instead the industry requires a body of work to show competency. My most successful students are not interested in GE courses or a certificates. They are only interested in building their professional resume. Also, some student had informed me that they would be applying for graduation after the degree is changed from Broadcast Communications to Film, Television, and Electronic Media, because they would rather have the latter degree on their transcripts.

General Student Success – Course Completion (Insert Aggregated Data Chart)

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.

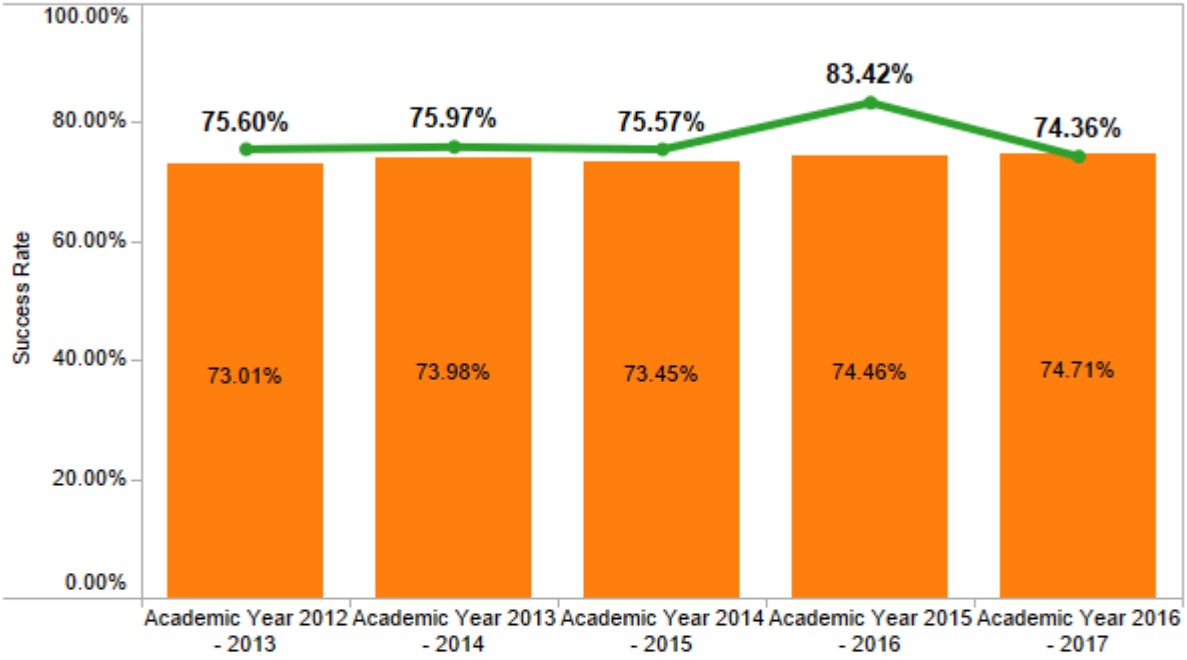
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Multiple values

COURSE
All

Legend:
Department Success Rate
Overall College Success Rate

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

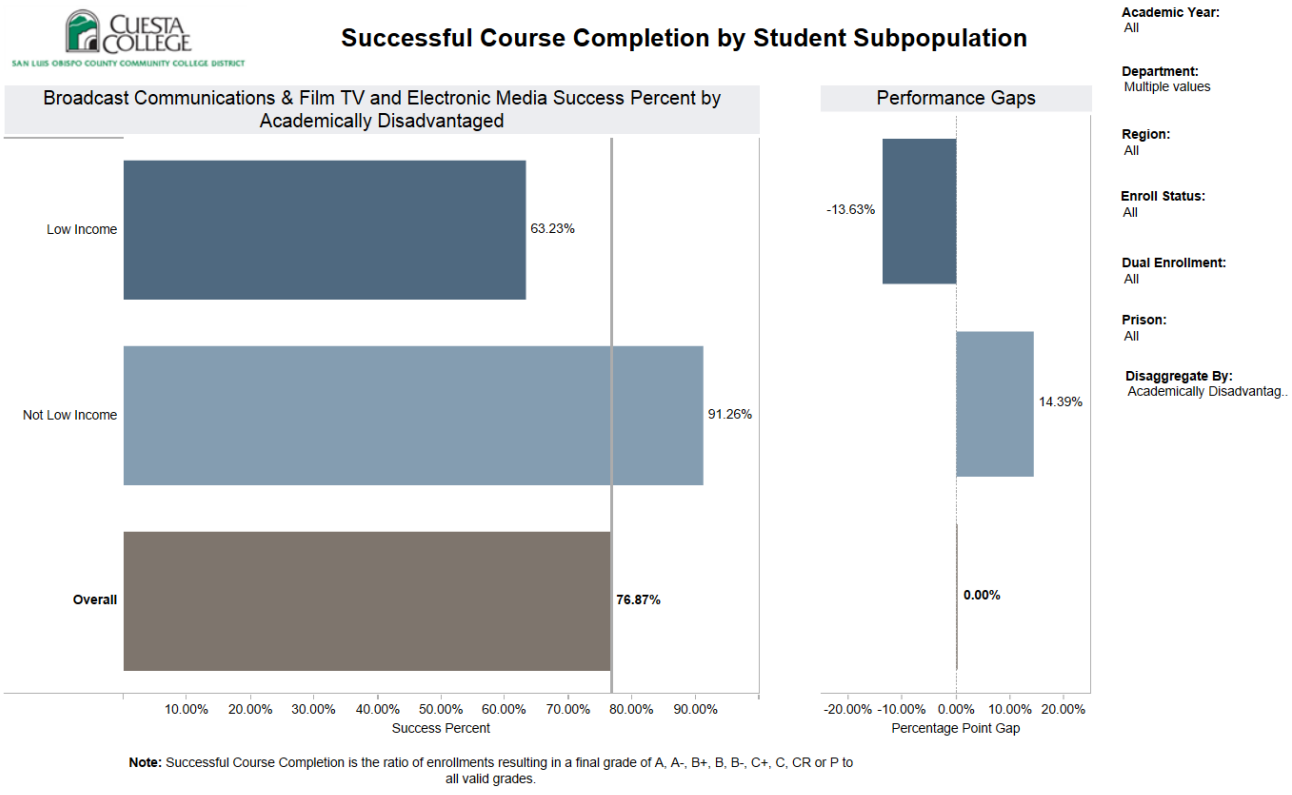


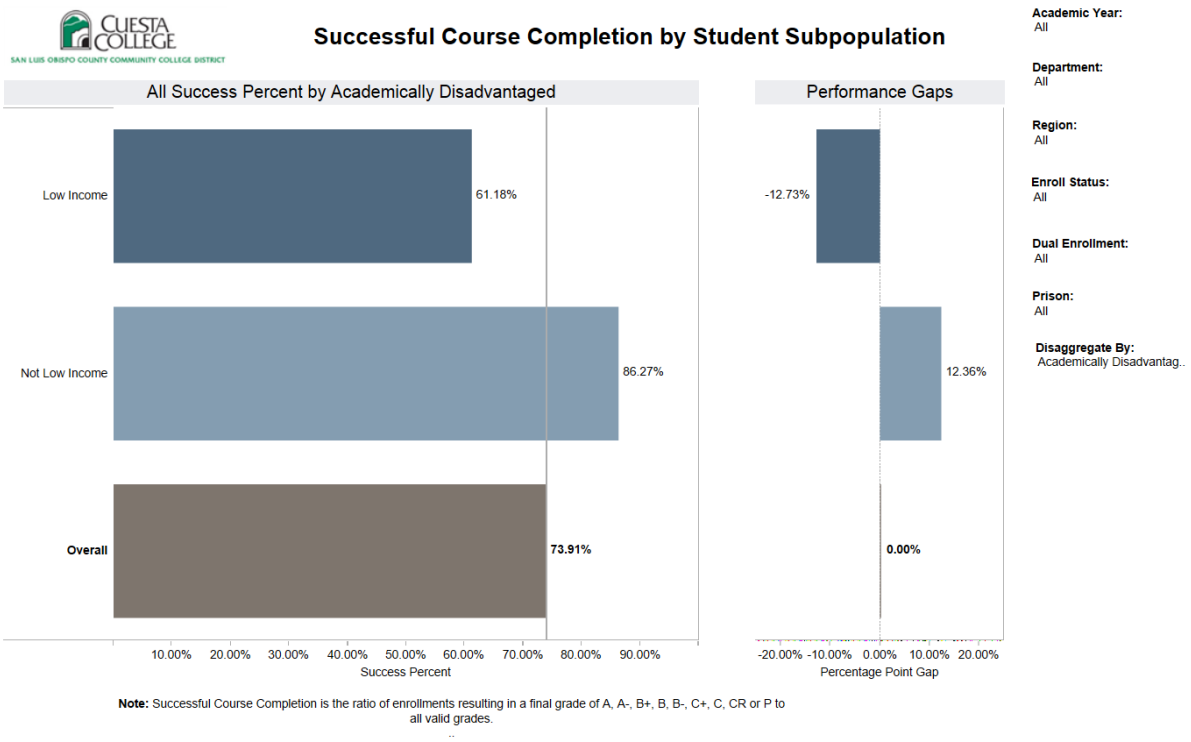
Broadcast Communications & Film TV and Electronic Media Success Rate Table

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	75.60%	75.97%	75.57%	83.42%	74.36%
Total Enrollments	168	154	176	193	273

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

Successful Course Completion for Broadcasting and FTVE is generally 2 points higher than the college with a 9-point boost in the 2015-16 school year. Since we are above the college, no action is recommended at this time.





FTVE data for successful course completion by student subpopulation is higher than the college in all categories.

- 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.

IV. CURRICULUM REVIEW

A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the Curriculum Review Template and submit the form within your CPPR.

Since the last CPPR, FTVE 221, Introduction to Electronic Media, has been revised to become a UC/CSU GE transferable course. The first GE transferable couse in the department's history. Also all FTVE courses with the exception of FTVE 223, Video Operations, has been modified to transfer directly to CSU under transfer model curriculum.

CURRICULUM REVIEW GUIDE and WORKSHEET
Courses and Programs

Current Review Date March 5, 2018

Reviewer John Arno

1. Courses

- List all courses, which were active in your program at the time of the last CPPR.
- Review the current CurricUNET Course Outline of Record (COR) for each course and indicate yes/no for each column below.
- For each new, modified, and deactivated course provide the effective term posted on CurricUNET.

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
FTVE 221	yes	no	yes	no	no
FTVE 223	yes	no	no	no	no
FTVE 224A	yes	no	yes: f2016	no	no
FTVE 225A	yes	no	yes: f2016	no	no
FTVE 225B	yes	no	yes: f2016	no	no
FTVE 226	yes	no	yes: f2016	no	no
FTVE 227	yes	no	no	no	no
FTVE 230A	yes	no	yes: f2016	no	no
FTVE 247	yes	no	no	no	no
FTVE 101	yes	yes: s2017	yes: s2017	no	no
FTVE 193	yes	no	no	no	no
FTVE 212	yes	yes: s2017	yes: s2017	no	no

*Note: Please state if the deactivated course impacted any other program(s) and if and when the affected program(s) was/were notified:

Deactivated Course	Impacted Program (s)	Date affected program was notified

B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

CYCLE STAGE	Fall 2018	Sp 2019	Fall 2019	Sp 2020	Fall 2020	Sp 2021
SLO Assessment	X	X	X	X	X	X
Analyze Results & Plan Improvements		X	X	X		X
Plan Implementation			X	X		
Post-Implementation SLO Assessment				X		

Becuase all SLO's of all FTVE courses were changed to fofill transfer model curriculum, we will have to start a new cycle in Fall 2018 with the assessing of the new SLO's.

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Yes.

C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

Cuesta College

ILO/PLO Summary Map by Course/Context

Map Origin: Courses for Film TV and Electronic Media
Map Target: AA_FTVE

Course	AA_FTVE: AA_FTVE			
	Discuss the influence and significance of electronic media in contemporary society.	Identify various pieces of radio, television, and cinema production equipment, and explain how they are applied to various professional situations .	Practice effective script standards under deadline for radio, television, and film.	Practice profess a production
FTVE101				
FTVE212				
FTVE221	7			
FTVE223		1		
FTVE224A	1	7		
FTVE225A		1		
FTVE225B	1			
FTVE226			5	
FTVE227				
FTVE230A				
FTVE247				
	9	9	5	

March 05, 2018 9:45 PM

E. Highlight changes made at the course or program level that have resulted from SLO assessment.

We are on a new assessment cycle with new SLO's. We have not made any assessments for the new SLO's.

F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet.
PLO #1 for the FTVE department is that students are able to practice audio and video production on "industry standard" equipment. Video and audio equipment becomes obsolete much faster than traditional college equipment and needs to be updated yearly. This is reflected in the department's Resource Plan Worksheet.

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives

As stated at the beginning of this document:

Institutional Goal # 1: *Student Success: Degrees, transfer requirements, courses*: In a tough economy, in a small job market, in a competitive industry, FTVE student get jobs in video and radio. In addition, FTVE students have also transferred to prestigious university programs such as: USC School of Cinematic Arts, SFSU Broadcasting and Electronic Communications program, CSUN Cinema and Television Arts, CS Monterey Bay Cinematic Arts and Technology, CS Los Angeles Department of Television, Film & New Media, Dodge College of Film and Television, UC Berkeley school of documentary journalism, Cal Poly Broadcast Journalism. FTVE supports institutional goal #1 by giving students a university quality education that also emphasizes the importance of internships, networking, tenacity and teamwork.

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B. Institutional Learning Outcomes

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C. Program outcomes
   All program outcomes have been linked to ILO in eLumen.

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling
   Adding more GE transferable classes and more D.E. courses in order to better serve the student population and increase enrollment. The lead instructor is currently undergoing Canvas certification.
B. Support services to promote success, persistence and retention
   It would be very helpful if we had a marketing department that would do market research to tell us what our students looking for, and to promote our programs to the community.
C. Facilities needs
   I beleive that the desks in my classroom were purchased in the 70's (they are orange in color). Many are broken and would cost around $10k to replace. I have listed this request in the department's rescource allocation form.
D. Staffing needs/projections
   I would like to have a workstudy student help out in the radio station and audio labs. For some reason the process is so long, the semester is over before approvals can be granted.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.
As noted before, more GE transferable and transition current courses to D.E. should boost FTES targets.

VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants,

letters, samples, lists of students working in the field, etc.

VIII. After completing and submitting this document, please complete the Overall Program Strength and Ongoing Viability Assessment with your Dean before May 15, 2018.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Division Chair/Director Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%20handbook

APPLICABLE SIGNATURES:

Vice President/Dean	**Date**
Division Chair/Director/Designee	**Date**
Other (when applicable)	**Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

OPTIONAL 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: https://www.surveymonkey.com/r/J79W8GW