

Program Review - Academic - Cinema Studies Latest Version

Overview

Program Review - Collaborators : Version by **Voelcker, Aaron** on **03/19/2021 18:57**

Collaborators
David Echols

Program Review Overview - Organizational Chart : Version by **Echols, David** on **01/03/2020 01:13**

Please insert the organizational chart for this program or service area.

Elizabeth Artiaga, Dean

David Echols, Dept. Coordin.

Program Review Overview - Award Programs : Version by **Echols, David** on **02/06/2020 22:45**

Award Programs
Film/TV Producing, CA

Program Review Overview - Course Offerings: Unique Courses : Version by **Echols, David** on **02/06/2020 22:45**

GENERATED DATA:

TV 103 History of Motion Pictures Beginning to 1945

TV 104 History of Motion Pictures 1945 to Present

TV 105 Mass Media and Society

TV 122 Screenwriting for Digital Media

TV 124 Introduction to Digital Media Production

Unique Courses in 2014-2015	Unique Courses in 2015-2016	Unique Courses in 2016-2017	Unique Courses in 2017-2018
5	4	5	3

Program Review Overview - Course Offerings - Number of Sections Offered : Version by **Echols, David** on **02/06/2020 22:45**

Number of Sections Offered	2014-2015	2015-2016	2016-2017	2017-2018
Face-to-Face	12	11	12	10

Program Review Overview - Course Offerings - Total Enrollment : Version by **Echols, David** on **02/06/2020 22:45**

Total Enrollment (Seats Filled)	2014-2015	2015-2016	2016-2017	2017-2018
Face-to-Face	578	471	474	417

Program Review Overview - Course Offerings - Students per Offered Section : Version by **Echols, David** on **02/06/2020 22:46**

Students per Section	2014-2015	2015-2016	2016-2017	2017-2018
Face-to-Face	48	43	40	42

Program Review Overview - Faculty Workload LHE : Version by **Echols, David** on **02/06/2020 22:46**

Data reported for 2018-2019.

Full-time LHE #	Full-time LHE %	Part-time LHE #	Part-time LHE	Overload LHE #	Overload LHE %	Total LHE #	Total LHE %
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Full-time LHE #	Full-time LHE %	Part-time LHE #	Part-time LHE	Overload LHE #	Overload LHE %	Total LHE #	Total LHE %
0	0%	32.3	100%	0	0%	32.3	100%

Program Review Overview - Faculty Workload Faculty Headcount : Version by Echols, David on 02/06/2020 22:46

Data reported for 2018-2019.

Full-time Faculty Headcount	Part-time Faculty Headcount	Overload Faculty Headcount	Total Faculty Headcount
0	3	0	3

Program Review Overview - Faculty Workload LHE per Faculty : Version by Echols, David on 02/06/2020 22:46

Data reported for 2018-2019.

Full-time LHE per Faculty	Part-time LHE per Faculty	Overload LHE per Faculty	Total LHE per Faculty
0	10.75	0	10.75

Program Review Overview - Faculty Workload FTEF (LHE/30) : Version by Echols, David on 02/06/2020 22:46

Data reported fro 2018-2019.

Full-time FTEF	Part-time FTEF	Overload FTEF	Total FTEF
0	1.08	0	1.08

Program Review Overview - Faculty Workload FTES and Efficiency : Version by Echols, David on 02/06/2020 22:46

Data reported for 2018-2019.

Total FTES	Overall Efficiency (FTES/FTEF)
44.24	41.15

Goals and Objectives

Program Review Goals & Objectives - Process and Mission Statement Alignment

What processes does your program/service area follow to create, evaluate, and update annual plan goals?

No Value

How is SCC's mission statement (<https://www.scccollege.edu/About/Pages/CollegeMissionStatement.aspx>) reflected in your goals?

No Value

Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals

Annual Plan Goal
undefined

Data Analysis

Program Review Data Analysis - 1 to 4 : Version by Echols, David on 01/11/2020 23:19

Our course completion rate exceeds 80% across our program offerings.

What is the successful course completion rate (grades of A, B, C, Credit or Pass) for courses within the program and how does this compare to the institution-set standard for successful course completion of 63%?

Our course completion rate exceeds 80% across our program offerings.

What is the successful course completion rate in basic skills courses (grades of A, B, C, Credit or Pass) within the program?

Our course completion rate exceeds 80% across our program offerings.

What is the course retention rate (any grade except W) for courses within the program?

Our course completion rate exceeds 80% across our program offerings.

What is the course retention rate in basic skills courses (any grade except W) within the program?

Our course completion rate exceeds 80% across our program offerings.

Program Review Data Analysis - 5 : Version by **Echols, David** on **02/06/2020 22:46**

Number of Awards in the Following Programs:	2014-2015	2015-2016	2016-2017	2017-2018
Film/TV Producing, CA				
Digital Media Studies, CERT	0	0	0	2
Media Studies, CERT	2	0	0	0

Program Review Data Analysis - 6 to 13 : Version by **Echols, David** on **02/06/2020 22:46**

Are there any patterns, trends, or anomalies in the Student Demographic Data (Ethnicity, Age, Gender, Veteran Status, etc.)?

As detailed below our Digital Video Production classes have failed to take hold and we have decided to take the program away from Production classes and toward our new program's classes heavily reliant on lecture classes on the history, technology, business and aesthetics of motion pictures.

When our production classes did fill they were more than 80% male. This is a big problem. We feel that the new direction we are taking our program is in a much more neutral if not female friendly direction.

Our current lecture class lineup aligns exactly with current college gender enrollment of approximately 60 % female and 40% male.

This gender alignment should continue to produce in our new lineup of classes the same gender split we have in our current non production classes and keep us aligned with student enrollment in the future.

Labor market trends and needs: Review the labor market data on the [California Employment Development Department \(http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011\)](http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011) website for jobs related to your program.

1. What occupations are related to your program?
2. What are the occupational projections for employment?
3. How do these projections affect planning for your program?

As detailed above, there is a split in the entertainment industry along gender lines.

This split: males dominating the physical production crew jobs of camera operators, and their accompanying team of grips and gaffers with lighting and sound crew members.

Currently in the entertainment industry females are dominating the less physically demanding positions of production assistants, script supervisors, bugeting, scheduling, location scouting and so on.

There is a long history of such gender division in the entertainment industry and much effort is being made to rectify this disparity. This will be a long term society wide process.

In any event current enrollment in college's with production classes continues to be male dominated. In some classes we have taught there have not been any female students. That is part of our decision to design our new program to align with current college gender enrollment.

Please provide comment on the rates of progress through the basic skills course sequence within your program using the California Community College Chancellor's Office Data Mart [Basic Skills Progress Tracker \(http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx\)](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx).

No Value

Please provide comment on student survey results administered by the program, if any.

Since we are undertaking an entire new program of study unlike anything we have offered before, this data is not currently available.

When the program has matured in the next few years and the data becomes available it will be documented and and analyzed.

Please provide comment on program exit exams or other assessments of graduating students, if any.

Since we are undertaking an entire new program of study unlike anything we have offered before, this data is not currently available.

When the program has matured in the next few years and the data becomes available it will be documented and and analyze

Please provide the number of students who take and pass external license examinations, if relevant to the program.

Since we are undertaking an entire new program of study unlike anything we have offered before, this data is not currently available.

When the program has matured in the next few years and the data becomes available it will be documented and and analyze

Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.

Since we are undertaking an entire new program of study unlike anything we have offered before, this data is not currently available.

When the program has matured in the next few years and the data becomes available it will be documented and and analyze

Please provide data pertaining to the instruction or delivery of service, if any.

No Value

Outcomes Assessment

Program Review Outcomes Assessment - Course and Section Count : Version by **Echols, David** on **01/03/2020 01:13**

Courses	Section Count

Program Review Outcomes Assessment - CSLOs : Version by **Echols, David** on **01/03/2020 01:13**

Student Learning Outcomes	CSLO Count	CSLOs Measured

Student Learning Outcomes	CSLO Count	CSLOs Measured

Program Review Outcomes Assessment - PSLOs

Program Student Learning Outcomes	PSLO Count	PSLOs Measured

Program Review Outcomes Assessment - Assessment of CSLOs and PSLOs : Version by Echols, David on 01/11/2020

23:44

How does the program/service area systematically assess student learning outcomes and/or service area outcomes using specific and measurable performance criteria?

SLOs are collected and collated by the program facilitator. Over the last cycle our program has offered only three classes with any regularity: TV (now Cine) 103 History of Motion Pictures Beginning to 1945

TV (now Cine) 104 History of Motion Pictures 1945 to Present

TV (now Cine) 105 Mass Media and Society

All three of these classes have produced SLO data showing the program exceeding the college goal of 63%. Our average program data across all three classes has an SLO success rate of 85% and above.

We feel this is due to the overall excellence of our staff and the facilities afforded them. Our instructors are all adjuncts and they are all not only well qualified but are experienced college instructors all with over 15 years experience teaching at the college level. They are not only knowledgeable about their subject matter but actively keep up with current trends in the entertainment industry including history, technology, business and aesthetics of the motion picture industry.

What is your assessment cycle, how are assessments carried out, and who is involved in the assessment process?

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TV (now Cine) 104 History of Motion Pictures 1945 to Present

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Upon review of *course student learning outcome assessment data*, give at least one specific example of:

1. A *course student learning outcome* which students have definitely met and why you think students were successful.
2. A *course student learning outcome* which students have definitely **not** met and why you think students were unsuccessful. What changes have you considered making?

All three of these classes have produced SLO data showing the program exceeding the college goal of 63%. Our average program data across all three classes has an SLO success rate of 85% and above.

We feel this is due to the overall excellence of our staff and the facilities afforded them. Our instructors are all adjuncts and they are all not only well qualified but are experienced college instructors all with over 15 years experience teaching at the college level. They are not only knowledgeable about their subject matter but actively keep up with current trends in the entertainment industry including history, technology, business and aesthetics of the motion picture industry.

What changes has the program **already** made based on its assessment of *course student learning outcomes*? Give specific examples and describe how you know if the changes have increased success?

The program far exceeds the college goal of 63% producing results of SLO compliance of 85% regularly and little or no change is needed aside from keeping up with ongoing trends in the industry.

Upon review of *program student learning outcome assessment data*, what patterns, trends, or anomalies did your program identify?

The program far exceeds the college goal of 63% producing results of SLO compliance of 85% regularly and little or no change is needed aside from keeping up with ongoing trends in the industry.

Curriculum and Program Management

Program Review - Curriculum and Program Management : Version by Echols, David on 01/11/2020 23:58

With **SCC's Mission Statement** in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population?

No Value

Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this.

Since we are undertaking an entire new program of study unlike anything we have offered before, this data is not currently available.

When the program has matured in the next few years and the data becomes available it will be documented and analyzed.

Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?

No Value

How do program/service area faculty and/or staff **review the processes** it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?

Since we are undertaking an entire new program of study unlike anything we have offered before, this data is not currently available.

When the program has matured in the next few years and the data becomes available it will be documented and analyzed.

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups? Since we are undertaking an entire new program of study unlike anything we have offered before, this data is not currently available. When the program has matured in the next few years and the data becomes available it will be documented and analyzed.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years? Since we are undertaking an entire new program of study unlike anything we have offered before, this data is not currently available. When the program has matured in the next few years and the data becomes available it will be documented and analyzed.

Resources

Program Review Resources - Facilities Exclusive to Program/Service Area : Version by Echols, David on 01/11/2020 23:58

Aside from our lone Digital Video Production class Cine 124 all of our classes are lecture classes with no lab component. The study of motion picture history, business and aesthetics requires much material be presented to the students projected on screens. The projected media comes from three sources: DVD or BluRay discs, PowerPoint notes and internet clips (YouTube). We feel that we should approximate the environment a student would receive in an actual movie theater. We are fortunate that SCC provides us with an outstanding "theatrical experience" in our classrooms: D-101 in particular and H-106 when D-101 is not available. These facilities equal or exceed any facilities we are aware of in local two and four year colleges and we are justifiably proud of our program and college in this regard.

Classrooms	Labs	Offices	Storerooms	Conference Rooms
undefined	undefined	undefined	undefined	undefined

Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by Echols, David on 01/11/2020 23:58

Aside from our lone Digital Video Production class Cine 124 all of our classes are lecture classes with no lab component. The study of motion picture history, business and aesthetics requires much material be presented to the students projected on screens. The projected media comes from three sources: DVD or BluRay discs, PowerPoint notes and internet clips (YouTube). We feel that we should approximate the environment a student would receive in an actual movie theater. We are fortunate that SCC provides us with an outstanding "theatrical experience" in our classrooms: D-101 in particular and H-106 when D-101 is not available. These facilities equal or exceed any facilities we are aware of in local two and four year colleges and we are justifiably proud of our program and college in this regard.

Classrooms	Labs	Offices	Storerooms	Conference Rooms
undefined	undefined	undefined	undefined	undefined

Program Review Resources - Specialized Equipment and Resources : Version by Echols, David on 01/03/2020 01:13

Canon 70-D Digital Single Lens Reflex cameras
 Arriflex Lighting kits
 audio recorders
 tripods
 light reflectors
 microphones
 headphones

Equipment/Resource	Description
undefined	undefined

Program Review Resources - Funding Sources

Funding Source	Description
undefined	undefined

Program Review Resources : Version by Echols, David on 01/11/2020 23:58

How well do the facilities used by the program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria? Aside from our lone Digital Video Production class Cine 124 all of our classes are lecture classes with no lab component. The study of motion picture history, business and aesthetics requires much material be presented to the students projected on screens. The projected media comes from three sources: DVD or BluRay discs, PowerPoint notes and internet clips (YouTube). We feel that we should approximate the environment a student would receive in an actual movie theater. We are fortunate that SCC provides us with an outstanding "theatrical experience" in our classrooms: D-101 in particular and H-106 when D-101 is not available. These facilities equal or exceed any facilities we are aware of in local two and four year colleges and we are justifiably proud of our program and college in this regard.

How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?

Aside from our lone Digital Video Production class Cine 124 all of our classes are lecture classes with no lab component. The study of motion picture history, business and aesthetics requires much material be presented to the students projected on screens. The projected media comes from three sources: DVD or BluRay discs, PowerPoint notes and internet clips (YouTube). We feel that we should approximate the environment a student would receive in an actual movie theater. We are fortunate that SCC provides us with an outstanding "theatrical experience" in our classrooms: D-101 in particular and H-106 when D-101 is not available. These facilities equal or exceed any facilities we are aware of in local two and four year colleges and we are justifiably proud of our program and college in this regard.

How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?
 Aside from our lone Digital Video Production class Cine 124 all of our classes are lecture classes with no lab component. The study of motion picture history, business and aesthetics requires much material be presented to the students projected on screens. The projected media comes from three sources: DVD or BluRay discs, PowerPoint notes and internet clips (YouTube). We feel that we should approximate the environment a student would receive in an actual movie theater. We are fortunate that SCC provides us with an outstanding "theatrical experience" in our classrooms: D-101 in particular and H-106 when D-101 is not available. These facilities equal or exceed any facilities we are aware of in local two and four year colleges and we are justifiably proud of our program and college in this regard.

How well do technology resources (i.e., computers and software), training, and technical support meet the **administrative** needs of the program/service area?
 No Value
 How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and operational needs of the program/service area?
 No Value
 Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive *and* negative impacts)? If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?
 Strong Workforce Program
 Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?
 No Value

Human Resources

Program Review Human Resources - Support Staff

Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
undefined	undefined	undefined	undefined	undefined

Program Review Human Resources : Version by Echols, David on 01/11/2020 23:58

What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?
 Our instructors are all adjuncts and they are all not only well qualified but are experienced college instructors all with over 15 years experience teaching at the college level. They are not only knowledgeable about their subject matter but actively keep up with current trends in the entertainment industry including history, technology, business and aesthetics of the motion picture industry.
 How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?
 Our instructors are all adjuncts and they are all not only well qualified but are experienced college instructors all with over 15 years experience teaching at the college level. They are not only knowledgeable about their subject matter but actively keep up with current trends in the entertainment industry including history, technology, business and aesthetics of the motion picture industry.
 Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?
 Our instructors are all adjuncts and they are all not only well qualified but are experienced college instructors all with over 15 years experience teaching at the college level. They are not only knowledgeable about their subject matter but actively keep up with current trends in the entertainment industry including history, technology, business and aesthetics of the motion picture industry.
 Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities?
 Our instructors are all adjuncts and they are all not only well qualified but are experienced college instructors all with over 15 years experience teaching at the college level. They are not only knowledgeable about their subject matter but actively keep up with current trends in the entertainment industry including history, technology, business and aesthetics of the motion picture industry.
 To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?
 Our instructors are all adjuncts and they are all not only well qualified but are experienced college instructors all with over 15 years experience teaching at the college level. They are not only knowledgeable about their subject matter but actively keep up with current trends in the entertainment industry including history, technology, business and aesthetics of the motion picture industry.
 Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?
 No Value

Internal and External Communication

Program Review Internal & External Communication : Version by Echols, David on 01/11/2020 23:58

When were the program/service area's catalog entries last updated to ensure currency and accuracy?
 We changed our program in 2018/19 from TV-Video to Cinema Studies. To that end we dropped all of our production classes and wrote new curriculum for 5 new classes (detailed below). That means all of the data for our program is completely current and up to date.
 When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?
 We changed our program in 2018/19 from TV-Video to Cinema Studies. To that end we dropped all of our production classes and wrote new curriculum for 5 new classes (detailed below). That means all of the data for our program is completely current and up to date.
 How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome

assessment results posted?

New web page under construction.

How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?

New Cinema Studies brochure

How well do faculty and staff communicate about and coordinate the work of the program/service area?

No Value

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

No Value

Planning Agenda

Program Review Planning Agenda

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
undefined	undefined	undefined	undefined

Summary Report

Program Review Summary Report - What is and is not working : Version by Echols, David on 01/03/2020 01:13

Briefly describe and explain what is working well in your program/service area.

The classes that are working well are our lecture classes:

TV 103 History of Motion Pictures Beginning to 1945;

TV 104 History of Motion Pictures 1945 to Present and

TV 105 Mass Media and Society.

These classes (aside from intersession offerings) always make minimum enrollment and we have multiple sections of these three classes.

Briefly describe and explain what is not working well or needs attention in your program/service area.

The classes that are not working well are our newly added Digital Video Production classes:

TV 124 Intro to Digital Video Production;

TV 126 Industrial Video Production and

TV 128 Post Production II/Motion Graphics

We were only able to meet minimum enrollment the first few times TV 124 was offered and were never able to offer the advanced classes.

We ran into two main problems:

1. The Production classes need specialized editing equipment located only in one classroom on campus the new Mac Lab.

This new Mac Lab was also used by numerous other art, graphics and photography classes and we were only able to secure the 5 hr. block of time needed for the class on Fridays.

2. Because of only being able to offer the class on Fridays we were rarely able to get enough students to take the class and even if we were able to get enough students to take the class we would need at least 4 sections of the introductory class to have enough students to take the advanced classes.

In summation: we didn't have enough students to fill the enough introductory classes to offer advanced classes and we didn't have enough lab space to offer enough introductory classes even if they had filled to offer advanced classes -- a spiral we were not able to pull out of.

Because of the production lab availability problem our few students working toward a production certificate or AS degree were forced to finish the required classes at SAC.

This entire production oriented curriculum problem was compounded by the fact that numerous other local colleges (SAC, Saddleback, FC, OCC and CSUF, LBCC, CSULB) also had more mature production programs and classes and labs that were offered on a regular basis. Our new program was unable to compete with these and other colleges in OC and south LA.

Program Review Summary Report - Resources

Facilities	Technology	Equipment	Personnel
undefined	undefined	undefined	undefined

Program Review Summary Report - Initiatives and Other Findings : Version by Echols, David on 01/11/2020 22:30

What campus-wide initiatives intersect with your program's activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)

As detailed above under "what wasn't working" we decided to totally rethink and rework our TV-Video program.

We knew that the production classes weren't working so we:

1. Jettisoned most of them and kept only one introductory production class: TV 124 Introduction to Digital Video Production.

2. Decided to do more of what was working: film history and media lecture classes.

3. We changed the name of the department from TV-Video (which seemed redundant) to Cinema Studies which more accurately describes our direction, emphasis and class offerings.

4. To that end we did a survey of every California Community College and what kind of film lecture classes were being offered.

5. We narrowed our list down to 4 classes: Great Directors, Film Genres, Film Appreciation and Film/TV Producing (not production).

Note: many colleges call Film Appreciation: Media Aesthetics; we felt this could be confusing to students and went with a more student friendly Film Appreciation which fits in nicely with other current SCC classes: Music Appreciation and Art Appreciation.

Note: we have already noticed some confusion with Film/TV Producing and may have to rename it as well. Some students confuse "Producing" with "Production". Producing relates more to

the behind the scenes aspects of Film and TV production such as script supervisor, location scouting, budgeting and scheduling and "production" is more likely part of the technology of filmmaking such as camera operator, lighting and sound. Other colleges suffer from this same confusion.

6. We wrote new curriculum for these four classes.

The new classes are now under the CINE heading and are numbered:

CINE 107 Film Genres

CINE 108 Great Directors

CINE 130 Film Appreciation and

CINE 150A Film/TV Producing I and 150B Film/TV Producing II

7. Our original core classes are now numbered:

CINE 103 History of Motion Pictures Beginning to 1945

CINE 104 History of Motion Pictures 1945 to Present

CINE 122 Screenwriting for Digital Media

CINE 124 Introduction to Digital Media Production.

10. All of our proposed new classes were approved by the curriculum committee and then at the state level.

8. To go with our new emphasis on producing and the organizational side of the entertainment industry we added the option of taking one of 5 existing Business classes to our Certificate of Achievement in Film/TV Producing:

BUS 090 Principles of Project Management

BUS 100 Fundamentals of Business

BUS 105 Legal Environment of Business

BUS 120 Principles of Management

BUS 121 Human relation and Organizational Behavior

BUS 170 Principles of Small Business Management

9. We were able to offer two of our new classes Fall 2019: CINE 130 and CINE 150

We were encouraged that CINE 130 made enrollment in the first semester it was offered Fall 2019 but CINE 150 had low enrollment.

We feel that with our full lineup of classes and greater visibility of the new program and Certificate of Achievement that CINE 130 will meet enrollment requirements down the road.

10. Currently CINE 122 and 124 remain problematic and we are hoping as with 130 that the new full program and certificate will give them a boost as well.

11. We feel that with our exciting new program we will need to get the word out to students.

a. To that end we have already produced a new Cinema Studies brochure.

b. We are finishing up our new website and we plan on purchasing a large banner that we can display on the side of a building for Fall 2020 classes.

12. Fall 2020 will be the first semester in which we will be able to offer our new full lineup of classes. We do not want to overdo it and so we will offer CINE 107 and CINE 108 on alternating semesters.

13. Aside from our lone Digital Video Production class Cine 124 all of our classes are lecture classes with no lab component.

The study of motion picture history, business and aesthetics requires much material be presented to the students projected on screens.

The projected media comes from three sources: DVD or BluRay discs, PowerPoint notes and internet clips (YouTube). We feel that we should approximate the environment a student would receive in an actual movie theater. We are fortunate that SCC provides us with an outstanding "theatrical experience" in our classrooms: D-101 in particular and H-106 when D-101 is not available. These facilities equal or exceed any facilities we are aware of in local two and four year colleges and we are justifiably proud of our program and college in this regard.

14. We are expanding our high school dual enrollment classes to a second high school beginning spring 2020.

We offered two high school film history classes summer 2019 but only one of them filled. We also offered two of our

film history classes on campus summer 2019 but only one of them filled. We are concerned that there is the possibility of "overreach" in offering so many classes and we do not want to harm our campus classes during winter and summer intersessions.

We must insure that our high school dual enrollment classes meet the standards of our on campus college classes. The so far only class we offer in at present two high schools is Cine 104 History of Motion Pictures: 1945 to present. We have had much difficulty with the Audio Visual facilities at both high schools. Cine 104 is highly reliant on adequate presentation of films and film clips as well as PowerPoint slides and internet (YouTube) videos. In the recent past our films have been projected on the classroom "white board" since a projection screen was not available. Another instructor had to bring in their own laptop computer and sound system. Remote controllers and cabinet keys lost and numerous other problems have too frequently occurred. We are trying to address these problems so that we will be able to continue to offer these classes.

We liken this situation to an athletic event. Athletic events would not be allowed to occur at a high school if the baskets for basketball games was not at regulation height or if the pool at a swim meet was not the correct distance. The events would not simply "make due" with the situation and allow the events to take place and hope to fix them in the future.

We feel that the same standards should be held for academic endeavours. To that end we are requiring that any high school requesting our classes be held on campus provide our instructors with this minimum AV setup:

a) Digital video projector

b) Projection screen at least 10 ft diagonal

c) Sound system for a large classroom not small speakers for one individual

d) Computer with internet connection and available USB ports

e) PowerPoint application installed on computer

f) DVD player hooked up to projector

These classes are UC/CSU transferable and we feel it is incumbent on us to present the same classroom environment the students would receive at SCC.

15. Currently the vast majority of students in our classes are non Cinema Studies majors but are taking our classes to fill General Ed and transfer class requirements. This is fine and allows us to meet minimum enrollment requirements nearly all the time.

However, with the addition of our new Cinema Studies program our near term goal is to increase our program enrollment and certificate and degree completions. As mentioned above we are currently working on campus awareness of our new Cinema Studies program through banners, web site and brochures. We have been in close contact with our Academic Councilors.

We feel that our best avenue in this endeavour is in the classroom. As more students take our legacy and new classes we feel our program's awareness on campus will increase and we will have over time more students take our classes who are majors in our program rather than "tourists" taking our classes to fulfill other requirements.

Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.

Even though we are not concentrating on production classes it doesn't mean we should steer our students to other colleges. Our current lineup of classes will give students seeking an entry into the Entertainment Industry a solid grounding in the history and art of the industry.

If they choose they may then transfer to a four year college and take production classes and persue that side of the industry.

We are exploring new days and times for our new classes. Spring 2020 we moved our most popular class CINE 104 from its usual spot of Tuesday at 1:30 PM to Friday at 9:30 AM and our gamble has already paid off -- CINE 104 has already made enrollment for the Spring semester freeing up Tuesday for CINE 103 and leaving Monday open for Fall 2020 for one of our new classes.

Our department is 100% Adjunct staffed and scheduling around adjunct availability is a considerable challenge as many are commuting from quite a distance. We are hoping we will continue to be able to offer some of our classes during popular times for students in the middle of the day.