Social Media and Film/Video Program Review Latest Version

Academic Program Review: (1) Overview of the program Final Submission: Version by **Gordon, Jared** on **05/08/2024 17:01**

Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.
In Compton College film courses:
- Students will investigate the origins and aesthetics of cinema.
- Analyze and critique their own creative works as well as the creative works of others.
- Explores basic concepts and techniques of professional film/video production. Students will create content using professional production methods.
- Students will analyze representative films as unique cultural products and will be introduced to various methods of interpreting and evaluating motion pictures within their socio-political context.

In the Social Media Program:
- Students will leave each class with a portfolio of experience and tangible work they can use to help secure employment or continue on into further social media, social justice, public relations, communications, or marketing programs.
- Students will learn techniques to amass followers and build excitement around a brand, personality, or movement.
- Students will gain the skills to be nimble marketers - of products, services, and themselves.
- Students will understand how to use effective language and visuals to cater to short, social media attention spans.
- Students will learn how to ensure that produced content is accessible to audiences of diverse backgrounds and with different needs.
- Students will understand how to use social media tools to engage in social justice endeavors and inspire others to affect action and social change.

Describe the degrees and/or certificates offered by the program.
At present, there is no Film Program (although it remains aspirational). The Social Media Program will grant a Certificate of Achievement at the completion of six courses. A hypothetical Film/Video program would include courses covering praxis matters such as pre-production, production, and post-production. There would also be on offer a course on marketing oneself and one's creative work, as it is not enough to simply teach the arts - a responsible institution will prepare students for a career by any and all means at their disposal.

The six courses required for the Social Media Certificate of Achievement are:
- FILM 114 - The Social Media Influencer
- FILM 115 - Social Media and the Brand
- FILM 116 - Social Media and Social Justice
- FILM 121 - Audio Production
- FILM 122 - Production I
- FILM 234 - Camera and Lighting

Completion of the above six courses will result in the earning of a Certificate of Achievement in Social Media.

Explain how the program fulfills the College's mission and aligns with the strategic initiatives.
Compton College's mission is to be the leading institution of student learning and success in higher education. Training students in the creative arts and in social media further the college's mission by encouraging students to learn how other creatives have expressed their own stories and thereafter how to express their own voices in a way that will be at once universal and relatable. These skills - the ability to tell stories and relay information to an audience - are in demand in all fields.

Regarding improving recruitment, enrollment, retention, and completion rates for our students, the college's film courses and social media program meet students where they are. Students are encouraged to go out into the community to create their work, establish partnerships, and connect with community groups that are in need of the skill sets that our film and social media students develop and practice. End-of-semester screenings and readings of student work are marketed to and are open to the community. Skills developed in these courses support the success of all students to meet their education and career goals. Students are encouraged to bring their own personal experiences to class projects and are tasked to treat these stories as assets they can use to create engaging, universally relatable content through the use of technology. Students are trained on and make hands-on use of broadcast-quality equipment and are encouraged to experiment while demonstrating established expectations regarding film and social media content. FILM 110 (Film Analysis and Appreciation) has been taught in several community-area schools including the Early College Program at Willowbrook, Firebaugh High School, Dominguez Hills High School, and Buena Vista High School/Odyssey STEM. The program is building upon partnerships in the community and with the K-12 schools.

Discuss the status of recommendations from your previous program review.
Film/Video-specific prioritized recommendations included:
- Construct a state of the arts Visual and Performing Arts Center
- Hire full time Film/Video instructor
- Yearly funding for master classes and workshops in each department, an essential component of Art, Dance, Film/Video and Theater education
- Film/Video studio

To the best of current knowledge, a state of the arts Visual and Performing Arts Center has not been constructed, nor has a Film/Video studio been built. That said, Instructional Building 2, when completed, should contain Film/Video facilities that will likely serve to broaden the possibilities inherent to the program. A full time Film/Video instructor has been hired. It is unknown is yearly funding for master classes is available.

Academic Program Review: (2) Analysis of Research Data Final Submission: Version by **Gordon, Jared** on **05/08/2024 17:02**

Head Count: Identify and explain trends in enrollment. Analyze enrollment demographic variables, including gender, ethnicity, age, educational goal and full-time/part-time status.
For reference, this Program Review covers the periods from fall 2018 to spring 2022. All figures pertain the Film/Video courses as the Social Media Program has just recently been granted certification via the Chancellor's Office.

Gender

Gender	Fall '18	Fall '19	Fall '20	Fall '21	Spring '18	Spring '19	Spring '20	Spring '21	Spring '22
Female	47% (22)	32% (17)	40% (19)	48% (78)	34% (27)	28% (7)	42% (30)	61% (48)	49% (28)
Male	53% (25)	68% (36)	57% (27)	49% (79)	66% (52)	72% (18)	56% (40)	38% (30)	51% (29)
Non-binary							1% (<5)		
Unknown/n..			2% (<5)	2% (<5)				1% (<5)	
Grand Total	100% (47)	100% (53)	100% (47)	100% (161)	100% (79)	100% (25)	100% (71)	100% (79)	100% (57)

There was a low point in the number of female students in spring 2019 and a high point in spring 2021. There are on average predominately more male students than female (except for spring 2021). Gender ratio was nearly equal in the most recent semester, spring 2022.

Race

Ethnicity	Fall '18	Fall '19	Fall '20	Fall '21	Spring '18	Spring '19	Spring '20	Spring '21	Spring '22
Asian	4% (<5)	2% (<5)	2% (<5)	1% (<5)	1% (<5)	4% (<5)			
Black or African ..	34% (16)	34% (18)	26% (12)	29% (47)	25% (20)	28% (7)	25% (18)	30% (24)	32% (18)
Latinx	57% (27)	53% (28)	72% (34)	60% (97)	66% (52)	64% (16)	62% (44)	54% (43)	65% (37)
Native Hawaiian..				1% (<5)				1% (<5)	2% (<5)
Two or More Rac..	4% (<5)	2% (<5)		3% (5)	4% (<5)		4% (<5)	3% (<5)	2% (<5)
Unknown/Non-R..		6% (<5)		4% (6)	1% (<5)	4% (<5)	6% (<5)	9% (7)	
White		4% (<5)		2% (<5)	3% (<5)		3% (<5)	3% (<5)	
Grand Total	100% (47)	100% (53)	100% (47)	100% (161)	100% (79)	100% (25)	100% (71)	100% (79)	100% (57)

The number of Black/African-American students in the course, percentage-wise, has remained consistent, as have the number of Latinx students.

Age

Age Group	Fall '18	Fall '19	Fall '20	Fall '21	Spring '18	Spring '19
Under 18	4% (<5)		9% (<5)	42% (68)	30% (24)	
18-19	38% (18)	32% (17)	28% (13)	11% (18)	30% (24)	20% (5)
20-21	23% (11)	26% (14)	21% (10)	13% (21)	14% (11)	28% (7)
22-24	11% (5)	23% (12)	15% (7)	10% (16)	14% (11)	36% (9)
25-29	15% (7)	6% (<5)	15% (7)	12% (20)	1% (<5)	12% (<5)
30-34	4% (<5)	8% (<5)	11% (5)	6% (9)	5% (<5)	
35-39				4% (7)	1% (<5)	4% (<5)
40-49	4% (<5)	4% (<5)		1% (<5)	3% (<5)	
50-64		2% (<5)	2% (<5)			
65 and over					1% (<5)	
Grand Total	100% (47)	100% (53)	100% (47)	100% (161)	100% (79)	100% (25)

Spring '20	Spring '21	Spring '22
25% (18)	8% (6)	12% (7)
25% (18)	16% (13)	21% (12)
21% (15)	20% (16)	25% (14)
11% (8)	10% (8)	18% (10)
7% (5)	13% (10)	11% (6)
3% (<5)	9% (7)	4% (<5)
3% (<5)	10% (8)	5% (<5)
3% (<5)	8% (6)	2% (<5)
1% (<5)	4% (<5)	2% (<5)
	3% (<5)	2% (<5)
100% (71)	100% (79)	100% (57)

The majority of students taking these courses are between 18 and 24. The numbers have remained essentially consistent. It appears that asynchronous courses attract students of higher average age. Asynchronous courses that enable students to engage in the class while conscious of their external responsibilities and obligations seem to be beneficial to attracting and retaining students - indeed, asynchronous FILM 110 courses fill up the quickest, and there are routinely multiple asynchronous sections each term.

Educational goal

Education Goal	Fall '18	Fall '19	Fall '20	Fall '21	Spring '18	Spring '19	Spring '20	Spring '21	Spring '22
Basic Skills	2% (<5)		2% (<5)		15% (12)	4% (<5)			
Degree/Cert Only	4% (<5)	4% (<5)			9% (7)	20% (5)		3% (<5)	2% (<5)
Enrichment	2% (<5)	74% (39)	81% (38)	94% (152)	1% (<5)	4% (<5)	80% (57)	82% (65)	79% (45)
Intend to Transfer	68% (32)	11% (6)	15% (7)	4% (7)	54% (43)	40% (10)	15% (11)	14% (11)	14% (8)
Retrain/Recertify				1% (<5)	1% (<5)		1% (<5)		
Undecided/Unstated	23% (11)	11% (6)	2% (<5)	1% (<5)	19% (15)	32% (8)	3% (<5)	1% (<5)	5% (<5)
Grand Total	100% (47)	100% (53)	100% (47)	100% (161)	100% (79)	100% (25)	100% (71)	100% (79)	100% (57)

The majority are taking the course for enrichment. Efforts are underway in each Film/Video class to directly connect what students learn to applicable skills in the industry, encouraging them to consider transferring to continue their studies or else to otherwise consider a career in film/video as a possibility.

Class enrollment time

Class Load	Fall '18	Fall '19	Fall '20	Fall '21	Spring '18	Spring '19	Spring '20	Spring '21	Spring '22
Full-time	47% (22)	57% (30)	47% (22)	36% (58)	28% (22)	32% (8)	35% (25)	46% (36)	56% (32)
Part-time	53% (25)	43% (23)	53% (25)	64% (103)	72% (57)	68% (17)	65% (46)	54% (43)	44% (25)
Grand Total	100% (47)	100% (53)	100% (47)	100% (161)	100% (79)	100% (25)	100% (71)	100% (79)	100% (57)

In general, there appears to be an ebb and flow to students who take the class full-time or part-time. Most recently, there seems to be about an even split between full and part time students. Students might choose to take classes part-time instead of full-time due as they might have work or family commitments that prevent them from dedicating to a full course load. Further, some students might prefer a lighter academic load to focus more on each course or to allow time for extracurriculars. Another consideration is that part-time study could be a financial necessity for students who need to work to support themselves/others. Some students might also opt for part-time study to ease into college life in a more gradual sense, especially if they're transitioning from high school or taking non-traditional paths.

Course Grade Distribution: Identify and explain trends in course grades. Make sure to address gaps in grade distribution if applicable.

Academic Y..	Course ID	A	B	C	D	DR	EW	F	IP	P	RD	W	Grand Total
2017-18	FILM-110	38 (26%)	26 (18%)	21 (14%)	16 (11%)			37 (26%)				7 (5%)	145 (100%)
	FILM-120	15 (33%)	8 (17%)	6 (13%)	<5 (7%)			11 (24%)				<5 (7%)	46 (100%)
	FILM-124	<5 (14%)	<5 (11%)	<5 (14%)	8 (29%)			8 (29%)				<5 (4%)	28 (100%)
2018-19	FILM-110	16 (18%)	20 (22%)	13 (14%)	16 (18%)			21 (23%)				5 (5%)	91 (100%)
	FILM-122	<5 (29%)	<5 (43%)					<5 (14%)				<5 (14%)	7 (100%)
	FILM-124	5 (31%)	<5 (6%)	<5 (6%)		8 (50%)		<5 (6%)					16 (100%)
2019-20	FILM-110	15 (9%)	18 (11%)	19 (12%)	15 (9%)	<5 (1%)	9 (6%)	31 (19%)	23 (14%)	<5 (1%)		26 (16%)	159 (100%)
	FILM-113	11 (33%)	8 (24%)	5 (15%)	<5 (12%)			<5 (12%)			<5 (3%)		33 (100%)
	FILM-122	5 (45%)						<5 (9%)				5 (45%)	11 (100%)
2020-21	FILM-110	30 (18%)	33 (20%)	22 (13%)	11 (7%)	12 (7%)	<5 (1%)	29 (17%)				31 (18%)	169 (100%)
	FILM-113	<5 (33%)	5 (56%)					<5 (11%)					9 (100%)
	FILM-122	<5 (9%)	<5 (9%)	<5 (9%)				<5 (18%)				6 (55%)	11 (100%)
	FILM-124	<5 (33%)	<5 (33%)									<5 (33%)	<5 (100%)
2021-22	FILM-95	<5 (100%)											<5 (100%)
	FILM-110	58 (23%)	58 (23%)	18 (7%)	15 (6%)	12 (5%)		33 (13%)				55 (22%)	249 (100%)

Course grades have remained largely static. In spring 2021, a new Film/Video instructor was hired and therefore new syllabi and assignments were introduced. The primary Film/Video course taught is FILM 110 and there appears to have been a slight uptick in students receiving A grades since the hiring of the new instructor. Early college courses taught at local high schools tend to have higher instances of failing grades. This could be because students may not be ready for the expectations of a rigorous college course or else a result of other factors.

Success Rates: Identify and explain trends in success rates. Make sure to address equity gaps in success rates if applicable.

Overall Success Rate

Academic Year	
2017-18	57% (219)
2018-19	54% (114)
2019-20	41% (203)
2020-21	51% (192)
2021-22	55% (253)
Grand Total	51% (981)

Success rates have remained on average 50.25% for the four academic years (fall 2018 to spring 2022). The first full academic year of the new instructor's time at the college, the success rate climbed to 55%.

Our success rate can be increased by providing students with items they need, such as updated video equipment and editing/portfolio software. Being on top of technological trends and industry expectations thereof will ensure the program's continued success. Students currently bear no cost for course materials and are supplimented with information of pedagogic relevance throughout the term.

FILM 124 can attract further students to the program if the college acquires industry-caliber equipment and software. Students are routinely connected to film festival and internship opportunbities, allowing them to make connections and potentially gain employment in the industry.

Retention Rates: Identify and explain trends in retention rates. Make sure to address equity gaps in retention rates if applicable.

Overall Retention Rate

Academic Year	
2017-18	95% (219)
2018-19	88% (114)
2019-20	80% (203)
2020-21	73% (192)
2021-22	74% (253)
Grand Total	81% (981)

Retention rates dropped from 88% to 80% to 73% and have thus far stabilized from that point. The 2021-2022 school year was the first full school year wherein the new Film/Video instructor taught courses in the discipline. We believe we can maintain this number, if not improve it by strengthening the program via aggressive recruitment and acquisition of industry-standard technology. The full-time instructor proactively reaches out to at-risk students and when necessary directs them to college programs designed to help them succeed.

The current full-time instructor provides a proactive, hands-on approach in addressing student concerns, remaining in touch with students even outside of business hours and over weekends. The instructor additionally meets with students over the Zoom platform at the students' convenience, and the instructor routinely writes Early Alerts and contacts individual students at risk of falling behind.

Distance Education: Compare and contrast success and retention rates between in-person and distance education courses.

Instruction Method	Fall '18	Fall '19	Fall '20	Fall '21	Spring '18	Spring '19	Spring '20	Spring '21	Spring '22
Asynchronous				34%(87)				53%(57)	57%(46)
In-Person	46%(48)	40%(55)	44%(48)	61%(67)	55%(80)	52%(25)	18%(71)		
Synchronous				50%(8)				45%(22)	64%(11)
Work Experience									

While distance education information is limited, asynchronous success has ranged from 53% to 34% to 57%. In-person success rates are 45.14% on average.

Participation is graded in both in-person and distance education courses, and there tends to be a higher level of participation in DE courses. Students in DE courses are routinely reminded in multiple weekly Canvas announcements that participation is graded and that non-participation can result in being dropped from the course. There are of course also structure and support systems in place for in-person courses (such as face-to-face interactions with faculty/classmates) that may contribute to a more conducive learning environment and therefore ultimately to an increase in success and retention rates with regard to in-person classes. Another consideration is that the lack of direct supervision in DE courses can lead to decreased motivation and lower retention rates for some students.

Fill Rates: Discuss course sections offered and fill rates. Analyze any applicable trends.

Course Id	Fall '19	Fall '20	Fall '21	Spring '20	Spring '21	Spring '22
FILM-95						
FILM-110	56% (25)	53% (21)	55% (115)	47% (42)	75% (75)	44% (46)
FILM-113						
FILM-122	25% (6)	21% (5)				
FILM-124					5% (<5)	

The above are the fill rates available for the specified time period. Fill rates went down from spring 2021 to spring 2022, possibly as a result of the pandemic's effects. Courses and fill rates appear to be rebounding (across the board) at both the college as well as in Film/Video courses on offer. Frequently, new sections need to be opened up and there are always populated waitlists.

Course Scheduling: Discuss the days and times offered for courses. Why were these choices made? Should changes be made for future scheduling?
100% of Film/Video classes are offered at the college during the day. Sometimes in the morning, sometimes in the afternoon. When FILM 110 is taught at a local high school (such as Willowbrook, Firebaugh, Dominguez Hills, or Buena Vista) it follows the schedule set by the high school - sometimes in the mornings, sometimes after the regular school day is over. Current scheduling appears to be sufficient to run the courses successfully. Afternoon classes scheduled after high school days are over tend to have lower head counts, possibly due to external obligations on the part of students.

Degree and Transfer: What number of students earn degrees or certificates? What number of students transfer?

Film/Video and Social Media do not offer degrees. Courses directly related to the Social Media certificate of achievement are on the schedule for fall 2024. A degree-granting program in Film/Video remains aspirational. The hypothetical Film/Video program's offerings would include a holistic set of courses that would cover film pre-production, production, post-production, and career. Here is the most recent chart on the matter:

		2016-17		2017-18	Grand
	ADTs	Certific..	Degrees	Degrees	**Total**
Film/Video	< 5	< 5	< 5	< 5	**5**

List any related recommendations

Recommendation would be to strongly market and recruit for Film/Video and Social Media courses. We're right on Hollywood's doorstep and entertainment is the second-largest industry in America (behind agriculture). The opportunities for students to build a career on their creativity are immense.

Providing industry-standard, cutting-edge equipment and software would also go a long way to ensuring the program is taken seriously by those considering a career in Film/Video - or anyone interested in honing their storytelling skills, which are necessary to every industry.

The full-time faculty member has provided and will continue to provide opportunities for a diverse student body that extend beyond campus i.e. internships and film festival screenings. Further, an annual budget that considers the costs of equipment and software purchases, repair, and maintenance is necessary. Film/Video is a hands-on program and it's important that students have hands-on experience with equipment that is fully operational and free of defects.

Academic Program Review: (3) Curriculum Final Submission: Version by **Gordon, Jared** on **05/08/2024 17:02**

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.

FILM	95	Cooperative Work Experience Education	Y	4/18/2022	Spring 2024
FILM	110	Film Analysis and Appreciation	N	10/17/2022	Fall 2027
FILM	113*	Screenplay Analysis	Y	6/15/2021	Spring 2023
FILM	114	The Social Media Influencer	Y	6/27/2022	Spring 2024
FILM	115	Social Media and the Brand	N	6/27/2022	Spring 2027
FILM	116	Social Media and Social Justice	N	12/12/2022	Spring 2027
FILM	121*	Audio Production	Y	8/20/2019	Fall 2021
FILM	122	Production I	Y	5/16/2022	Spring 2027
FILM	124*	Production Planning	Y	11/17/2020	Fall 2022
FILM	128*	Television Production	Y	8/20/2019	Fall 2021
FILM	130	LGBTQ+ Film	N	6/20/2023	Fall 2028
FILM	232*	Production II	Y	8/20/2019	Fall 2021
FILM	234*	Camera and Lighting	Y	8/20/2019	Fall 2021
FILM	236*	Editing	Y	8/20/2019	Fall 2021

Explain any course additions to current course offerings.

Four new courses have been developed and approved:

FILM 114 - The Social Influencer
Students will study the history of the influencer in culture, crowd psychology, and the role that social influencers play with regards to media, consumerism, and activism. Students will be expected to create, design, and initiate social influencer campaigns of their own.

FILM 115 - Social Media and the Brand
Social media has forced for-profit and not-for-profit brand identities to evolve. Brands both large and small are expected to interact with consumers as well as add continuing value to their lives. Students will harness their own entrepreneurial spirits, create multimedia portfolios, and learn to successfully develop and market their own personal brands in the social media arena.

FILM 116 - Social Media for Social Justice
The ALS Ice Bucket Challenge. The Arab Spring. Black Lives Matter. #LoveWins. #MeToo. Social media has emerged as a powerful tool to organize, spread word, and affect social change. Students will discover how social media has changed history and discover how to utilize it themselves to inspire and mobilize.

FILM 130 - LGBTQ+ Film
Examines historical representations of Lesbian, Gay, Bisexual, Transgender, and Queer sexualities in mainstream commercial cinema and underground and independent films from the silent era to the present. Investigates storytelling elements that contribute to strong representation of LGBTQ characters and stories in cinema.

Explain any course deletions and inactivations from current course offerings.
Not applicable.

Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)
FILM 110 (Film Analysis and Appreciation) is the only course that has been offered via distance education. Each fall/spring term, at least two asynchronous sections are offered, up to three per term. In spring 2021, all offered courses were either asynchronous or synchronous/hybrid. Film/Video courses were once again offered in-person (in addition to distance) in fall 2021.

Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.

Courses wholly meet students' transfer/career training needs as far as Film/Video course articulation (compliance routinely ensured with the college's articulation officer) and instruction in employment-ready skills. Students learn industry-standard concepts and techniques as well as hands-on training - they develop a portfolio of work they can leverage to further their educational or employment prospects. An offering of a wider breadth of courses would reinforce and broaden students' readiness as they prepare to transfer or seek a career.

How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.
Film/Video is not yet an established program at the college. Social Media has not been formally approved by the Chancellor's Office as of this writing, although this is anticipated within the year.

Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.
Not applicable.

List any related recommendations.
Recommendation would be to meet students where they are. Many more apply to asynchronous classes than in-person classes. Offering more asynchronous classes to students, many of whom have multiple family/employment obligations outside of school, would fit well into their schedules and allow them to take the courses at their own pace and time.

Academic Program Review: (4) Assessment of Student Learning Outcomes (SLO's) Final Submission: Version by **Gordon, Jared** on **05/08/2024 17:02**

Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.
According to the curriculum chair, "I would list all SLOs for the FILM and Social Media courses to make a grid. I am not aware of an SLO grid for our college's SLOs."

That said, here is an SLO grid for Film/Video courses taught during the period fall 2018 to spring 2022 (FILM 110, FILM 122, FILM 124, FILM 95):

FILM 110
- Identify key innovators, inventions, and movements that have contributed to the film industry, both domestic and international.
- Describe key aspects of pre-production, production, and post-production - including mise-en-scene, camerawork, sound design, and editing - that contribute to a film's overall aesthetic, meaning, and artistic value.
- Demonstrate a knowledge of a variety of film genres and their distinctive characteristics.

FILM 122
- Learn the basics of scriptwriting, producing, directing, cinematography, editing, and sound design, and their interrelationship in the creation of a cinematic project.
- Develop a shooting strategy for cast and crew.
- Acquire basic technical skills necessary to record basic video.

FILM 124
- At the end of this course, students will be able to create a budget for a given screenplay.
- At the end of this course, students will be able to create a shooting schedule for all departments (camera, sound, art, talent) for a given screenplay.
- At the end of this course, students will be able to create a professional call sheet for a given shoot date to include location, arrival times, projected weather, nearest hospital, directions, parking, scenes to be shot, break and wrap times.

FILM 95
- To provide on-the-job experience in a professional setting that requires communication skills.
- To increase student understanding of what is expected in the job market and what their standard of performance should be.
- To build professional, as well as academic, contacts and begin the process of networking and support for student's future career.

Provide a timeline for your course and program level SLO assessments.

Course and SLO #	Note if offered only in FA/SU/SP	SP 2020	SU 2020	FA 2020	SP 2021	SU 2021	FA 2021	SP 2022	SU 2022	FA 2022	SP 2023	SU 2023	FA 2023	SP 2024	SU 2024	FA 2024
PLO #1								X								
PLO #2											X					
PLO #3														X		
FILM 110 - SLO #1										X			X			X
FILM 110 - SLO #2								X								
FILM 110 - SLO #3											X			X		
FILM 113 - SLO #1										X						X
FILM 113 - SLO #2				X							X			X		
FILM 113 - SLO #3								X					X			X
FILM 120 - SLO #1										X						X
FILM 120 - SLO #2											X			X		
FILM 120 - SLO #3								X					X			X
FILM 122 - SLO #1										X						
FILM 122 - SLO #2																
FILM 122 - SLO #3													X			
FILM 124 - SLO #1								X					X			X
FILM 124 - SLO #2										X						
FILM 124 - SLO #3											X			X		
FILM 128 - SLO #1											X					X
FILM 128 - SLO #2										X				X		
FILM 128 - SLO #3								X					X			

State the percent of course and program SLO statements that have been assessed.
It appears that 100% of course and program SLO statements have been assessed.

Summarize the SLO and PLO assessment results over the past four years and describe how an analysis of those results led to improved student learning. Analyze and describe those changes. Provide specific examples.
The SLOs for FILM 110 have been recently updated to more accurately reflect the content of the course and the diversity of various cultural and international contributions to the art of film.

As written, the former FILM 110 Student Learning Outcomes were:
Upon completion of this course, the student should be able to:
1. Identify key innovators and inventions that led to the rise of the American film industry circa 1890.
2. Identify key innovators and inventions that led to the rise of the European film industry circa 1890.
3. At the end of this course, students will be able to describe the key factors that led to the major film studios controlling the American film industry during the Golden Age of Hollywood.

Updated SLOs were presented to the FACH faculty and after unanimous endorsement, they were approved in Curriculum. They currently are:
1. Identify key innovators, inventions, and movements that have contributed to the film industry, both domestic and international.
2. Describe key aspects of pre-production, production, and post-production - including mise-en-scene, camerawork, sound design, and editing - that contribute to a film's overall aesthetic, meaning, and artistic value.
3. Demonstrate a knowledge of a variety of film genres and their distinctive characteristics.

Student learning has been improved via exposure to a myriad of films from diverse, international voices. Students have been empowered to use their own stories to consider the films they would make, themselves. This has resulted in program advancements, as students who pass FILM 110 are less focused on an American-centric cinema worldview. Assignments consistently expose students to world cinema, and students often remark in their papers that "I never may have watched that assigned film otherwise and I loved it." Students learn not only film history but a top to bottom process of how to make a film as if from the mind of a filmmaker. They learn how difficult it can be to direct, to act, to write, and to edit, allowing them to analyze and appreciate film with nuanced, critical eyes.

Student assignments include the watching of specific films and using in-class terms and specific examples to analyze the films, themselves. Students are also presented with an assignment to dramatize an event from their own lives from the perspective of a filmmaker - how would the film be shot? How would it be photographed? Written? Acted? Edited? Lit? Students are expected to utilize and demonstrate what they have learned in direct application to course assignments and therefore demonstrate an understanding, grasp, and employment of SLO expectations.

Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.
The assessment process is streamlined as there is a single full-time instructor in Film/Video and Social Media. The instructor has actively reviewed all learning outcomes for live courses and changed them as applicable. Instructor has engaged in dialogue regarding learning outcome changes with the division dean and members of the FACH division.

Assessment results have led to changes in instruction, curriculum, and/or other aspect of the program. By changing SLOs for the core FILM 110 class, student instruction is more focused and students are kept engaged by a variety of topics regarding film history and the filmmaking process. The advent of AI has also forced changes in SLO assessment (i.e., student assignments have had to change) although adherence to course SLOs remains unchanged.

AI has, of course, necessitated changes that have been implemented as a result of assessment obligations. Course grades and student AI usage is carefully monitored to ensure that student results indeed conform to SLOs. Interventions include Early Alerts and multiple proactive messages to students.

The program's SLOs and assessment process have been markedly improved since the hiring of a full-time faculty member. SLOs have been made more relevant to more sharply focus and to connect students to the artistic process as well as to encourage a wider consideration and discussion of a student-to-industry pipeline.

List any related recommendations.

Recommendations would be to continue to actively review learning outcomes to ensure students are exposed to a variety of viewpoints, artistic techniques, and technical methodologies beyond the Hollywood mainstream.

Academic Program Review: (5) Analysis of Student Feedback Final Submission: Version by **Gordon, Jared** on **05/08/2024 17:02**

Describe the results of the student survey in the area of student support.

Academic Support and Development

Please rate how much you agree or disagree with the following statements about this program.

Statement	Strongly Agree	Agree	Disagree
The courses have helped me reach my academic goals	21%	68%	11%
Instructors have helped me achieve my academic goals	26%	63%	11%
Instructors provide opportunities to actively participate in my classes	58%	42%	
I have felt a sense of community within this program.	24%	65%	12%

● Strongly Agree　● Agree　● Disagree　● Strongly Disagree

Other - Text

Other - Text

Participation.

What skills do you need more help with in the program's courses? Check all that apply.

19 Responses

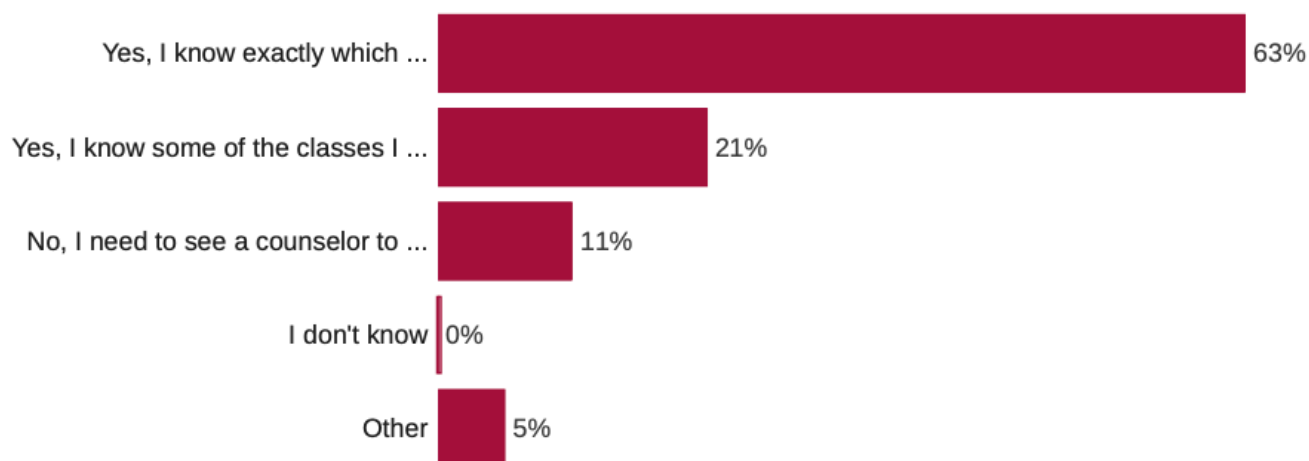| Skill	Percentage
None	60%
Other	10%
Reading for learning and ...	10%
Critical thinking techniques	5%
Study groups	5%
Test anxiety management	5%
Note taking techniques	5%
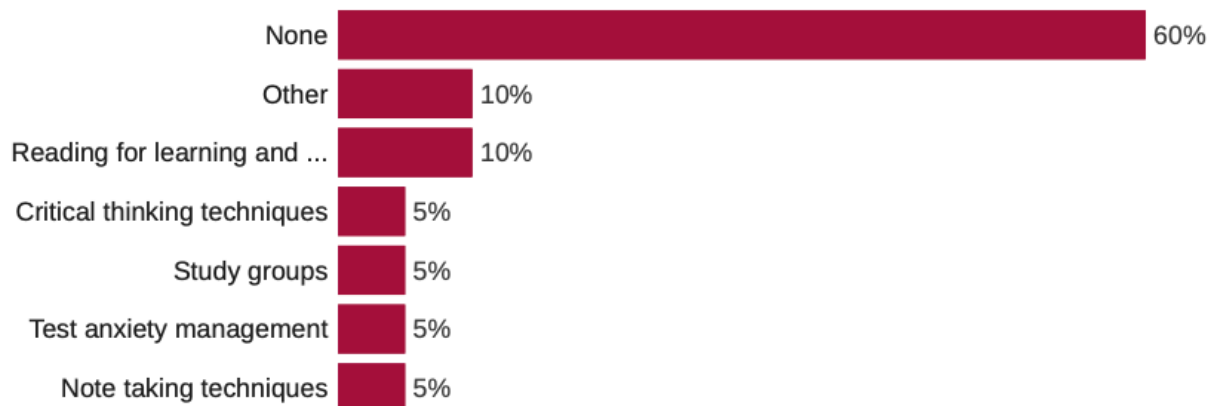
Other - Text

1 Responses

Other - Text

Within lectures maybe stop and go pauses to analyze current content topic to see it in action pointed out by the professor.

Do you know which courses you have to take to complete your goal?

Response	%
Yes, I know exactly which ...	63%
Yes, I know some of the classes I ...	21%
No, I need to see a counselor to ...	11%
I don't know	0%
Other	5%

Other - Text

No data found - your filters may be too exclusive!

What Guided Pathway Division is the program in?

Division	%
Fine Arts, Communications, and ...	93%
Science, Technology, ...	7%
Health & Public Safety	0%
Social Sciences	0%
Business and Industrial Studies	0%
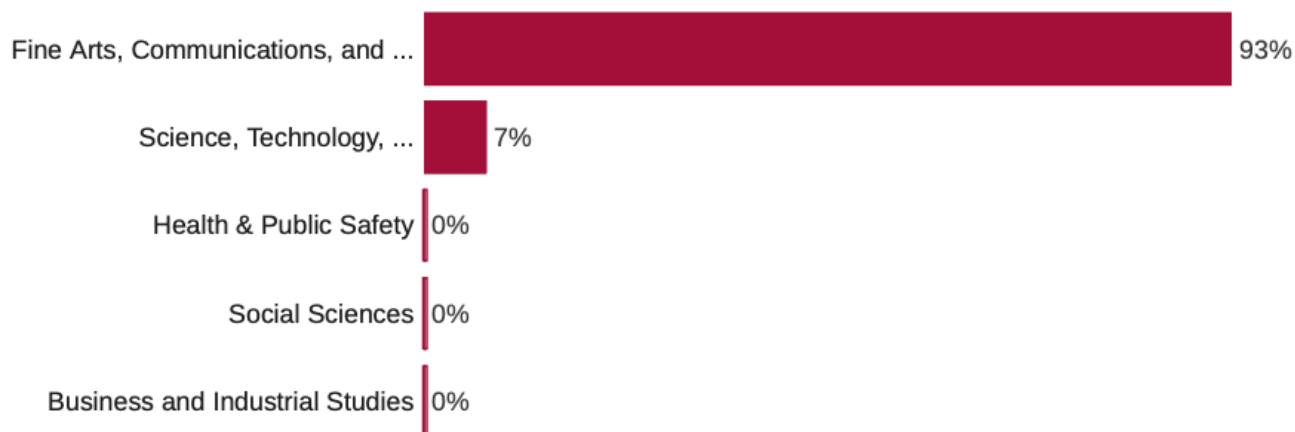
Have you thought about what you want to do for your career?

Response	Percentage
Yes, I know exactly what I want ...	53%
I have some ideas, but I haven't ...	42%
I have no idea what I want to do	5%
Other	0%
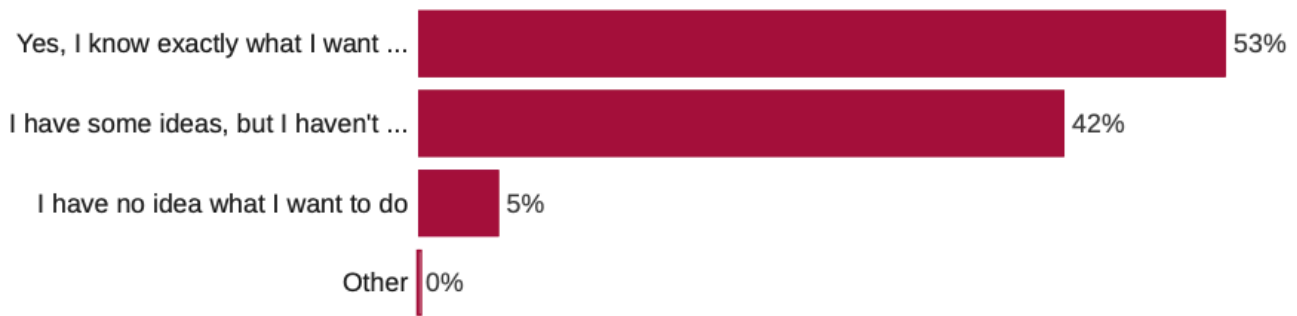
Yes, I know exactly what I want to do - Text

4 Responses

Yes, I know exactly what I want to do - Text
Neonatal RN
Music Artist, Actor, Activist
Architecture
Music Artist, Actor, and Activist

What is your major reason for taking the program's classes?

19 Responses

Category	Percentage
General Education requirement	21%
Personal enrichment	32%
Major requirement	21%
Elective	21%
Other	5%
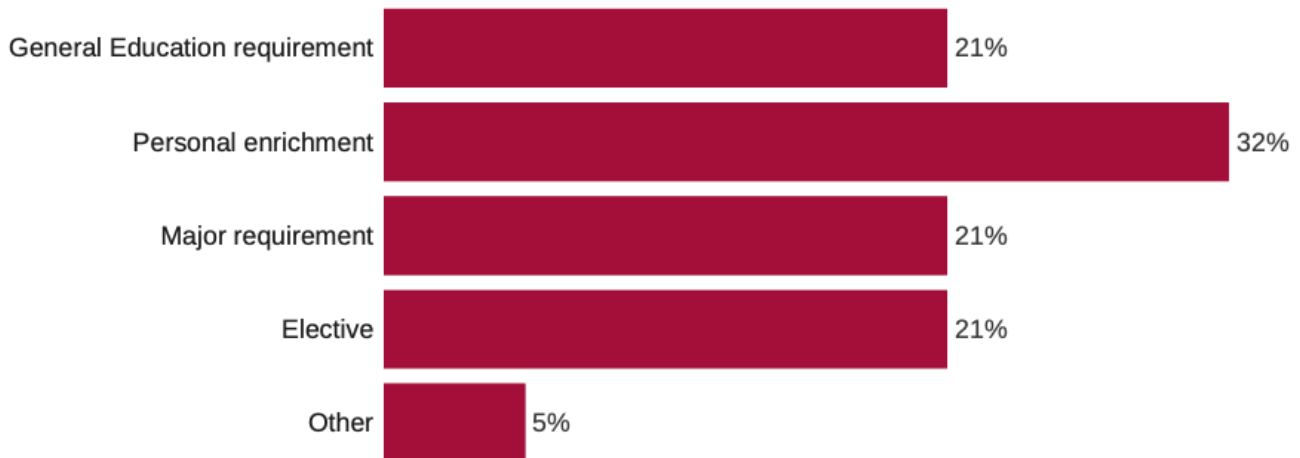
Other - Text
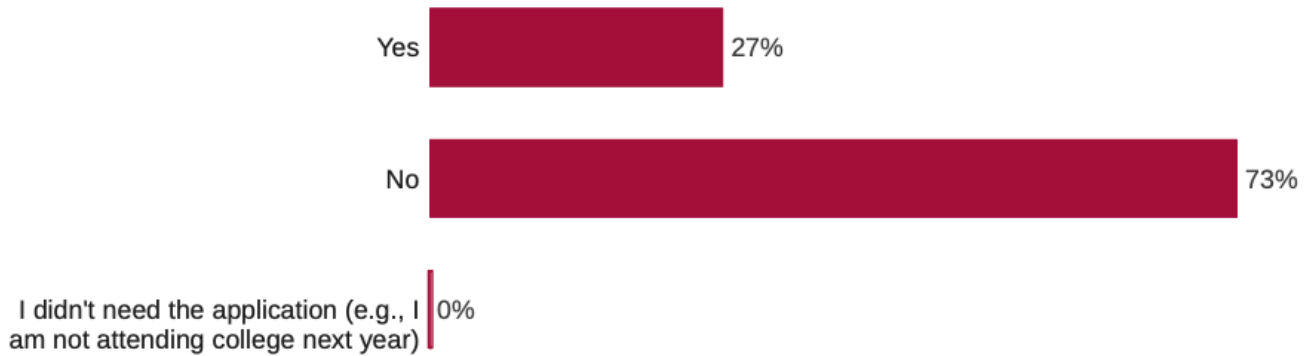
No data found - your filters may be too exclusive!

Using the assignments/examinations that were administered in the program's courses, what skills are essential to succeed in these classes? Check all that apply.
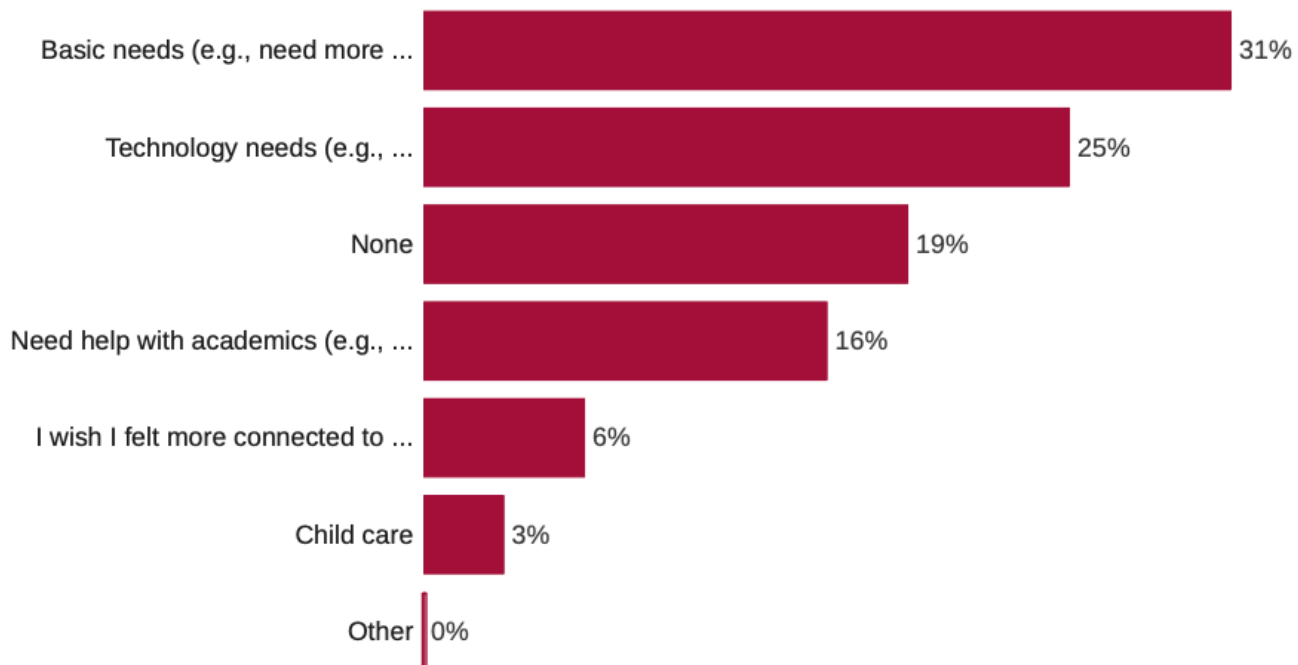
19 Responses

Skill	Percentage
Note taking techniques	34%
Reading for learning and ...	31%
Critical thinking techniques	29%
Other	3%
Study groups	3%
Test anxiety management	0%
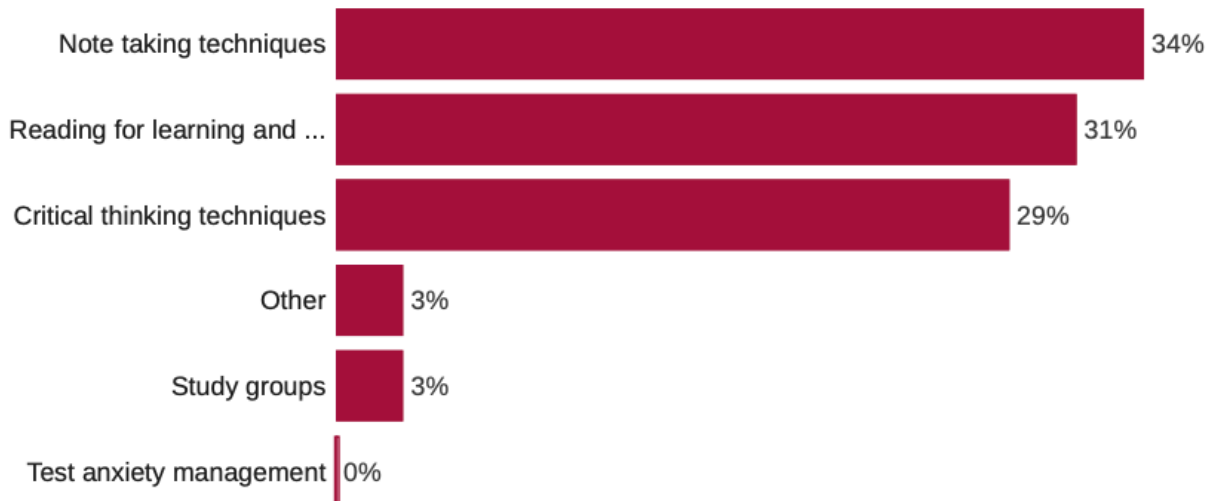
Did you complete the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application for next year?

15 Responses

Response	Percentage
Yes	27%
No	73%
I didn't need the application (e.g., I am not attending college next year)	0%

When thinking about your studies at Compton College, what challenges do you face in successfully completing your studies?
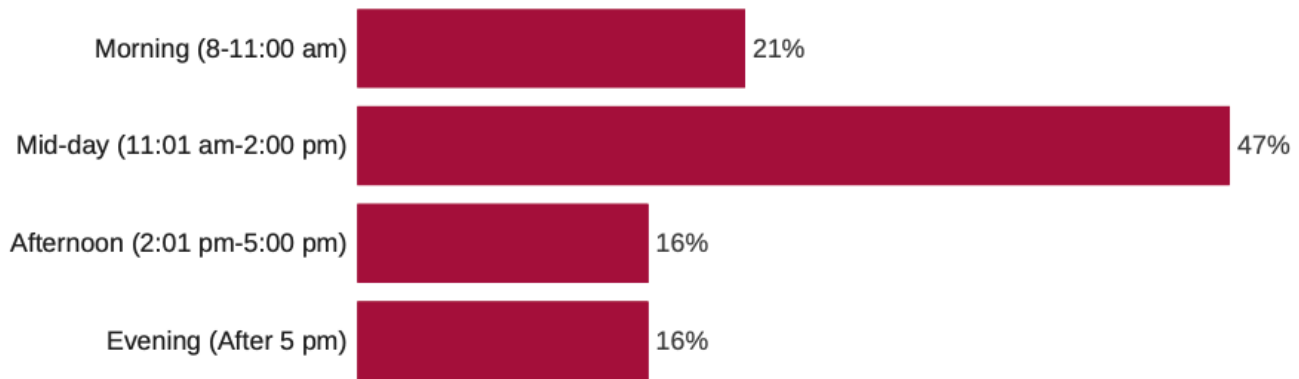
19 Responses

Response	Percentage
Basic needs (e.g., need more ...	31%
Technology needs (e.g., ...	25%
None	19%
Need help with academics (e.g., ...	16%
I wish I felt more connected to ...	6%
Child care	3%
Other	0%

Eighty-nine percent of respondents agree or strongly agree with the statements, "The courses have helped me reach my academic goals" and "Instructors have helped me achieve my academic goals." One hundred percent of respondents indicated agreement or strong agreement with "Instructors provide opportunities to actively participate in my classes." Additionally, 88% of students agreed or strongly agreed with the statement "I have felt a sense of community within this program." More students may be encouraged to fill out a FAFSA or California Dream Act application (where applicable). Further, over 30% of students mentioned challenges facing basic needs.

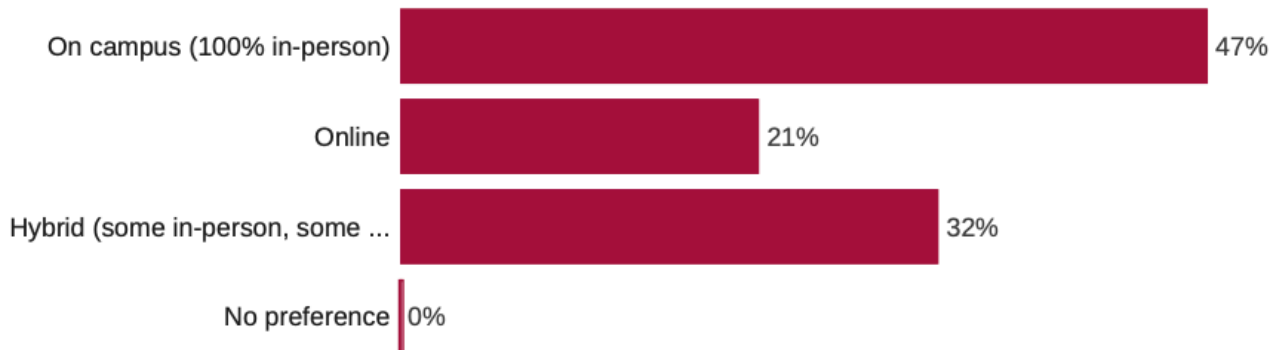**Describe the results of the student survey in the area of curriculum.**

What time of the day do you prefer to take courses at Compton College?

19 Responses

Morning (8-11:00 am)	21%
Mid-day (11:01 am-2:00 pm)	47%
Afternoon (2:01 pm-5:00 pm)	16%
Evening (After 5 pm)	16%

Which teaching method do you prefer?

19 Responses

On campus (100% in-person)	47%
Online	21%
Hybrid (some in-person, some ...	32%
No preference	0%

Please rate how much you agree or disagree with the following statements about the program

18 Responses

| I've been able to register for the classes I need within this program. | **38%** | 56% | 6% |

| There is an appropriate range of courses offered in this program. | **33%** | 61% | 6% |

● Strongly Agree ● Agree ● Disagree ● Strongly Disagree

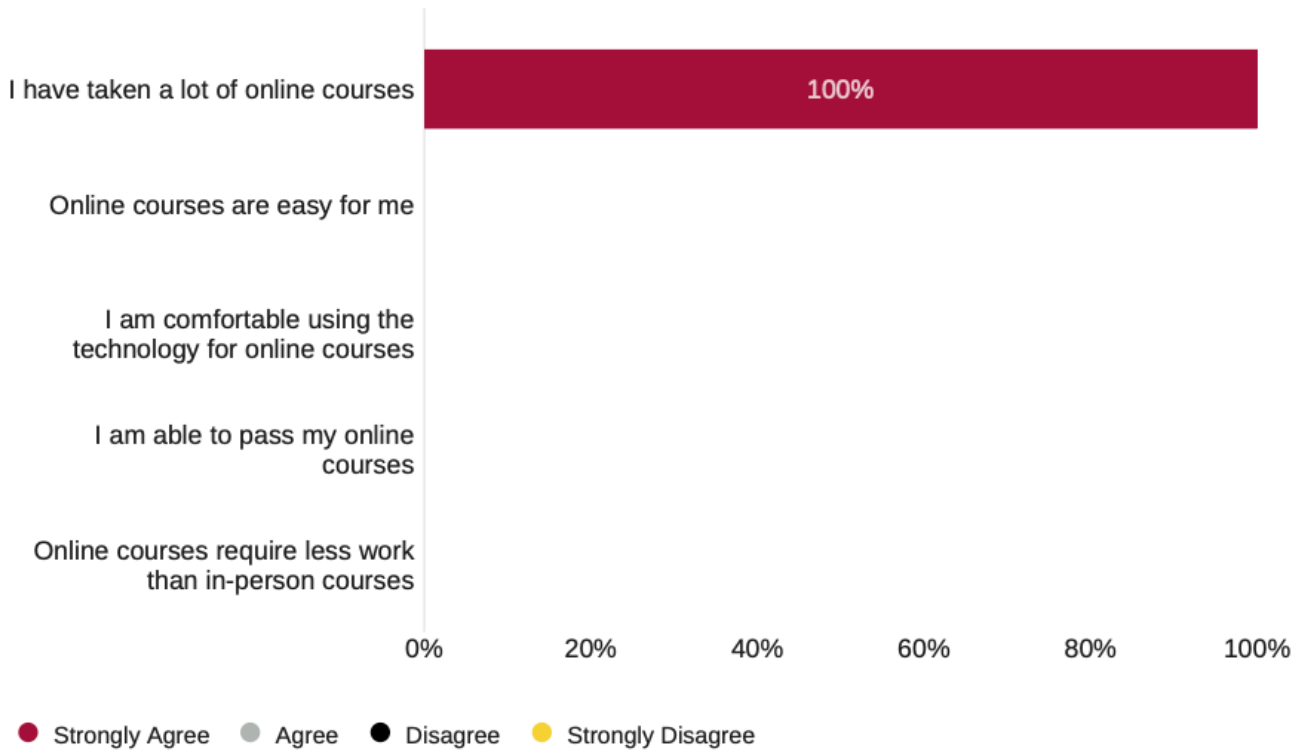# Have you enrolled in an online course in the program before?

19 Responses

Yes 5%

No 95%

Why did you enroll in an online course?

My schedule does not allow me to attend on-campus classes.	100%
Other	0%
Wanted a new experience.	0%
Did not want to come to the campus.	0%
Thought it would be easier than the campus course.	0%
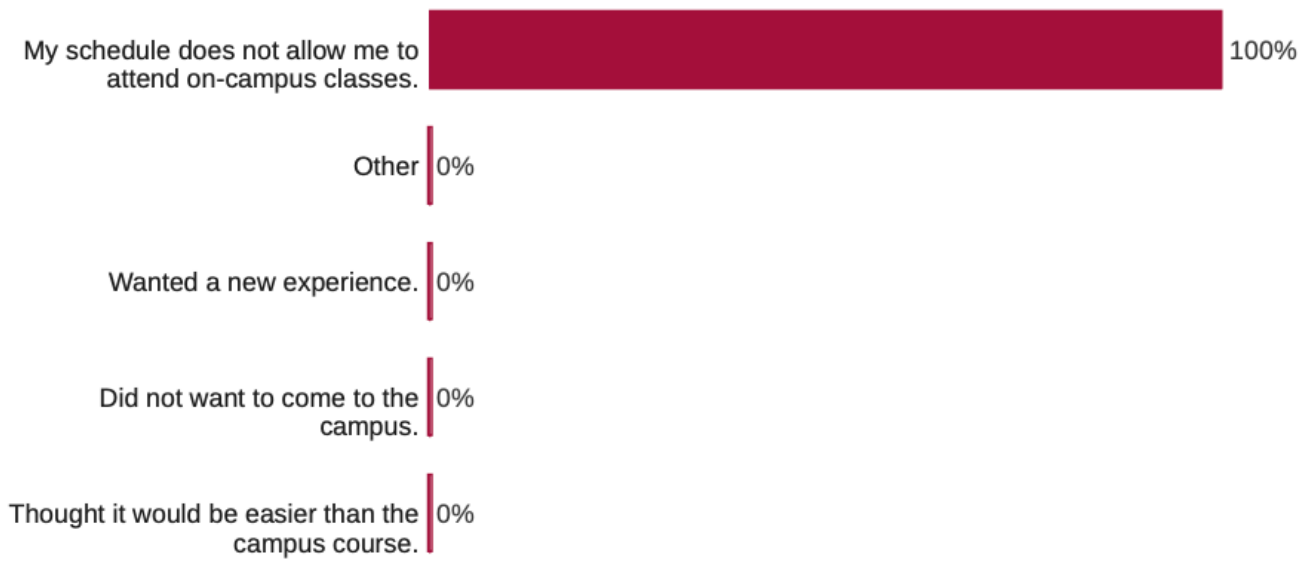
Please rate how much you agree or disagree with the following statements about online courses in the program

1 Responses

Statement	
I have taken a lot of online courses	100%
Online courses are easy for me	
I am comfortable using the technology for online courses	
I am able to pass my online courses	
Online courses require less work than in-person courses	

0%   20%   40%   60%   80%   100%

● Strongly Agree   ● Agree   ● Disagree   ● Strongly Disagree

What percentage of your courses are online versus in-person?

19 Responses

Range	Percentage
0 - 20%	42%
21 - 40%	16%
41 - 60%	11%
61 - 80%	5%
81 - 100%	26%
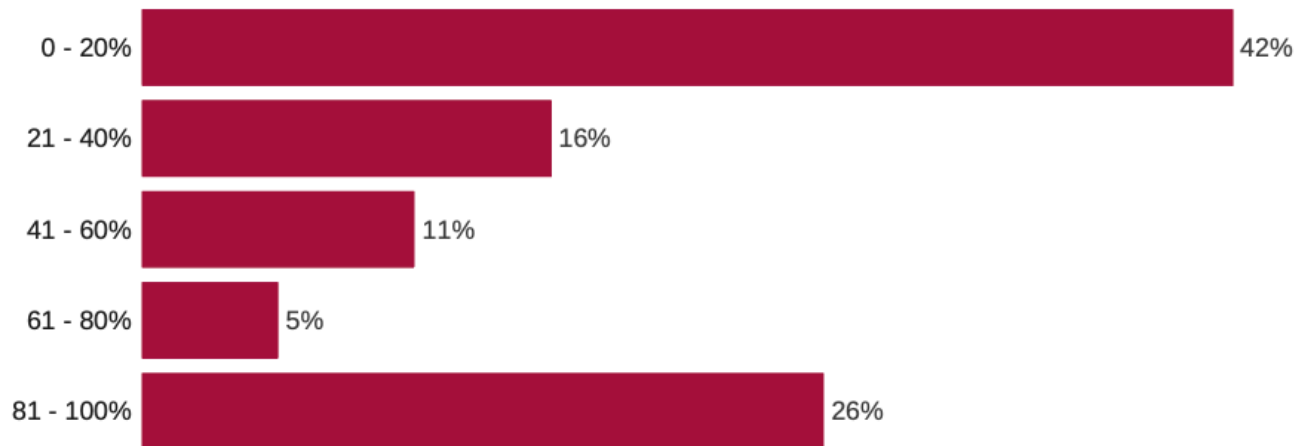
Students appear to prefer mid-day classes. Most students had not previously enrolled in online courses. Ninety-four percent of respondents indicated agreement or strong agreement with the statements,"I've been able to register for the classes I need within this program" and "There is an appropriate range of courses offered in this program." Students appeared nearly evenly split regarding whether they preferred in-person or online/hybrid courses.

Describe the results of the student survey in the area of facilities, equipment and technology.

Please rate the program's facilities, equipment, and technology (*Full text of questions available below)

Category	Excellent	Satisfactory	Poor
Classroom facilities (building, furniture, hallways, classroom ...	17%	83%	
Equipment (lab/studio/gym equipment, tools, ...	36%	55%	9%
Technology (Canvas, Microsoft applications, other software, etc.)	44%	50%	6%
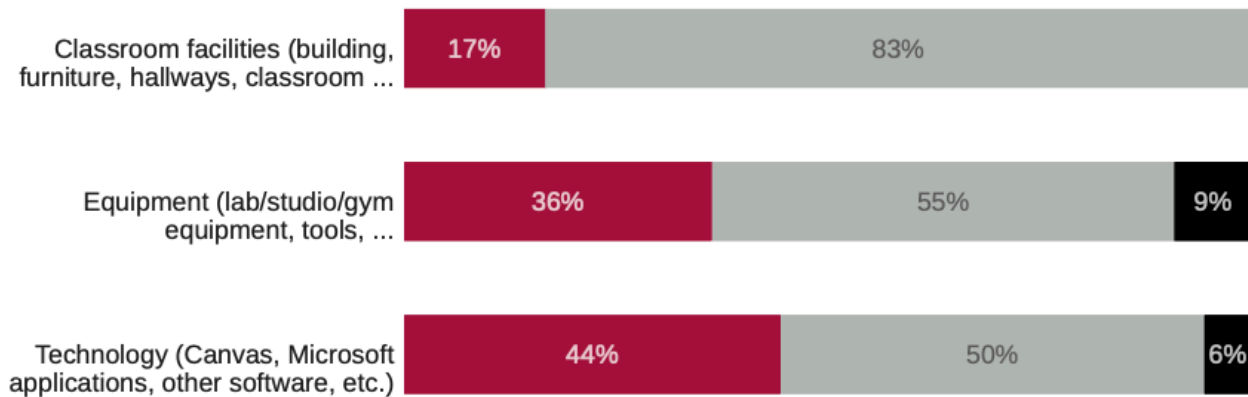
● Excellent ● Satisfactory ● Poor

Question 1: Classroom facilities (building, furniture, hallways, classroom features, etc.)

Question 2: Equipment (lab/studio/gym equipment, tools, computers/electronics, etc.)

Elaborate on any or all of the facilities, equipment, or technology you experienced in the program.

4 Responses

Please elaborate

The entire class is online

Overall satisfaction no complaints

I use Canvas to submit my assignments and discussions which has helped me earn a good grade.

15

projector, laptops

100% of students have rated the program's classroom facilities as satisfactory or better. As the primary course taught is Film Analysis and Appreciation, there is not much in the way of equipment required for this particular class (beyond a computer and audio/projection screen). For the most effective teaching of courses in Film and Social Media Production, more equipment is required than that which the college currently possesses.

Describe the results of the student survey in the area of program objectives.

Program Objectives

Indicate the degree to which you agree with the following: (*full text of questions listed below)

19 Responses

I am aware of the course outcomes- what I should be able ...	32%	63%	5%

After taking this program's course, I am much more knowledgeable ...	50%	50%

● Strongly Agree   ● Agree   ● Disagree   ● Strongly Disagree

*Question 1: I am aware of the course outcomes- what I should be able to learn and what skills I should possess after completing courses in the program.

*Question 2: After taking this program's course, I am much more knowledgeable about the subject than before.

95% of students have agreed (or strongly agreed) that they are aware of course outcomes, and 100% of students agreed or strongly agreed that they are much more knowledgable about the course subject than before. Course outcomes are posted in multiple locations on course Canvas classes and on the syllabus, but further mentions can perhaps increase the first question's agree/strongly agree rate to 100%.

Discuss the implications of the survey results for the program.
Students are learning in the Film/Video program. The offered courses clearly help students meet their academic goals and course instructors have helped students achieve aforementioned goals. Students are presented with numerous opportunities to lean in and actively participate, and there is a strong sense of community within the program. The college can perhaps more actively address student challenges regarding the facing of basic needs. Students appear to enjoy both in-person and online classes. Regardless of modality, students report they are much more knowledgeable about the course subject after taking courses in this subject matter. Due to the overwhelmingly positive responses to a program that mainly offers few courses, offering more courses, supported by necessary technology, will likely be popular choices for students looking to expand their creative/social media skill sets.

Discuss the results of other relevant surveys (if applicable).
Student evaluations of Film/Video classes offered each fall have been positive. Examples:

"he's an active teacher"
"We receive weekly emails to update us on any changes or just to see how we doing."

"Professor Gordon goes the extra mile by mentioning to interact with other classmates."

"The instructor for this topic clearly knows and is knowledgeable in this area. He is an expect and clearly has been studying this subject enough for him to be able to teach it, as well as being passionate while doing so."

"Just keep up the good work and I look forward to take another course with you."

"He's a good teacher. He always has something nice to share regarding how we can benefit by being prepared for our assignments."

"we can reach out to him whenever we need help or need to clarify anything."

"This is my favorite class, Professor Gordan is a great instructor and I enjoy that he loves film and media as much as I do. Highly recommend this class."

"He is a great teacher, he knows what he is talking about. He makes film interesting. Only thing is he talks kind of fast, and maybe more fun assignments. :) "

"I would definitely recommend this class to other students. Great professor."

"I would defintely be taking another course recommend to anyone."

"Professor Gordon is very professional."

"I appreciate the reminders sent out to help students know when things are due."

"The teacher is always in constant contact letting us know about upcoming assignments and things of that nature."

"Yes, he does a very well job at just communicating with all of us. Emails, have been sent out as well. He is very communicative and will let you know if something needs to be done/corrected."

List any related recommendations

We need to strike while the iron is hot and meet students where they are. Social and Entertainment Media are growing fields and students want to create content. Each Film/Video and Social Media course, as designed, can be taught in-person or online and remain engaging, informative, and creatively stimulating. Marketing and offering more courses in the program(s) will likely pay dividends for students and the college - for example, in spring 2023, the production class completed 10 short films that were screened at the end of the term - films that students can use to market their skills and that the college can use to market these programs.

Academic Program Review: (6) Facilities and Equipment Final Submission: Version by **Gordon, Jared** on **05/08/2024 17:02**

Describe and assess the existing program facilities and equipment.

Most of the college's facilities and equipment are obsolete and outdated. The college has recently purchased multiple iPod Touch cameras that were used in the most recent FILM 122 course. The instructor has had mixed results from college administration regarding the acquisition of industry-standard software to demonstrate to students for Film/Video and Social Media classes.

The facilities are in questionable straits, at best. As E row has been demolished as of this writing, there is no Film/Video hub on campus (until IB2 is open and operational). Secure equipment storage has been promised in the new location. The price for prosumer-quality film equipment continues to drop and with investment from the college, Film/Video classes can produce content of even greater production value.

There exist no facilities or workstations for the editing of digital video - a necessity in the eyes of the full-time instructor.

Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

The immediate 1-2 year needs for equipment are to acquire industry-standard, broadcast-quality cameras (i.e., GoPro camcorders, RED digital cameras), external microphones (shotgun and lavalier), digital editing workstations capable of running professional editing software such as Adobe Premiere and Final Cut Pro, and the aforementioned software itself. There are enough iPod Touch cameras for simple, entry-level video productions and editing processes. However, more accessories, hardware, and software are necessary to properly teach film production and social media courses. Such investments in equipment are particularly important for students seeking to create short films often required for transferring to four-year film programs. Lighting equipment is sufficient for current needs.

Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

The construction of a professional lighting studio would be an aspirational goal. IB2 is slated to have studio space and is awaited with great interest. Sending intermediate and advanced production students out to the field with equipment carts with all the elements they would need for a production would help to streamline the production process and help to familiarize students with the equipment necessary to film whatever they wanted to create.

List any related recommendations.

The faculty recommends the acquisition of film/video hardware and software that will enable students to be competitive applicants for transfer and to be strong candidates for employment in the entertainment industry.

Academic Program Review: (7) Technology and Software Final Submission: Version by **Gordon, Jared** on **05/08/2024 17:02**

Describe and assess the adequacy and currency of the technology and software used by the program.

The college could use updated video editing stations including industry-standard software such as Adobe Premiere, Final Cut Studio, and potentially Avid. As of now, the software option (iMovie) is current but rudimentary at best. Compton College has a partnership with Apple, and Apple computer Mac Pro or iMac workstations outfitted with industry-standard creative software such as Adobe Premiere, Final Cut Pro, Motion, Logic Pro, and Sparkle would go leagues to establish a strong program.

Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Purchasing editing workstations and software such as the Adobe Suite and Apple Pro Apps are vitally important for all film production classes and hands-on social media courses. Fade In, a screenwriting program, is necessary for students in screenwriting courses. Sparkle will assist students regarding building their online portfolios and marketing themselves. The instructor requested funding for Sparkle but was rebuffed, being informed that it could not be installed on a personal machine. As the college does not currently possess a dedicated workstation for the demonstration of film/video software, the instructor therefore has no method to demonstrate industry-standard software for students.

Given current enrollment, recommendation would be to begin with one workstation and grow the fleet from there as interest and enrollment rise.

Mac Pro workstation $6599
iMac workstation $1249-$1599
Adobe Creative Suite subscription (educational) $19.99/month per computer
Apple Pro Apps Bundle (includes Final Cut Pro, Logic Pro, Compressor, Motion, and MainStage) - $199
Sparkle Web Portfolio software $71.99
Fade In screenwriting software $79.95

Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.
The acquisition of current-model hardware workstations capable of running the latest industry-caliber software is essential for the Film/Video and Social Media programs to grow and thrive.

List any related recommendations.
Items can be purchased in iterations, not necessarily all at once.

Academic Program Review: (8) Staffing Final Submission: Version by **Gordon, Jared** on **05/08/2024 17:02**

Describe the program's current staffing, including faculty, administration, and classified staff.
Film/Video has one full-time faculty member (Jared M. Gordon) and two part-time faculty members (Michael Golding and Judith Crozier). Not meeting staffing needs would result in fewer classes being available to students and students completing available courses with a lack of expertise.

Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.
The program currently offers enough courses to necessitate at least one full-time faculty member in addition to part-time faculty. Should interest in Film/Video/Social Media courses grow, it can be ascertained at that time whether the hiring of additional faculty will be necessary. Estimates of costs will be contingent on current market rates and those set by the state of California. The current positions help the program meet its goals by providing strong experience and expertise to students, allowing students to meet their own transfer/professional goals.

In addition to a full-time faculty member, a staff member to oversee and maintain equipment would be necessary. This staff member can also be used as Compton College's official videographer/photographer to record college events. The staff member would be hired as full-time employee as they would be expected to work weekends and evenings. Compensation should be on par with other staff members of similar stature and expertise.

List any related recommendations.
The hiring of a staff member to oversee and maintain equipment is recommended.

Academic Program Review: (9) Direction and Vision Final Submission: Version by **Gordon, Jared** on **05/08/2024 17:02**

Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?
There have been several recent changes in the Film/Video field. Here is evidence:
- **Streaming Dominance**: The dominance of streaming platforms like Netflix, Amazon Prime, Hulu, Paramount, and Disney+ has reshaped distribution models, with more emphasis on direct-to-consumer releases. Evidence: Netflix's consistent growth in subscribers and its numerous original content successes, including "Stranger Things" and "The Queen's Gambit."
- **Rise of Virtual Production**: Virtual production techniques, popularized by shows like "The Mandalorian," are revolutionizing filmmaking by blending physical sets with digital environments in real-time. Evidence: The widespread adoption of LED screens and game engine technology in film and TV production.
- **Inclusion and Diversity**: There's a growing emphasis on inclusion and diversity both in front of and behind the camera, driven by movements like #MeToo and #OscarsSoWhite. Evidence: Increased representation of marginalized communities in films like "Black Panther" and "Crazy Rich Asians," and initiatives like the Academy's diversity standards for Oscars eligibility.
- **Impact of AI and VFX**: Artificial intelligence is increasingly used in film production for tasks like script analysis, editing, and even generating synthetic performances. Evidence: Examples include AI-driven script analysis tools like ScriptBook and the extensive use of VFX in films like "Avengers: Endgame" and "The Lion King" (2019).
- **Shift to Remote Work**: The COVID-19 pandemic accelerated the adoption of remote work tools and practices in film production, from virtual auditions to remote editing and post-production. Evidence: Numerous film and TV productions adopting remote work setups, as seen in the making of shows like "Saturday Night Live" and "The Mandalorian."

The means to create video and audio content will proliferate and become even easier for casual users to create. The Bureau of Labor and Statistics believes "Film and Video Editors and Camera Operators" jobs will grow at a rate of 7% from 2022-2032, which is faster than average job growth. They also believe "Producers and Directors" will grow at a rate of 7% over the timeframe.

By expanding our course offerings, we can train the media producers of the future. Compton College is unique because of its diverse student body. Our students are primed to take advantage of these opportunities, and the plans outlined in this review are suited for this future.

Quick Facts: Producers and Directors	
2022 Median Pay ?	$85,320 per year $41.02 per hour
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	Less than 5 years
On-the-job Training ?	None
Number of Jobs, 2022 ?	175,300
Job Outlook, 2022-32 ?	7% (Faster than average)
Employment Change, 2022-32 ?	11,700

Quick Facts: Film and Video Editors and Camera Operators	
2022 Median Pay ?	$62,420 per year $30.01 per hour
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2022 ?	87,500
Job Outlook, 2022-32 ?	7% (Faster than average)
Employment Change, 2022-32 ?	5,800

Explain the direction and vision of the program and how you plan to achieve it.
Once the Film/Video Program is established as a program, we envision a program that educates and trains a diverse student body for careers in film and video production. Ideally, the Film/Video Program will be a self-contained film and video program that teaches all aspects of production. This broad education will benefit students who wish to transfer to four-year institutions as well as students interested in entering entertainment as a career after two years in our program. Our students will be versed in the various skills needed to find employment in the industry.

We can achieve this by investing in industry-caliber equipment, aggressively marketing a program that has innumerable opportunities just a half-hour drive away, and by allowing course offerings to expand. Furthermore, we need to hit the benchmarks outlined in this program review to be able to properly and systematically expand course offerings, so our students can fulfill all their educational needs on-site.

We would like the Compton College's Film/Video Program to rival the experience and rigor first-year and sophomore students experience at schools such as USC, UCLA, Loyola Marymount, and Chapman. We will also form relationships with these schools, such as USC's School of Cinematic Arts and Loyola Marymount University's School of Film and Television, by holding recruitment sessions on Compton College's campus. We aim to become as a "feeder" program for four-year programs in Southern California.

We also envision the Film/Video Program becoming a culture hub of film and video in the City of Compton. We would like youth film and video workshops to be held in its facilities. We would like to continue to hold on-campus film screenings and talks that are open and free to the public (such as the end-of-semester FILM 122 screening held in spring 2023). Partnering with local museums such as LACMA (he (Los Angeles County Museum of Art)or CAAM (California African American Museum) is a goal of ours. Compton has vibrant and beautiful art scene and it should be shared with the community at large.

As for the Social Media Program:
- Students will leave each class with a portfolio of experience and tangible work they can use to help secure employment or continue on into further social media, social justice, public relations, communications, or marketing programs.\u2028
- Students will learn techniques to amass followers and build excitement around a brand, personality, or movement.\u2028
- Students will gain the skills to be nimble marketers - of products, services, and themselves.\u2028

- Students will understand how to use effective language and visuals to cater to short, social media attention spans.
- Students will learn how to ensure that produced content is accessible to audiences of diverse backgrounds and with different needs.
- Students will understand how to use social media tools to engage in social justice endeavors and inspire others to affect action and social change.

List any related recommendations.
It is difficult to see the Film/Video Program grow without a dedicated annual budget that reflects the needs of a modern film and video program.

Academic Program Review: (10) Prioritized Recommendations Final Submission: Version by **Gordon, Jared** on **05/08/2024 17:02**

Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation.
Below is a prioritized list of recommendations and needs for the Film/Video program:

I. Aggressively market and recruit students for Film/Video courses (especially praxis courses such as FILM 122 and FILM 113) and Social Media Program (Strategic Initiatives 1, 5).
A. Cost estimate: $5,000-$10,000
1. Strategic initiatives 1, 5
II. Purchase equipment necessary for currency in Film/Video and Social Media (Strategic Initiatives 1-5)
A. iMac workstation $1249-$1599
B. Adobe Creative Suite subscription (educational) $19.99/month per computer
C. Apple Pro Apps Bundle (includes Final Cut Pro, Logic Pro, Compressor, Motion, and MainStage) - $199
D. Fade In screenwriting software $79.95
E. Sparkle Web Portfolio software $71.99
F. Mac Pro workstation $6599

A robust marketing strategy would attract talented students who are passionate or otherwise curious about the film/video field at large. By promoting the program's strengths, achievements, and unique offerings, Compton College can draw prospective students who seek a high-quality education in the field. The film industry is highly competitive and remains so in the education sector. To stand out among similar programs, the program needs to effectively market itself. Aggressive marketing ensures that the program remains visible and competitive, especially against other institutions offering similar courses.

Strongly marketing the program will also help build the program's brand reputation. Positive word-of-mouth and engaging social media presence would contribute to a favorable image for the program, which in turn could attract prospective students. A well-executed recruitment strategy can result in increased applications and enrollment numbers, which benefits both the program and the institution as a whole. Effective marketing efforts can reach a wide range of students from different backgrounds and demographics, contributing to a more inclusive community of learners.

Up-to-date equipment is essential for providing students with hands-on experience using the tools and technologies commonly used in the film/video industry. By investing in updated equipment, the program demonstrates its commitment to preparing students for real-world challenges and could help encourage strong connections with industry professionals. The film and video industry is constantly evolving - new technologies, techniques, and trends regularly emerge. To ensure that graduates are equipped with the skills and knowledge needed to succeed in this fast-paced industry, it's crucial to provide access to the latest equipment/resources.

The process or manners by which the recommendations are prioritized:
These recommendations have been evaluated based on factors such as educational impact, budgetary constraints, and alignment with the program's goals. The development of this list considered the urgency and feasibility of implementing each recommendation. Regular reviews and reevaluations will ensure that the program continues to address evolving needs and opportunities in the film/video and social media fields.

Costs have been included for each recommendation. Each recommendation is linked to multiple college strategic initiatives. Each recommendation is discussed and justified in a previous section of this review.

Strategic Initiatives:
1. Improve recruitment, enrollment, retention, and completion rates for our students.
2. Support the success of all students to meet their education, and career goals.
3. Support the success of students through the use of technology.
4. Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields.
5. Establish partnerships in the community and with the K-12 schools.