

FILM STUDIES

Summary of Program Review:

A. Major Findings

1. Strengths:

- Excellent pivot to fully on-line instruction
- Student equity higher than institution rates
- The new Film, Television and Media ADT degree was awarded.
- High enrollments

2. Areas for Improvement:

With the support of adjunct faculty, Theater Arts Professor Jennifer King as Theater Arts coordinator was able to maintain consistency of instruction during the pandemic. However, as we are moving back to in-person instruction, it is evident that a full-time Film Studies faculty position is required more than ever to grow the program, supporting course and program assessment, meeting the needs of students and mapping department development.

3. Projected Program Growth, Stability, or Viability:

The program remained stable during the pandemic by pivoting to on-line instruction. Film 110 and 125 saw higher enrollments as a result. While our new *The Film, Television and Electronic Media* degree will allow students to achieve a transfer degree in Film which will attract majors and boost enrollments, in the future the department will explore certificates and local AA degree options to complement the transfer degree. Offering hybrid courses during the summer has brought flexibility to the schedule, to which students have responded positively. Fully asynchronous Film 100 and Film 121 classes have proven to well-serve older, working, and other non-traditional students. To sustain and grow the program post pandemic, Film Studies needs FTF faculty

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The student-centered Film Studies program aligns itself with the institutional mission by offering a transfer degree as well as transferable courses. The program also appeals to lifelong learners through its course offerings. The content of the courses is equity minded allowing students to see themselves within the course content.

The film studies curriculum is specifically designed to encourage critical thinking about social, cultural and political issues around the globe.

2. Assessment of Program's Recent Contributions to Institutional Mission:

- Faculty assesses the course content to assure it is in alignment with the needs of the students.
- Revisions to curriculum/degree program demonstrate a commitment to diversity and equity.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

The pivot to online instruction allowed students more access to Film Studies courses. Faculty supported students by helping them navigate new visual learning. Access to the Kanopy online film database will help to facilitate these goals.

C. New Objectives/Goals:

- Grow the Film Studies program by offering a balance of online and in-person course offerings.
- Provide ease in navigating pathway towards the *Film, Television and Electronic Media* degree.

D. Description of Process Used to Ensure "Inclusive Program Review"

Program review reviewed by all part-time faculty.

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Film Studies
Degrees/Certificates	Film, Television and Electronic Media: AS-T
Courses	FILM 100
	FILM 101
	FILM 102
	FILM 105
	FILM 106
	FILM 110
	FILM 115
	FILM 117
	FILM 120
	FILM 121
	FILM 125A
	FILM 125B
	FILM 125C
	FILM 125D
	FILM 130
FILM 141	

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2020-2021	2021-2022	2022-2023	Change over 3-Year Period
Headcount				
Within the Program	672	528	501	-25.4%
Across the Institution	7,193	6,653	6,155	-14.4%
FILM-100	163	135	132	-19.0%
FILM-101	--	--	--	N/A
FILM-102	--	--	--	N/A
FILM-105	37	17	24	-35.1%
FILM-106	46	42	49	6.5%
FILM-110	201	139	120	-40.3%
FILM-115	--	--	--	N/A
FILM-117	--	--	--	N/A
FILM-120	236	159	136	-42.4%
FILM-121	79	95	103	30.4%
FILM-125A	--	--	--	N/A
FILM-125B	--	--	--	N/A
FILM-125C	--	--	--	N/A
FILM-125D	--	--	--	N/A
FILM-130	--	--	--	N/A
FILM-141	--	--	--	N/A
Within the Program	762	587	564	-26.0%
Across the Institution	30,381	25,212	23,473	-22.7%
<i>Source: SQL Queries for Fall 2023 Program Review</i>				

2.

***RPIE Analysis:** The number of students enrolled (headcount) in the Film Studies Program decreased by 25.4% over the past three years, while headcount across the institution decreased by 14.4%. Enrollment within the Film Studies Program decreased by 26.0%, while enrollment across the institution decreased by 22.7%.*

Enrollment in the following courses changed by more than 10% ($\pm 10\%$) between 2020-2021 and 2022-2023:

Course with an enrollment increase:

- *FILM-121 (30.4%)*

Courses with enrollment decreases:

- *FILM-120 (-42.4%)*
- *FILM-110 (-40.3%)*
- *FILM-105 (-35.1%)*
- *FILM-100 (-19.0%)*

Program Reflection:

Film Studies saw a decrease in enrollment (headcount) for Film 120, 110 and 100 due to a reduction in sections. The decrease in Film 105 needs further analysis as it dipped in enrollment significantly in 2021-22 and then increased in 2022-23. The content may not be as interesting to the modern student given the material focuses on film making from 1895-1949.

2. Average Class Size

	2020-2021		2021-2022		2022-2023		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
FILM-100	4	40.8	3	45.0	3	44.0	43.0	8.0%
FILM-105	1	37.0	1	17.0	1	24.0	26.0	-35.1%
FILM-106	1	46.0	1	42.0	1	49.0	45.7	6.5%
FILM-110	5	40.2	4	34.8	3	40.0	38.3	-0.5%
FILM-120	5	47.2	4	39.8	3	45.3	44.3	-4.0%
FILM-121	2	39.5	2	47.5	2	51.5	46.2	30.4%
Program Average*	18	42.3	15	39.1	13	43.4	41.6	2.5%
Institutional Average*	1,199	25.3	1,112	22.7	1,009	23.3	23.8	-8.2%

Sources: SQL Queries for Fall 2023 Program Review for enrollment data, Enrollment Management Division Reports and Concurrent Courses Reports for course-section data.

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments.}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

RPIE Analysis: Over the past three years, the Film Studies Program has claimed an average of 41.6 students per section. The average class size in the program is higher than the average class size of 23.8 students per section across the institution during this period. Average class size in the program increased by 2.5% between 2020-2021 and 2022-2023. Average class size at the institutional level decreased by 8.2% over the same period.

Average class size in the following courses changed by more than 10% ($\pm 10\%$) between 2020-2021 and 2022-2023:

Course with an increase in average class size:

- FILM-121 (30.4%)

Course with a decrease in average class size:

- FILM-105 (-35.1%)

Program Reflection:

Headcount for our courses showed minimal change except for Film 121 and Film 105. Given the pandemic recovery, our Theater and Film Studies department has found that students and audiences are drawn to subject matter that is comedic. This was a similar historic trend in the US at the end of the Spanish Flu. In addition, during the pandemic the course was moved online which may attribute to the growth of the class. More students are able to work it into their schedules.

3. Fill Rate and Productivity

Fill Rate			
	Enrollments	Capacity	Fill Rate
2020-2021	762	900	84.7%
2021-2022	587	750	78.3%
2022-2023	564	650	86.8%
Three-Year Program Total	1,913	2,300	83.2%
Productivity			
	FTES	FTEF	Productivity
2020-2021	76.5	3.6	21.3
2021-2022	59.5	2.8	21.3

2022-2023	58.2	2.6	22.4
Three-Year Program Total	194.2	9.0	21.6
<i>Sources: SQL Queries for Spring 2024 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)</i>			

RPIE Analysis: Between 2020-2021 and 2022-2023, the fill rate within the Film Studies Program ranged from 78.3% to 85.8%. (The fill rate has not been calculated at the institutional level.) The rate across the three years was 83.2%. Between 2020-2021 and 2021-2022, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment). Between 2021-2022 and 2022-2023, both enrollment and capacity decreased, resulting in an increase in fill rate (due to a higher rate of decrease in capacity).

Productivity within the Film Studies Program ranged from 21.3 to 22.4 over the three-year period. (Productivity has not been calculated at the institutional level.) The three-year program productivity of 21.6 exceeds the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

Program Reflection:

Film Studies courses demonstrate strong fill rates, mirroring or likely exceeding institutional levels. It is challenging to analyze the data without pointing to the challenges faced during the pandemic, especially in 2020-21 and 2021-22, with the move to online instruction. Productivity is remaining consistent, exceeding target levels which speaks to the strength of the program. As mentioned in the previous Program Review; “for fill-rates and productivity to increase, it is imperative that Napa Valley College invest in a full-time faculty position to focus on strategies to increase productivity and fill rate. Given the development of the program since its inception, it needs a full-time discipline expert to ascertain and actualize steps for sustainability and growth.” The same holds true today.

4. Labor Market Demand

This section does not apply to the Film Studies Program, as it is not within the Career Technical Education Division.

B. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Course	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
FILM-100	94.8%	--		70.8%		X
FILM-105	94.8%	--		72.7%		X
FILM-106	95.6%	X		75.2%	--	
FILM-110	92.6%		X	78.6%	X	
FILM-120	93.9%		--	74.8%	--	
FILM-121	94.1%	--		73.3%		X
Program Level	94.0%			74.6%		
Institutional Level	90.0%			72.7%		

Source: SQL Queries for Fall 2023 Program Review

-- Indicates a value that is within 1% of the program-level rate.

Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.

Bold denotes a statistically significant difference between the program-level rate and the institutional rate. The lower of the two rates is highlighted in bold.

Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

2.

2.

RPIE Analysis: Over the past three years, the retention rate for the Film Studies Program was significantly higher than the retention rate at the institutional level. No courses within the Film Studies Program claimed a retention rate that differed significantly from the program-level rate. The retention rate for the Film Studies Program falls within the third quartile (Q3) among program-level retention rates (across 58 instructional programs, over the past three years). The retention rate for Film Studies is among the highest 50% of retention rates among NVC programs.

Over the past three years, the successful course completion rate for the Film Studies Program was significantly higher than the rate at the institutional level. No courses within the Film Studies Program claimed a successful course completion rate that was significantly lower than the program-level rate. The successful course completion rate for FILM-110 was significantly higher than the program-level rate. The successful course completion rate for Film Studies falls within the second quartile (Q2) among program-level successful course completion rates (across 58 instructional programs, over the past three years). The successful course completion rate for Film Studies is among the lowest 50% of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (19.4%) was significantly higher than the difference at the institutional level (17.3%). This figure represents the proportion of non-passing grades assigned to students at the end of the semester (i.e., grades of D, F, I, NP).

The following Film Studies courses claimed a difference (between retention and successful course completion) that exceeded the 19.4% difference at the program level:

- FILM-100 (24.0%)
- FILM-105 (22.1%)
- FILM-121 (20.8%)
- FILM-106 (20.4%)

Program Reflection:

In terms of retention, the analysis shows that the Film Studies program is one of the most successful on campus. Our challenges lie at the program level. It is here where we once again demonstrate a need for a full-time faculty member to steward the program.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
African American/Black	89.3%	87.7%	74.7%	65.9%
Pacific Islander	93.8%	86.7%		

Latinx/Hispanic			71.7%	69.0%
19 or Younger			74.3%	71.0%
First-Generation			74.0%	69.7%
Not Disabled/Not Reported			74.3%	72.5%

Source: SQL Queries for Fall 2023 Program Review

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.

*Data suppressed due to low N (<10 students in cohort).

Notes:

Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

The age groupings are based on the student’s age of August 15 of each academic year.

The shaded cells in the table do not have data reported because evidence of disproportionate impact was not found at the institutional level (for those demographic group – metric combinations).

3.

3.

***RPIE Analysis:** This analysis of student equity focuses on the six demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the six groups listed above.*

Within the Film Studies Program, the retention rate among African Americans/Blacks and Pacific Islanders was higher than the corresponding rate at the institutional level. (The differences were not statistically significant.)

Within the Film Studies Program, the successful course completion rates among African American/Black students, Latinx/Hispanic students, and students without a disability reported was higher than the corresponding rate at the institutional level. (The differences were not statistically significant.) The successful course completion rates among students 19 or younger and first-generation students were significantly higher than the rates at the institutional level.

These findings regarding equity groups deviate from the findings that emerged from the comparison of retention at the program vs. institutional level, where the program-level retention rate was significantly higher than the institution-level rate. The findings regarding equity groups reflect the findings that emerged from the comparison of successful course completion at the program vs. institutional level, where the program-level rate was significantly higher than the institution-level rate. (See Section I.B.1 above.)

Program Reflection:

Student equity results are among the highest within the institution. Given our campus climate this might be some of the most profound and important data points of all, demonstrating the department and faculty's commitment to diversity, equity and inclusion. The material taught in the courses represents diverse voices allowing students to connect with the subject matter more deeply, increasing retention and successful course completion rates.

3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	In-Person	Online	Hybrid	In-Person	Online	Hybrid
In-Person vs. Online	96.4%	94.8%		75.0%	80.0%	
FILM-110	88.9%	95.4%		66.7%	85.4%	
FILM-120	100%	94.3%		78.9%	75.0%	

Source: SQL Queries for Fall 2023 Program Review

This table compares student performance in courses offered through multiple delivery modes within the same academic year.

Bold italics denote a significantly lower rate within that delivery mode.

Note: The analysis of retention and successful course completion by delivery mode does not include spring 2020 – spring 2021 because most courses shifted to an online/hybrid delivery mode beginning in spring 2020 due to the COVID-19 pandemic (thereby blurring the distinction between delivery modes).

4.

RPIE Analysis: Over the past three years, two courses within the Film Studies Program have been offered through at least two delivery modes within the same academic year. In 2021-2022, FILM-110 and FILM-120 were offered through in-person and online formats. This analysis focuses on program-level rates. Details for the course level are reported in the table above.

Within the Film Studies Program:

- In courses that were offered in in-person and online formats, the retention rate in online sections was lower than the retention rate in in-person sections. (The difference was not statistically significant.)*
- In courses that were offered in in-person and online formats, the successful course completion rate in in-person sections was lower than the retention rate in online sections. (The difference was not statistically significant.)*

Program Reflection:

The data supports online instruction for both courses. Film 110 shows an increase in retention and successful course completion. Film 120 shows slight decrease. Further data is required to take place over time for more meaningful reporting.

C. Student Achievement

1. Program Completion

	2020-2021	2021-2022	2022-2023
Degrees			
Film, Television, and Electronic Media AS-T Degree	0	0	1
Institutional: AS-T Degrees	131	110	111
<i>Source: SQL Queries for Spring 2024 Program Review</i>			

RPIE Analysis: The Film Studies Program conferred one AS-T degree in 2022-2023, accounting for 1% of the AS-T degrees awarded by the institution that year.

Program Reflection:

The Film Studies major was launched in 2020-21. We look forward to having many more majors. To do so the department needs to become more aggressive about making sure students are aware of the major. In addition, more course offerings, (without losing current offerings), need to be offered to assure students are getting the courses they need to earn their degree with greater regularity.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

This section does not apply to the Film Studies Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.

II. CURRICULUM

A. Courses

Subject	Course Number	Date of Last Review & Approval by Curriculum Committee <i>(Courses with last review dates of 6 years or more must be scheduled for immediate review)</i>	Has Prerequisite/ Corequisite* <i>Yes/No</i> & Date of Last Review	In Need of Revision <i>Indicate Non-Substantive (NS) or Substantive (S)</i> & Academic Year Anticipated	To Be Archived <i>(as Obsolete, Outdated, or Irrelevant)</i> & Academic Year Anticipated	No Change
FILM	100	3/6/2020	No	No		X
FILM	101	3/15/2019	No	No		X
FILM	102	3/15/2019	No	No		X
FILM	105	3/6/2020	No	No		X
FILM	106	3/6/2020	No	No		X
FILM	110	3/6/2020	No	No		X
FILM	115	3/6/2020	No	No		X
FILM	117	3/6/2020	No	No		X
FILM	120	3/6/2020	No	No		X
FILM	121	3/6/2020	No	No		X
FILM	125A	3/6/2020	No	No		X
FILM	125B	3/6/2020	No	No		X
FILM	125C	3/6/2020	No	No		X
FILM	125D	3/6/2020	No	No		X
FILM	130	3/15/2019	No	No		X
FILM	141	3/6/2020	No	No		X

B.

B.

*Note: Prerequisites need to be validated (in subsequent process) through Curriculum Committee.

Program Reflection:

Many courses were developed and rewritten in response to the new program. There is no current need for any rewriting/revisions.

B. Degrees and Certificates⁺

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year Anticipated	To Be Archived* (as Obsolete, Outdated, or Irrelevant) & Academic Year Anticipated	No Change
Film, Television, and Electronic Media (AS-T)	4/23/2020	Yes	No		X

*Note: Discontinuance or archival of degrees or certificates must go through the Program Discontinuance process or the Program Archival Task Force.

+Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

The degree was launched at the beginning of the pandemic. There is not enough post pandemic data to support any meaningful reflection.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
16	0	10	0	63%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years

Program Reflection:

The program was approved recently and there is not enough data to assess.

B. Summary of Learning Outcomes Assessment Findings and Actions

Due to the pandemic the courses offered were only the ones that predicted high enrollments. As a result, many Film courses have not been assessed in recent years because they were not offered. As Film Studies offers more courses, there will be more assessment across the program. The assessment will work hand in hand with the Film Studies curriculum map to assure regular course offerings and assessment.

Program Reflection:

Assessment needs to be prioritized in Film Studies Department with ongoing assessment at the course level and integrating program assessment now that a program is in place. Faculty will be required to complete course assessments for each course at the end of every term to get an accurate snapshot of the course success. Regular discussions with faculty will continue to occur in department meetings in regard to the program as it is newly launched.

IV. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (spring 2021) included the following initiatives:

Program: Film Studies
Plan Years: 2021-2023

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
AA in Film Studies	1, 2, and 3	Program crafted and approved 22/23	Program assessment
Increase Film Production Capabilities	1	Integrated into unit plan for 22/23	Production course assessment
Partnership with Napa Valley Film Festival	1	Initiate partnership in 21. Launch partnership with the the 2022 NVFF.	Meetings between NVC and NVFF take place. NVC participates in film festival.
FTF Film Studies	1, 2, and 3	Requested In 2021. Hired in 2022.	Program deepens and grows in student success and with NVC and other Napa Valley communities.
Expand film library	1	Integrated into unit plan for 22/23	Students and instructors utilize library.
Film Studies Coordinator	1, 2, and 3	Requested in spring 2022. Coordinator assigned in fall 2022.	SLOs and PLOs revamped. Film CORs reflect new SLOs and PLOs. Improved communication between adjunct film instructors. New vision and partnerships realized. Curriculum updated regularly.

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

First earned degree for program that launched during the pandemic.

B. Recent Improvements

Development of pedagogically sound online instruction.

C. Effective Practices

- Online instruction provides and accessibility for most students.
- Online instruction lends itself to this course of study when administered in a pedagogically sound manner as developed via professional development activities.

V. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

Viability

Stability

Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

Film Studies at Napa Valley College benefits from its exceptional facilities within the Performing Arts Center, including the Main Theater, Studio Theater, Vocal Recital Hall, and Orchestra Room, which provide excellent venues for film viewing.

While the program has a strong roster of adjunct faculty from the Bay Area, its growth necessitates the creation of a full-time faculty position. Jennifer King, currently a Theater Arts professor, has overseen the program since 2005 when it consisted of just two cross-listed film courses. Since then, the program has expanded significantly, offering fifteen courses with a transfer degree pending state approval. As mentioned in the 2020 program review, hiring a full-time faculty member specializing in Film Studies would allow for program development in alignment with academic and industry standards. The expertise of a full-time, tenure track Film faculty will ensure proper assessment practices, course creation and revisions, and class scheduling while meeting the increasing demands of students in a growing program. Given the expertise of full-time faculty, they would also help assess the resources necessary to meet the integral needs of a growing program.

The program made a huge pivot to online instruction and found success in the modality. Given its excellent faculty, the move to online was seamless and allowed for sustainability and growth, when allowed by the institution. Now it is time to expand course sections to include both online and in-person instruction in a strategic way by maintaining the current on line courses while offering in person instruction as well. It is important to offer both options to maximize accessibility to continue to promote student equity.

VI. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

- A.** Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Description of Current Program Resources Relative to Plan:

In terms of resources, the program currently has limited access to DVDs and would benefit from a broader selection available through platforms like Kanopy. A comprehensive physical film library should ideally include around six hundred films, consisting of narrative films and documentaries/instructional films.

Currently, Film Production can only be taught with smartphones. Film Studies has no means of recording audio beyond the stage microphones and the students' personal smartphones, which is challenging. Adequate equipment such as digital cameras, tripods, lights, microphones, and editing software like Adobe Premiere or Final Cut Pro are essential. Currently, we have no means of recording audio beyond the stage mics and the students' personal smartphones, which is challenging. While the program could utilize existing desktop Macs on campus, having a dedicated MAC lab within the Performing Arts Center would be ideal for film editing purposes, given the program's location.

Film Studies could benefit from more presence at high schools through outreach efforts and course offerings on high school campuses. This would boost enrollments at NVC and involvement within the Film Studies program, itself.

The program review process also highlighted the need for stronger assessment practices and course mapping. Creating and executing plans for both of these areas will benefit the program by providing evidence for best practices while securing a roadmap for student success.

PROGRAM:	<i>Film Studies</i>				
PLANNING YEARS:	2024-2025 through 2026-2027				
Program/Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative	Description of Resource Need	Type of Resource Need
Film Studies	Assess Film Production needs	2024	Inventory of equipment and purchase of new equipment	FTF	Equipment (other than Technology)
Film Studies	Develop course level and program level assessment plan	2024	Plan is developed	FTF	Staffing
Film Studies	Execute new assessment plan	2025	Faculty does regular assessment		Staffing
Film Studies	Develop curriculum map	2024	Map is created	FTF	Staffing
Film Studies	Grow film course offerings without depleting theater arts courses.	2025	More film courses are offered in the spring schedule	FTF	Staffing
Film Studies	Increase enrollments through outreach plan	2026	Plan is created and executed	FTF	Staffing
Film Studies	Film Studies course at high schools through CCAP program and after school credit courses	2027	Film courses are offered at Napa County High Schools.	FTF	Staffing

Completed by Supervising Administrator:

Robert Harris, Dean

Date:

04/22/2024

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- Adaptability during pandemic.
- Right-sizing of course sections to meet demands while not saturating the schedule.
- Evidence of growth is shown for the official program still in its infancy.
- Solid data indicating the health of the program relative to enrollments and productivity.
- Dedicated faculty committed to providing a well-rounded degree experience.

Areas of concern, if any:

- Lack of specific equipment/resources for film production as component of film studies program.
- Part-time faculty pool is good but can be transient.
- Dedicated faculty to steward program and degree opportunities moving forward.

Recommendations for improvement:

- Evaluate data to fully develop the viability and efficacy of a full-time faculty member for program.
- Develop Unit Plan resource requests to support film production/editing equipment to augment offerings within the program and to expand the program, as appropriate for demand.

Additional information regarding resources:

Film studies would truly benefit from the development of the production and technical equipment that would expand the film production component of the program. Development of a film library to catalog and memorialize student work/productions can be initiated with the procurement of appropriate film recording and editing equipment.