

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) For 2024

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

Cluster: #4 **Area of Study:** Health, Workforce and Kinesiology
Program: Film, Television & Electronic Media **Current Academic Year:** 2024
Last Academic Year CPPR Completed: 2022 **Current Date:** February 25, 2024

NARRATIVE: Instructional CPPR

Please use the following narrative outline:

Describe how this program review was conducted, including how all program members were involved in the planning process.

The lead instructor, John Arno was/is fully responsible for this program review.

GENERAL PROGRAM INFORMATION

A. Program Mission

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

B. Please highlight any changes and improvements since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program in order to address equity gaps.

All courses have been updated to include social justice student learning outcomes per mandates. Although, I am confused by the phrase “equity gaps.” Does this phrase refer to unequal student outcomes due to a certain racial metric? If so, what is this metric? Also the department hired one new, part-time, adjunct faculty to replace retiring faculty.

C. List all current full-time and part-time faculty in the program.

John Arno – lead instructor

Renata Romaine – part-time instructor.

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

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

FTVE since its last program is still recovering from the effects of the COVID 19 pandemic. We are striving to increase underrepresented populations to pre- COVID 19 levels. We did this previously by fostering a positive learning environment where students feel comfortable to pursue their educational goals. The department still offers an AS degree and has assisted in the transfer of students to four-year institutions such as USC School of Cinematic Arts, SFSU Broadcasting and Electronic Communications program, CSUN Cinema and Television Arts, CS Monterey Bay Cinematic Arts and Technology, CS Los Angeles Department of Television, Film & New Media, Dodge College of Film and Television, UC Berkeley school of documentary journalism, Cal Poly Broadcast Journalism. FTVE students have also found employment with the following local business: KSBY, KCOY/KFFX, KCBX, KZOZ, KTRO, KURQ, KVEC, KPMR, KTXL, KKAL, AGP, Scraping Bottom Productions, Aspect Studios, Barnett, Cox, & Associates, Coastal Media Group, El Dorado Broadcasters, VanZ Video, American General Media, Animal Radio, Digital West Video Productions, San Luis Obispo Co., Department of Media and Public Relations, The City of Paso Robles, The City of Atascadero, Sierra Vista Hospital, Cal Poly, Volcom (Media Department), Marketing, Cal Poly Athletics (marketing) 97.3 The Rock, VMA award winning Drew Kirsh Media, Fields Entertainment, Mighty Fine Entertainment, H and F Productions, The Hallmark Channel, Bell the Cat, Woody Fraser Productions, CBS Media Ventures, Stage 29 Productions, Good Faith Productions, Tornate Company, Trifecta Entertainment, Lago Productions, the MHM Group, and The Purple Bloom Group.

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

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

Institutional Goal #2: *San Luis Obispo County Community College District will build a sustainable base of enrollment by effectively responding to the needs of its local service area.* FTVE fulfills this goal by maintaining an advisory committee of area professionals in the fields of radio, television, and film. They advise us on basic skills, technology, and new trends in the industry and local service area. Members represent area media companies such as: Grocott Media, The Purple Bloom Group, Vin Di Bona Productions, KPRL-FM, American General Media, Live 365, KRUSH, Terra Incognita, and Univision 38 (KPMR).

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

2. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

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

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

ILO 3. Scientific and Environmental Understanding. As mentioned previously FTVE curriculum emphasizes the formulation of constructive criticism of written and video productions through the "observation" of student and professional work, "measuring" the effect of these works on an audience, "experimenting" with the antecedent observations

and measurements in one's own work, then presenting one's own work for "testing" i.e. evaluation by other students, before finally modifying their final projects for a grade. This paradigm is followed in each FTVE production course.

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

PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

The data components are hyperlinked below.

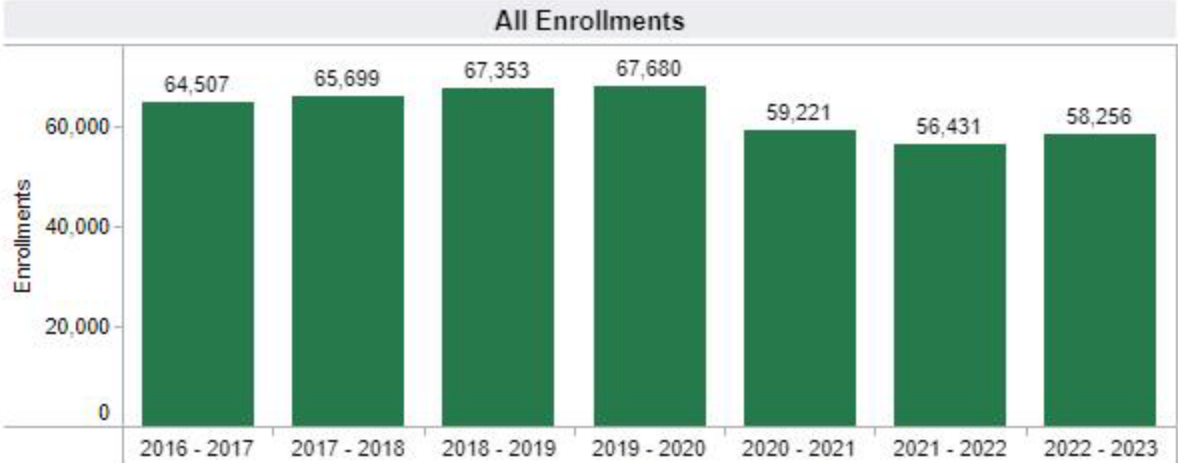
A. **[General Enrollment \(Insert Aggregated Data Chart\)](#)**

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

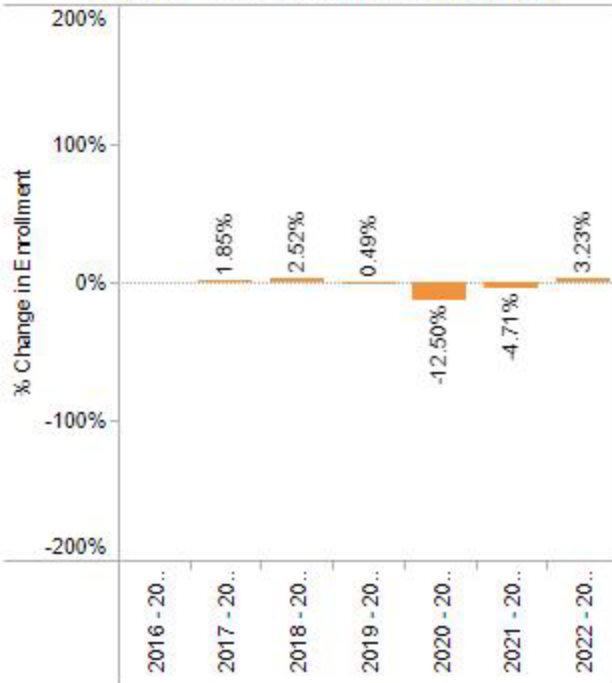
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SLOCCCD Program Review Data - Enrollment

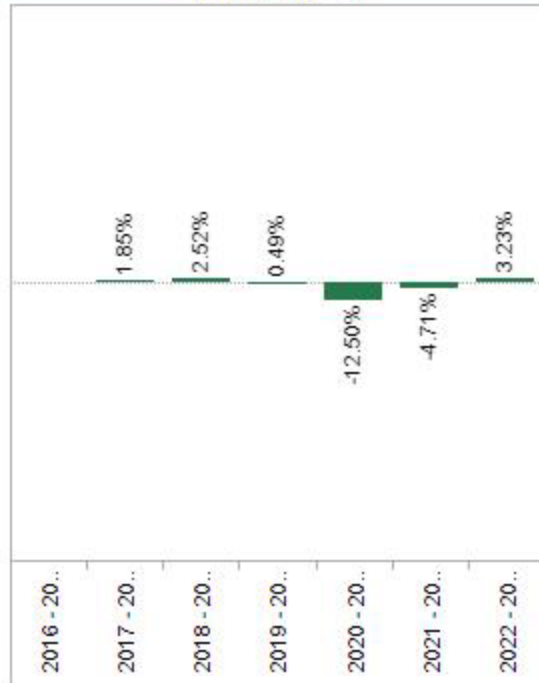
Department: Course: Dual Enrollment: Prison:
 Region: TERM



% Change - Overall College Enrollments



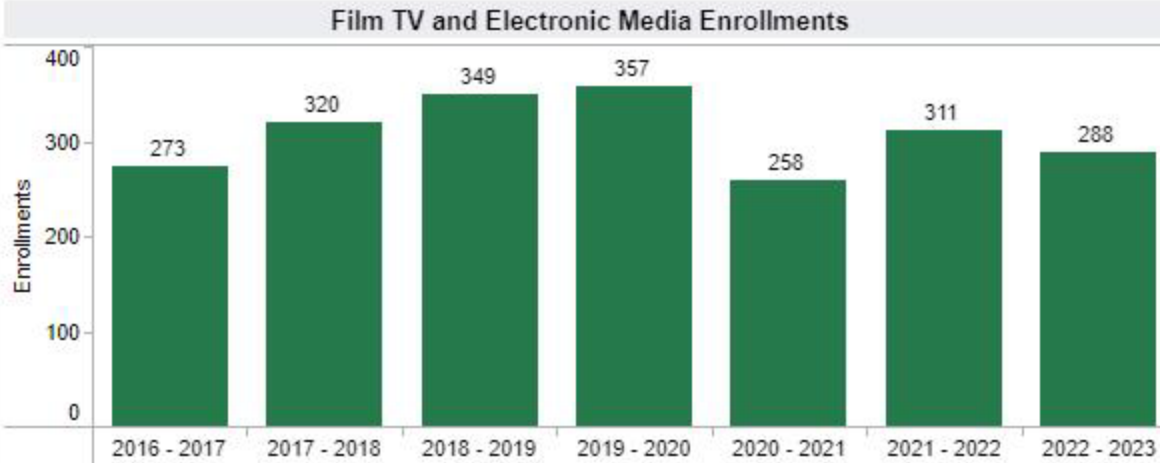
% Change - All



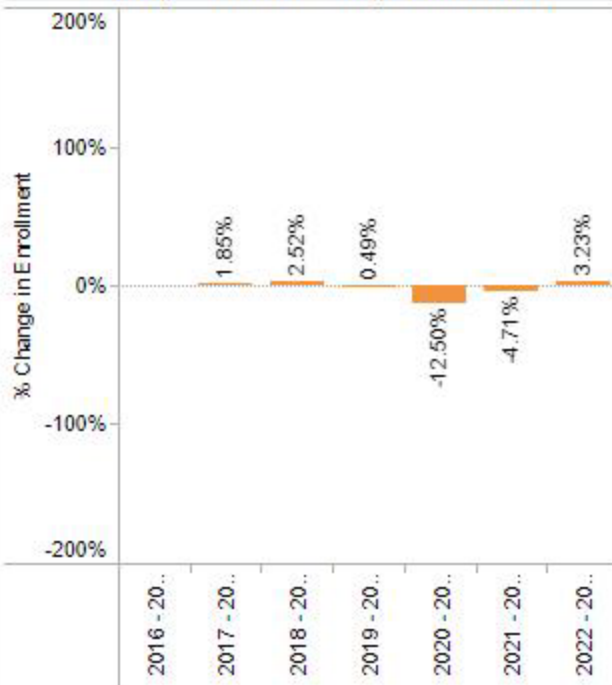
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

SLOCCCD Program Review Data - Enrollment

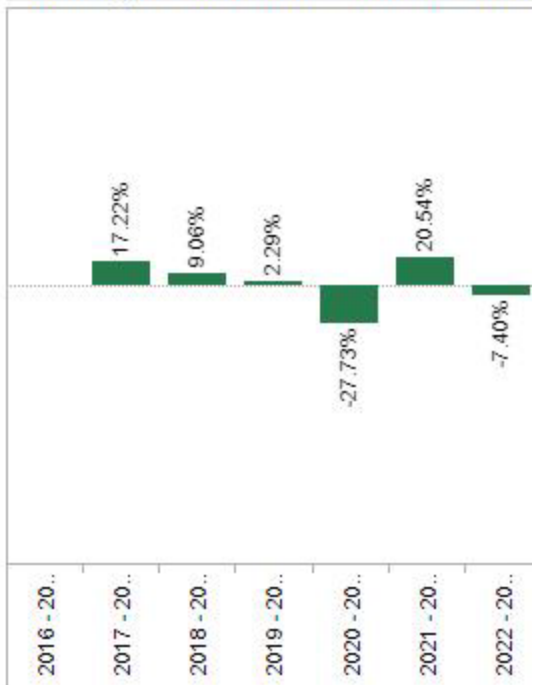
Department: Course: Dual Enrollment: Prison:
 Region: TERM:



% Change - Overall College Enrollments



% Change - Film TV and Electronic Media



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Before COVID, FTVE's enrollment was growing fast than the college as a whole. During COVID the department's enrollment fell more than the college as a whole, then the first semester after lockdown, FTVE's enrollment was five times that as the college as a whole. These two percentages were explained to me by the students. Several of them

said to me that the did not enroll in FTVE classes because they were hands-on and did not want to take them via Zoom. FTVE has not recovered from the lockdown at the rate the college has probably due to the fact that many students after lockdown would rather take online courses. Also, students have complained about gas prices and parking permits. Several students of my in post COVID semester have missed classes due to not having the money for gas that day.

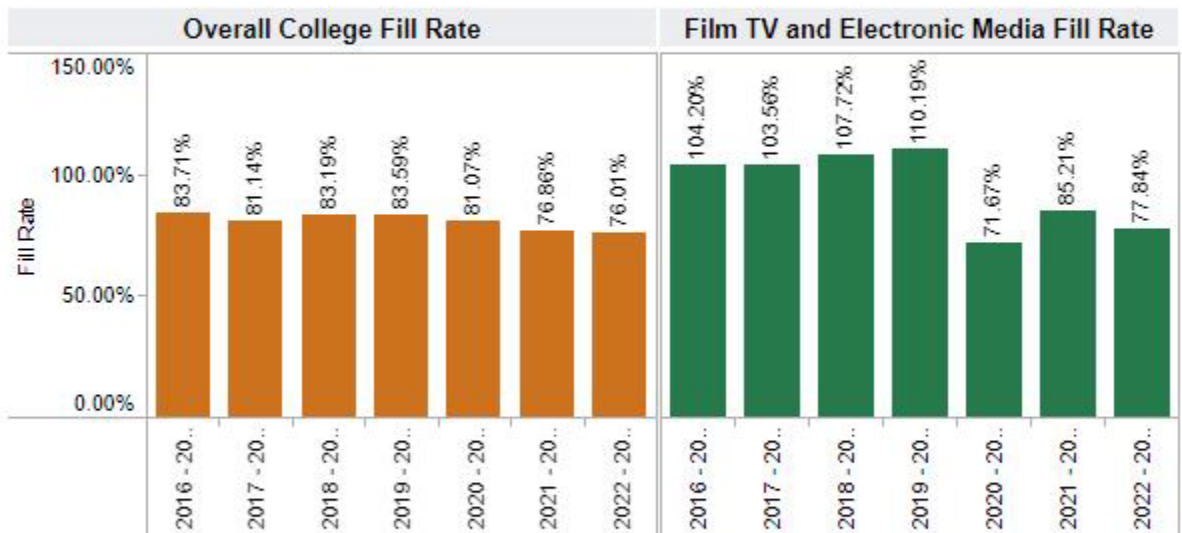
B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

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

Click here to enter text.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Course: Dual Enrollment: Prison:



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

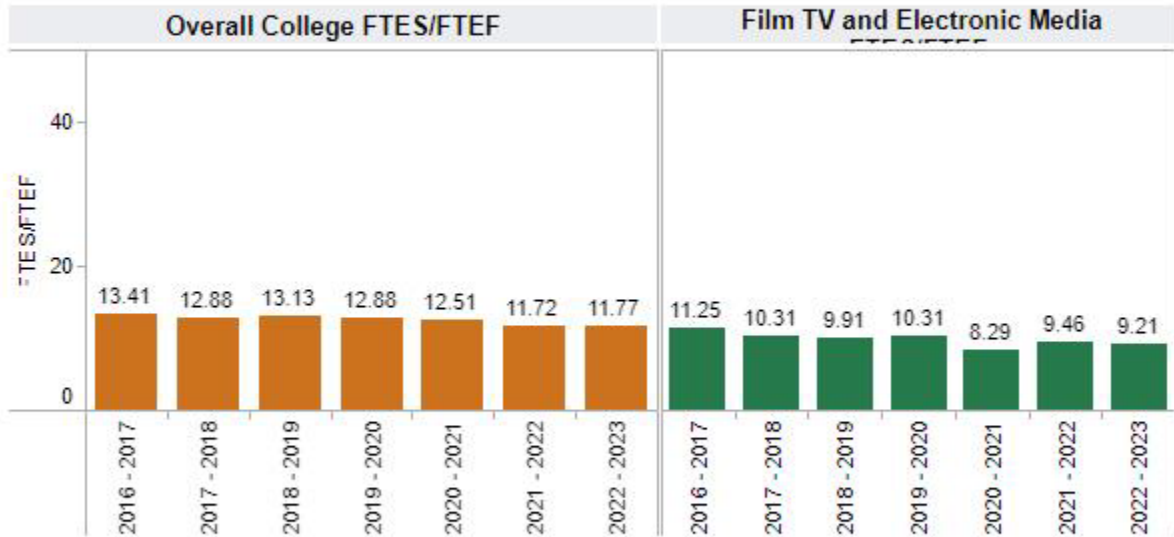
Insert the data chart and explain observed differences between the program and the college.

Click here to enter text.

If

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Course: Dual Enrollment: Prison:



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

Efficiency is lower in FTVE courses because FTVE is a small department with few GE courses in a college that has approximately 75% of its students as transfer students. There are several ways to increase efficiency. One is to offer more GE courses. I was in the process of creating a GE course in American Cinema, when the English Department, created that course. The English Department does not need FTES because of the number of GE courses it offers. I have made inquiries into transferring that course to FTVE, but the chair of English said that it was impossible because the current instructor won't give it up. Another course could be created, but it could easily be blocked by its redundancy. Efficiency would be additionally increased by taking the lead instructor to 75% time instead of full-time. However, this would jeopardize the remote, multicamera live-streaming and Perkins obligations. Perhaps online sections of FTVE 224A and FTVE 223 would help.

D. Student Success—Course Completion by Modality (Insert Data Chart)

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

[Click here to enter text.](#)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

(All)

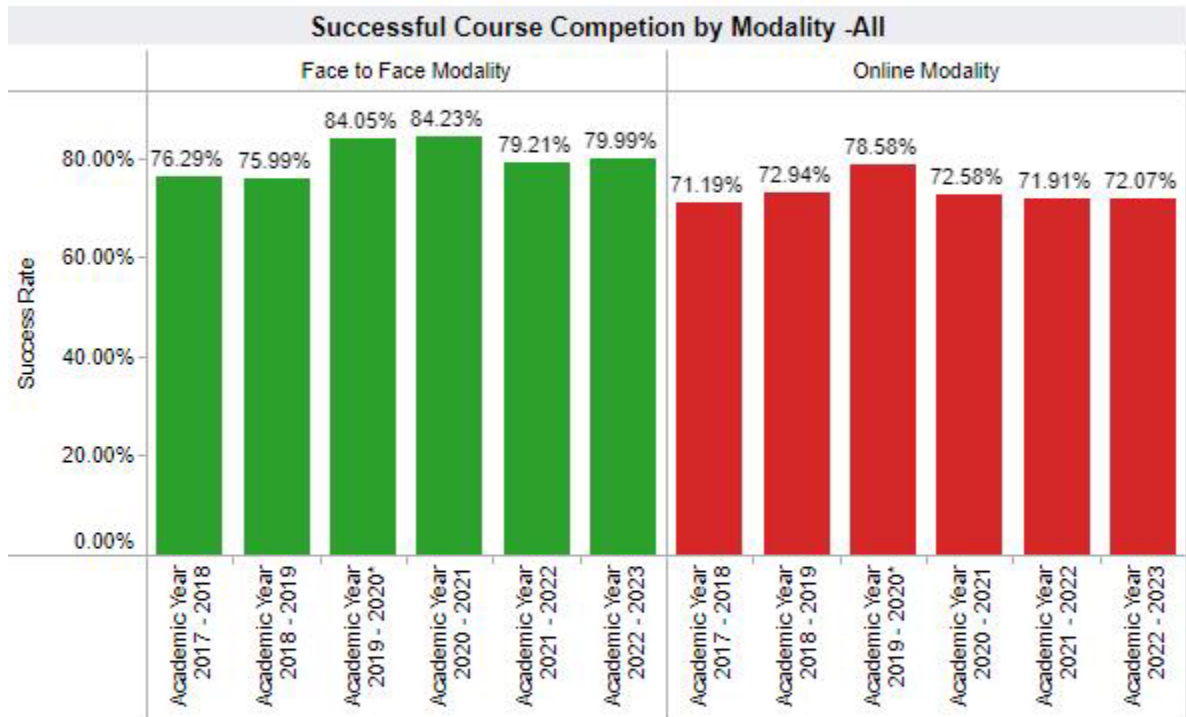
Course:

(All)

Legend:

Face to Face Modality

Online Modality



Successful Course Completion by Modality Table - All

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	76.29%	75.99%	84.05%	84.23%	79.21%	79.99%
	Total Department Enrollm..	56,413	54,302	52,243	11,771	22,398	30,997
Online Modality	Department Success Rate	71.19%	72.94%	78.58%	72.58%	71.91%	72.07%
	Total Department Enrollm..	12,968	15,145	17,009	48,908	35,172	28,510

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

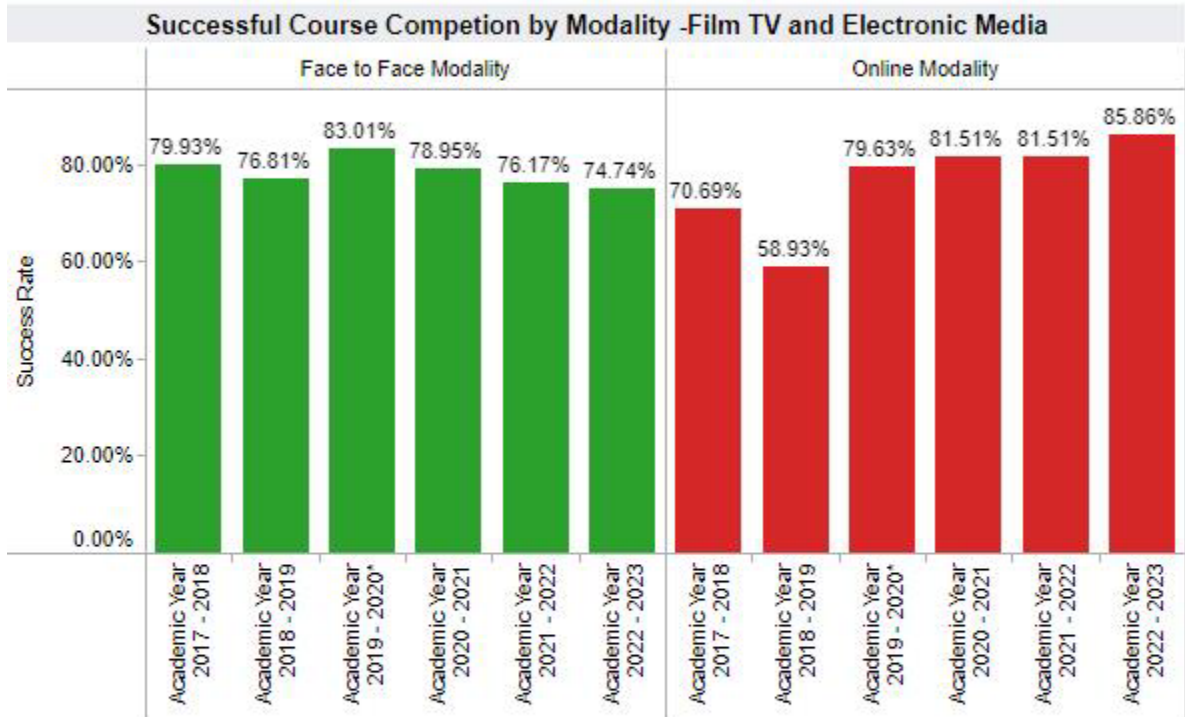
Film TV and Electronic Media

Course:

(All)

Legend:

■ Face to Face Modality
■ Online Modality



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

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	79.93%	76.81%	83.01%	78.95%	76.17%	74.74%
	Total Department Enrollm..	279.0	263.0	242.0	19.0	193.0	194.0
Online Modality	Department Success Rate	70.69%	58.93%	79.63%	81.51%	81.51%	85.86%
	Total Department Enrollm..	58.0	112.0	116.0	240.0	119.0	99.0

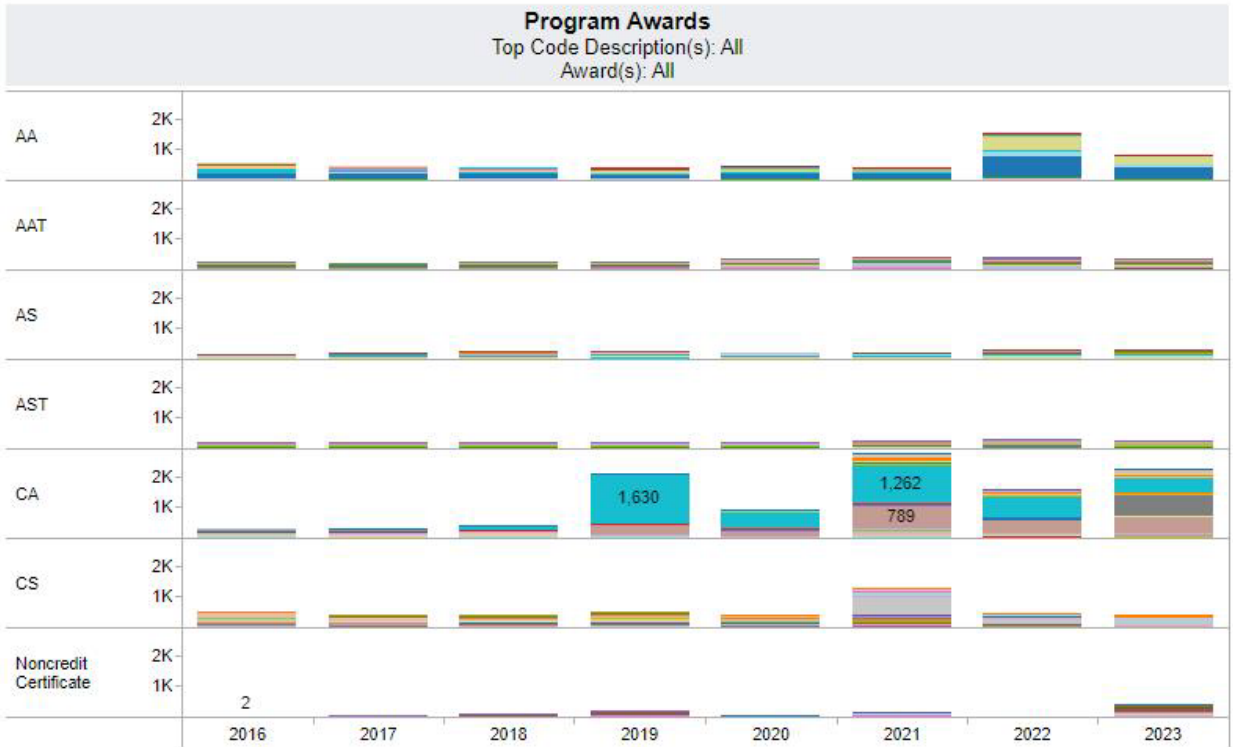
Since 2019, FTVE has outpaced the college in completers. As the college's completers are declining, FTVE's has been growing. I am not sure why this is.

E. Degrees and Certificates Awarded (Insert Data Chart)

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

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
 Award Type:
 Area of Study:

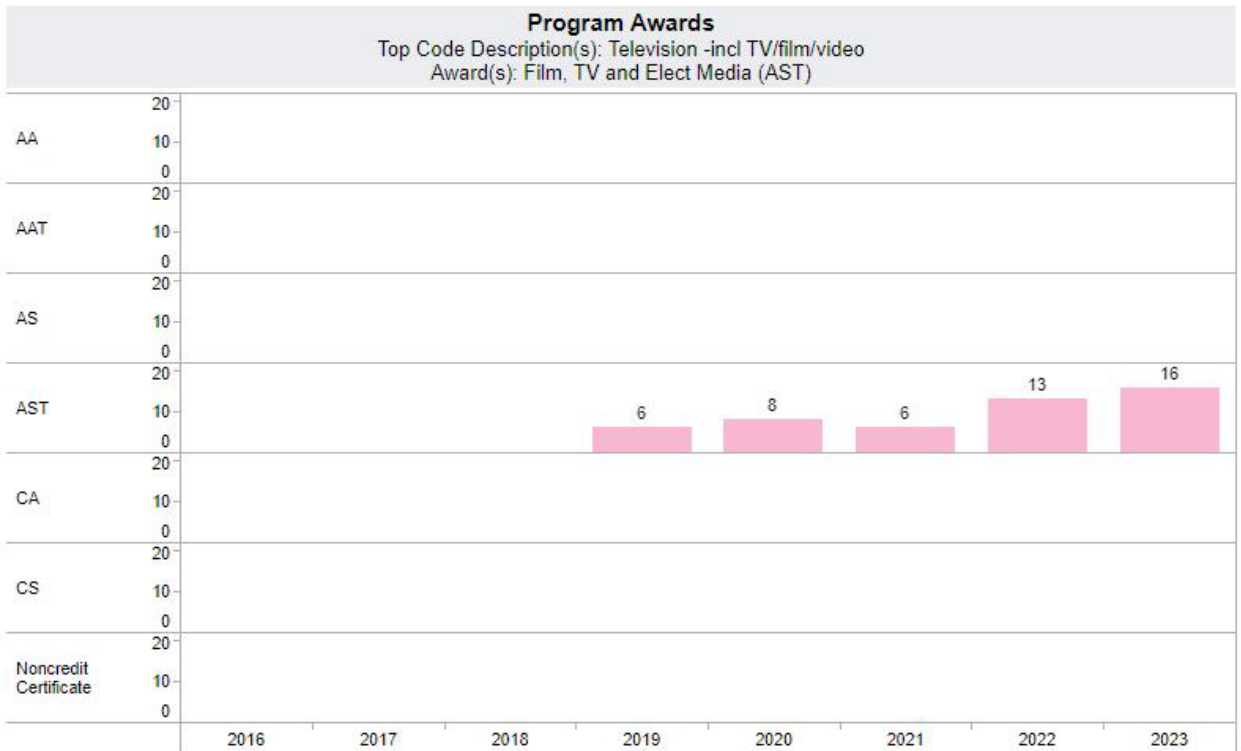


Program Awards Table									
Award Type	Award	2016	2017	2018	2019	2020	2021	2022	2023
	Electronics Technology (AA)			2					
	English (AA)	1	3	1	1				
	English (AAT)	1	1						
	Family Studies/Hum Svcs (AA)	5	7	7	5	4			
	Film, TV and Elect Media (AA)		6	3	3	3	3	15	4

Program Awards: The number of degrees and certificates awarded by program type

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Award Type: Area of Study:



Program Awards Table		2016	2017	2018	2019	2020	2021	2022	2023
Award Type	Award								
AST	Film, TV and Elect Media (AST)				6	8	6	13	16
	Total				6	8	6	13	16
Grand Total					6	8	6	13	16

Program Awards: The number of degrees and certificates awarded by program type

I'm not sure I trust this metric. I know that the 2022 data was misreported. And the data in the aggregated report doesn't match the FTVE data that for some reason was listed in the general report. However, the aggregated data shows completers doubling in the last two years.

[Click here to enter text.](#)

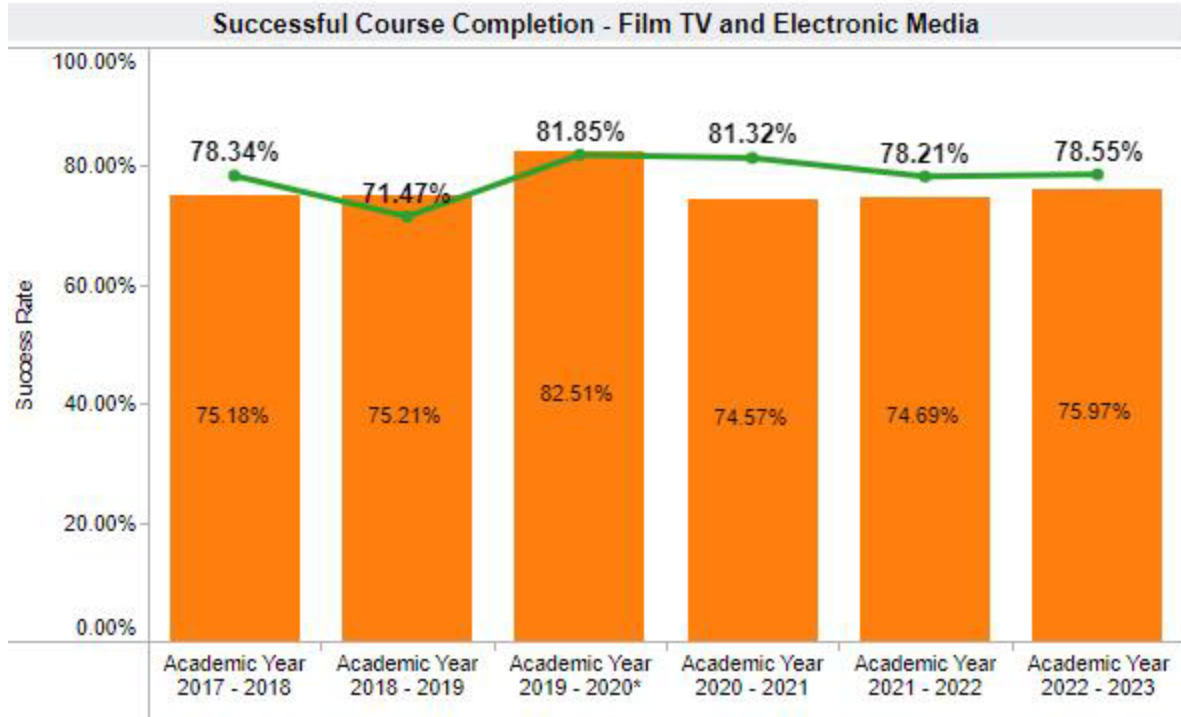
F. General Student Success – Course Completion (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and **Institutional Standards of Achievement**. If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: TERM: Measure Names: Department Success Rate Overall College Success ...

COURSE:



Film TV and Electronic Media Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	78.34%	71.47%	81.85%	81.32%	78.21%	78.55%
Total Enrollments	337	375	358	259	312	293

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

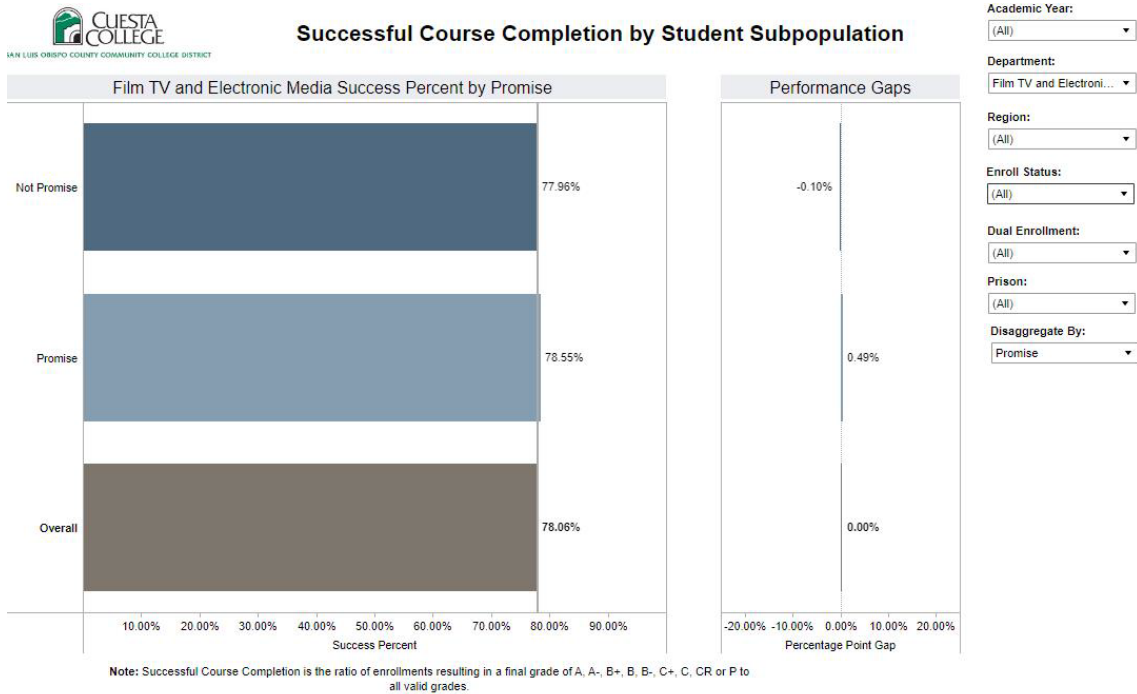
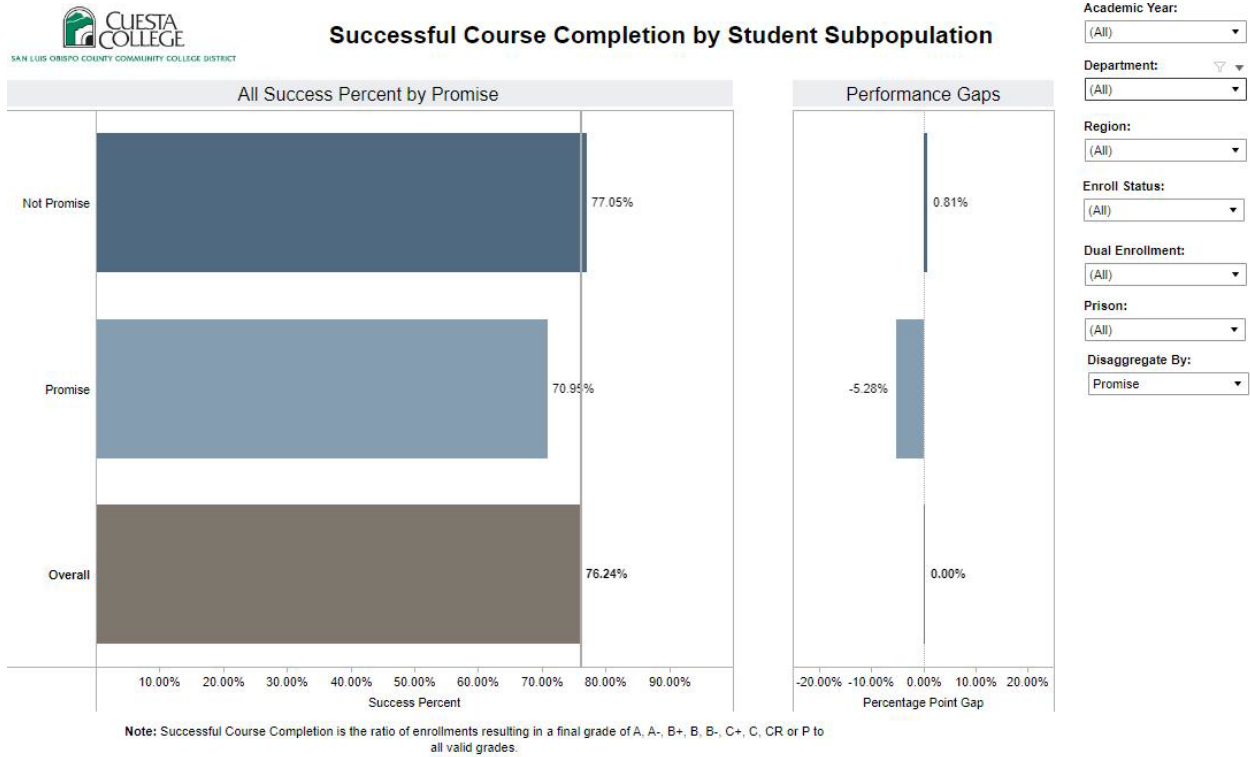
Except for 2018-19, FTVE has exceeded the college's course completion rate.

What resources might you need to meet and exceed the Institutional Set Standard?

I believe the most important aspect of course completion is retention. In technology-based courses retention is highly influenced by the quality of technology in the

classroom available for the students to use in a hands-on. In short this means that funding for technological resources would help maintain our course completion.

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



The following are some questions you might want to consider:

- What strategies have you implemented to address equity gaps in the classroom?
- What type of professional development opportunities are your program faculty participating in to address equity in the classroom?
- What resources might you need to minimize equity gaps?

According to my interpretation of the data above, there are no significant equity gaps in FTVE. Resources that would help to minimize equity gaps would be written definitions and examples of strategies to improve equity and the empirical impact (positive or negative) that these sample strategies had on equity.

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAMS AND CURRICULUM REVIEW

A. Programs Review

1. Review the CurrIQunet “Program of Study” outline for each program and indicating yes/no for each program/certificate.
- 2.

<p>3. Program/FTVE associates of science were active at the time of the last CPPR).</p>	<p>4. Currently active</p> <p>5. Yes</p>	<p>6. New program since last CPPR</p> <p>7. No</p>	<p>8. Program modified since last CPPR</p> <p>9. No</p>	<p>10. Deactivated since last CPPR</p> <p>11. No</p>
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12.	13.	14.	15.	16.
17.	18.	19.	20.	21.

22.

23. For all Currently Active Programs/Certificates, review the CurrIQnet “Program of Study” outline for each active program/certificate and complete the table by indicating yes/no for each column.

24. No certificates currently exist for FTVE.

25. Program/Certificate Title (include only those programs/certificates that are active).	26. Required courses and electives (including course numbers, titles, and credits) are accurate	27. Program is current	28. Program Learning Outcomes are accurate	29. If any answers are “no” for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected.

			a t e a n d i n c l u d e m e t h o d o f a s s e s s m e n t .	
30.	31.	32.	33.	34.
35.	36.	37.	38.	39.

40.

B. Curriculum Review

41. Complete the [Curriculum Review Worksheet](#) and submit the form with your CPPR.

- 42. Based on information that you enter, the template will create a 5-year calendar for your program to follow during which any modifications to the Course Outline of Record determined during the curriculum review.
- 43. What is the purpose of the worksheet? Completing the worksheet provides evidence that the curriculum (including course delivery modalities) have been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that you have reviewed that the entries on the course outline of record (CurriQunet format) are appropriate and complete.

44.

PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

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

5-year Curriculum Modification Schedule (future)

You'll refer to this document for each APPW until your next CPPR.

Please do not generate timeline until you are finished entering all of your data on the Program Courses Sheet

To update data: select a cell in the "Row Labels" column, then "Analyze" from the "Pivot Table Tools" menu, then "Refresh" in the "Data" Section

Row Labels					
(blank)					

Click a year block to view which courses are scheduled for a major or minor modification. The list to the right will change to show only courses scheduled for COR review for that year.

Date (MM/DD/YYYY) of major or minor... 2026

YEARS

2022 2023 2024 2025 2026

You can clear all filters by clicking the "Clear Filter" button in the top right corner.

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

Yes

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

ILO/PLO Summary Map by Course/Context

Map Origin: Courses for Film TV and Electronic Media

Map Target: All ILOs

Course	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
BCST224A		1				1
BCST225A						
BCST225B						4
BCST226		1				
BCST230A						4
BCST247						
FTVE101						
FTVE212						3
FTVE221			1			6
FTVE223						4
FTVE224A						14
FTVE225A				1		4
FTVE225B						5
FTVE226						
FTVE227						8
FTVE230A						
FTVE247						
		2	1	1		53

D.

Cuesta College

ILO/PLO Summary Map by Course/Context

Course	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
BCST224A			3			
BCST225A			2			
BCST225B						
BCST226			4			
BCST230A						
BCST247						
FTVE101			4			
FTVE212			1			
FTVE221						
FTVE223						
FTVE224A			2			
FTVE225A						
FTVE225B						
FTVE226						
FTVE227						
FTVE230A			4			
FTVE247						
			20			

Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

Course	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
BCST224A						1
BCST225A						2
BCST225B						3
BCST226						
BCST230A						
BCST247						
FTVE101						
FTVE212						2
FTVE221				1		
FTVE223						2
FTVE224A						5
FTVE225A						
FTVE225B						2
FTVE226						
FTVE227						
FTVE230A						
FTVE247						
				1		17

E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

At the course level all examination questions have been linked to their SLO’s to better assess student success. However this has created a tremendous time investment of enter the data into eLumens because eLumens tends to randomize the SLO assessment fields, so that instructors must read every SLO before finding the correct SLO. The program has plans to update the SLO’s in FTVE 224A to a manageable number. The current SLO’s were determined by the State of California Transfer Committee and were chosen because FTVE wanted approval to teach Transfer Model Curriculum.

F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#) and review the [Resource Allocation Rubric](#).

- Instructional Computers and Macs for DAWS
- Software Upgrades for Avid Media Composer and Pro Tools
- TV Studio Equipment including remote broadcasting and live-streaming equipment
- DSLR and Electronic Digital Cinema Production Equipment
- Radio and Audio Production Equipment
- Set Pieces for TV studio
- Lighting grid upgrade

PROGRAM DEVELOPMENT

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

A. Institutional Goals and Objectives

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

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

B. Institutional Learning Outcomes

- C. ILO 1. Personal, Academic, and Professional Development. FTVE offers its students courses certified by the State of California to be equal in quality and transferable to any Cal State or UC. We offer internships at local media outlets and offer many opportunities for students to build their resumes by participating in volunteer video productions that support the college and the Athletic Department. No two-year or four-year post-secondary institution within a 200-mile radius offers all these opportunities to their students.
- D. ILO 2. Critical Thinking and Communication. FTVE contributes to ILO 2 with our program outcome #3: *produce broadcast projects by employing creativity, risk taking, & critical thinking.* ILO 2 is further emphasized in the following course outcomes: FTVE 223 SLO #2: *analyze the needs of a production, determine options for meeting those needs, and develop a workable plan for meeting those needs.*

FTVE 225A/B SLO's: *Analyze, interpret, and exercise critical judgment in the evaluation of media productions and demonstrate the skills needed for successful teamwork in television, film or other media employment.* Here teamwork and troubleshooting skills require both critical thinking and clear/ethical/logical communication. The connection between critical thinking and formulating constructive criticism permeates throughout the FTVE program.

- E. ILO 3. Scientific and Environmental Understanding. As mentioned previously FTVE curriculum emphasizes the formulation of constructive criticism of written and video productions through the "observation" of student and professional work, "measuring" the effect of these works on an audience, "experimenting" with the antecedent observations and measurements in one's own work, then presenting one's own work for "testing" i.e. evaluation by other students, before finally modifying their final projects for a grade. This paradigm is followed in each FTVE production course.
- F. ILO 4. Social, Historical, and Global Knowledge and Engagement. FTVE promotes ILO 4 by Program SLO #6 *trace the evolution of electronic media from preexisting mass media to the present day* and Program SLO #7 *discuss the influence and significance of electronic media in contemporary society*. The program further emphasizes ILO 4 in FTVE 221, Introduction to Electronic Media with its course SLO's *Identify the cultural impact that the evolution of electronic media has had on society nationally and internationally*. FTVE 221 students analyze electronic media from India, Africa, China, Hong Kong, Russia and Iraq. In the production courses, students are often taught through screenings of films and videos from France, Mexico, and Russia as well as video expressions from various genders, sexual identities, and time frames.

C. Program Outcomes

Indicate any anticipated changes in the following areas:

1. Curriculum and scheduling

Curriculum in FTVE is constantly evolving, however current curriculum was written with language that should cover the fundamentals that should not change in the near future. We are still recovering from the enrollment slump from the COVID pandemic. However, it has yet to be seen if this is a temporary slump or a permanent trend. If it persists, we will transfer our courses to asynchronous online.

2. Support services to promote success, persistence and retention.

none

3. Facilities needs

New carpeting. There are areas of the control room and radio lab where the carpeting is coming up.

Studio floor buffed on regular basis.

4. Staffing needs/projections

Recent events have shown the need for a Lab Technician to manage the radio lab when the instructor is in class.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

I do not know what my 2024-2025 budget is. Our FTES targets are to be growing and retain that growth over time, just as our pre-COVID number prove. We have no number or percentage targets.

END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.


After completing and submitting this document, please complete the **Overall Program Strength and Ongoing Viability Assessment** with your Dean before **May 3, 2024**.


SIGNATURE PAGE

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

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

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

David Fernandez		Apr 2, 2024
Division Chair/Director Name	Signature	Date

John Arno	 <small>John Arno (Apr 1, 2024 11:07 PDT)</small>	Apr 1, 2024
Name	Signature	Date

Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (If Applicable)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: [Faculty Prioritization Process Handbook](#)

APPLICABLE SIGNATURES:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

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











FTVE-CPPR-2024

Final Audit Report

2024-04-02

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