



Program Review and Planning 2019-2020

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2019-2020

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Media Studies

Discipline Name
Cinema (CINE)

Department Chair Name
Wendy Nelson

Division Name
Arts, Media and Business Administration

Website address for your discipline
<https://www2.palomar.edu/pages/mediastudies/>

Discipline Mission statement

It is the mission of Palomar College's Cinema Program to educate and inform our students on the art and business of film and its importance in understanding the world. Film provides us with a universal language in which to understand other cultures and diverse populations. Our program fosters critical thinking through the analysis of film and these transfer courses prepare students for university studies in a variety of disciplines. We teach future film artists the craft of filmmaking and through hands-on training students will be prepared to work in the film industry and succeed in university film programs.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.
ADT Film, Television and Electronic Media
AA Cinema

Certificate of Achievement Cinema

Please list the names and positions of everyone who helped to complete this document.

Candace Rose Cinema Faculty
John McMurria Cinema Faculty
Lisa Cecere Cinema Faculty

Full-time faculty (FTEF)

1.60

Part-time faculty (FTEF)

6.60

Classified & other staff positions that support this discipline

ADA 12 months 100% workload

Broadcast Production Coordinator for CTE courses 10 months 100%

Additional hourly staff that support this discipline and/or department

Technical Support Staff for CTE courses 9 months 50%

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

The current Cinema Program SLOs focus on critical analysis of film artists and their contributions, film production concepts and vocabulary, analysis of film through discussion and writing and film production techniques. These SLOs align with transfer expectations to the 4-year colleges where students can continue their education in film analysis and film production.

Since the fall of 2018, the Cinema and Digital Broadcast Arts (DBA) disciplines now offer an ADT in Film, Television and Electronic Media, which includes both Cinema analysis courses and Cinema CTE courses in film production, screenwriting and editing. The current Program SLOs now accurately reflect the employer and new transfer expectations of these CTE courses.

Describe your program's plan for assessing program learning outcomes.

Within this next year, the full-time faculty in our Cinema discipline will meet to review all course objectives and SLOs and update our Program SLOs. Along with this process, we will revisit our AA degree and certificate and assess whether or not they are meeting employer and transfer expectations and providing a direct pathway for our students into either a 4-year college or the workplace. This will be done through research on our part, to see what, if any, new programs are being offered in Cinema and Film Production by our neighbor CSUSM and other CSUs as well as the UCs. We will also consider recommendations from our Advisory Board in regards to workplace preparedness for our students. From this research, we can determine how we can provide a direct pathway for students to achieve their academic and career goals.

Summarize the major findings of your program outcomes assessments.

The Cinema Program SLOs have not been assessed in the last three years, and therefore are due for assessment this year.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

In 2019, 1 student completed the certificate and one student completed the AS-T degree, which was first offered in the fall of 2018.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Decreased

What factors have influenced your completion trends?

Our completion trends have fluctuated over the years, with the high of 12 completions total in 2017 and the low of 4 completions in 2015. Nine students completed our degree/certificates in 2018, but this decreased to 2 completers. This fluctuation may be reflective of enrollment trends over the years. Also, we believe that students in the Cinema AA degree are transferring into the AS-T, which is a two-year program, so we expect that the number of AS-T degree completions will increase over the next couple of years.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

70.0%

Why did you choose this standard?

Our standard aligns with the College's institutional standard for course success rate.

What is your Stretch goal for COURSE success rates?

72.0%

How did you decide upon the goal?

We increased our success rate from fall of 2018 to fall of 2019 from 65% to 68%. We increased enrollment in that period from 1203 to 1529, a 326 increase. We expect our success rate to continue to increase as our new full time and part time faculty develop their skills in face-to-face and online modalities. We are very pleased to see that even with our significant increase in enrollment over the last several years we have been able to maintain a high retention rate of 93%.

Age: Why do you think age differences exist? What do you need to help close the gap?

Our success and retention rates between fall 2017/2018 and fall 2019/2019 have remained steady in all age groups except over 50, where the success and retention rates increased more than 20 percentage points.

We will continue to work to improve success rates across all ages. Many factors can contribute to success in the classroom and online. To help close this gap, we provide support services information in our syllabi, as well as inviting guests to speak about the various free services for students such as EOPS, SSS/Trios, DRC, medical, behavior health counseling, Food Bank, and tutoring - both for our online and face-to-face classes.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

Our success and retention rates between fall 2017/2018 and fall 2019/2019 for all ethnicity groups have gone up or remained steady except for African American, Asian and American Indian. Success and retention rates for African Americans are down 10 percent. Part of this decline may be due to more than doubling the number of African American enrollments, and having course caps of 60 in face-to-face classes, and 42 in online courses. We would like to reverse this trend. Class caps for face-to-face classes will decline to 42 in spring 2020, which will help. We are also sponsoring an Equity Film Series and an Equity Speakers Series that includes celebrating African American filmmakers. Our film club is also

sponsoring film screenings by African American directors this year. To reverse the small decline in our Asian student success we will incorporate more film screenings with Asian American directors and cast members. Our Native American students dropped from 60-20 percent success rate. We are sponsoring the film Druntown's Finest in November 2019 to celebrate Native American culture and their fight for justice.

To help improve these success rates we will continue share data and different methods for increasing success and retention rates for various ethnic groups in our monthly department meetings. These methods could include pedagogy that emphasizes more active-learning and project-based work, and follow-up practices through Canvas tools and Starfish.

Special Populations: Why do you think special population differences exist? What do you need to help close the gap?

Our Foster Youth success rate in fall 2018/2019 is 68%, just above the institutional standard and up from last fall. Our Veteran's success rate is right at the institutional standard. Retention for both groups is 93%. We will continue to direct students to our food, housing and counseling support systems to help these populations with their particular needs. For our active military and Veteran students, who often face special challenges related to military work-related conflicts, medical appointments that can't be rescheduled, etc. flexibility on deadlines and allowing students to work ahead when appropriate can help to keep them on track.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?

We are in the process of updating our course-level assessments this year.

Summarize the major findings of your course outcomes assessments.

We will report on our course assessment next year. Our assessments will begin with updating our student learning outcomes in our CTE courses to reflect new employer and transfer expectations, and in our academic courses to reflect changes in the scholarly discipline. We will also ensure that online courses meet their accessibility standards.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how ***all*** of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)

- [San Diego Workforce Partnership](#)
- [State of CA EDD](#)
- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Our ADT in Film, Television and Electronic Media prepares students for transfer to the University and potentially, entry-level positions in the following careers:

Camera Operators, TV & Motion Pictures, Broadcast Technicians, Editors, Multi-Media Artists and Animators, Producers and Directors, Set and Exhibit Designers, Sound Engineering Technicians, and Screenwriters.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

The ability to communicate effectively via spoken and written word. The ability to collaborate effectively in group settings on project based tasks and assignments. Working knowledge of non-linear post-production editing and animation software. Working knowledge of audio and scoring software, scripting software, and field production equipment (cameras, microphones and lights). Project management skills and time management skills.

How does your program help students build these KSA's?

To communicate effectively via spoken and written word students, students must write at least 8 pages per course, including analytical essays about films screened in class. These essays might include one-page responses to specific questions about a scene to longer essays that analyze a film in its entirety. The focus of these essays is to connect the aesthetic aspects of form and cultural representation to the historical and cultural contexts in which the film was made.

In Screenwriting, students learn how to write short-form narrative screenplays for film, scripts for broadcast, TV, commercials/PSAs and documentaries.

To communicate effectively in groups settings, students collaborate on creating short films and TV programs, from pre-production, production and post-production. Students also work together on group presentations in film and TV studies courses. Our program courses provide access to non-linear, post-production editing and animation software, and audio and scoring software. Students are required to write about TV/FILM, work in groups, and give oral presentations of their work.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

Yes

What have you done to integrate work-based learning?

We have offered television Internships at Local Network Affiliates, Internships at Local Production Companies and Creative Agencies, Non-Traditional Internships (non-broadcast businesses and industries with production needs).

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

Our interns gain experience working with the current camera and editing equipment, assist TV/Film professionals in their daily work, gain experience writing for Film/TV, and learn how to work within a production team.

How do you engage with the community to keep them apprised of opportunities in your program?

Community engagement is something we would like to do more of as our program grows. For example, this year, through a NCHEA Grant, Palomar Cinema and DBA programs partnered with faculty from Mira Costa and CSU to host a Student 48-Hour Film Challenge. Although this event was only open to current student participants, community members can attend the festival event in April, 2019.

What is the regional three-year projected occupational growth for your program(s)?

Based on data in Career One Stop, the projected growth for Film Editors from 2016 to 2019 nationally is 17%, and in the state of CA is 6%. Work for producers and directors nationally is projected to grow 12% by 2026 and 8% in the state of CA. This growth reflects the rising number of new streaming video sites, such as Hulu, Netflix, Amazon and HBO, to name a few, that provide more opportunities for work in episodic television and independent and studio film.

What is being done at the program level to assist students with job placement and workforce preparedness?

The Media Studies department hosts a Media Days event each spring to bring in working professionals from the different disciplines, including Film and Television, and this gives students an opportunity to network for possible job placement. We also offer internships through our program.

When was your program's last advisory meeting held? What significant information was learned from that meeting?

The meeting of the Advisory Board, Media Studies Department met March 7th, 2019, 5:30 – 6:30 pm at Palomar Community College, San Marcos Main Campus, Q-2.

Present at the meeting were the following Palomar Staff and Faculty: Gregg Baker, Lisa Carmichael, Lisa Cecere, John McMurria, Zeb Navarro, Scott Richison, Serena Reed, Peter Stoll.

Present at the meeting were the following Industry Professionals: Kigh Sturdevan, Media Manager with Scratch Media, Cinematographer; Russell Sheaffer, Independent filmmaker; Dan Wagner, Sr. Solutions Architect for Key Code Media, Video Editor and Avid Certified Instructor; Palomar Student Vashtai Moore who works for KUSI.

The industry professionals identified the following areas as important for students to gain from our program:

Writing Skills in News and Storytelling

- More thinking before writing.
- Versatility in writing.
- How to pull the content out of a news report.

Strong Critical Theory Skills

- Think before doing.

- Understand political and social situations.
- Lacking the ability to trouble-shoot.
- News judgment.

Strong Work Ethic

- Have confidence. Know your strengths.
- Pay attention to what is going on around you.
- Learn from others on the job.
- Be engaged and attentive.
- Conscientious: arrive on time, stay off cell phone, etc.
- Apply oneself.
- Have passion and interest in the job at hand.
- Do not be distracted.
- Ability to finish projects.

Teamwork

- Collaboration.
- Know your job.
- Have some experience
- Recognize the importance and intent of the job, i.e. the “one main job is to get the news out”.
- Connectivity, shared projects is more the norm from small to large productions.
- Understanding of workflow and your place in it.

Computer Skills

- A basic level of competency
- A plus to know more specific software programs such as AfterEffects, i.e. Access Hollywood asks their editors to have skills in: • Advanced computer knowledge, i.e. complexities of codec, distribution of files, file sharing, etc., and automated equipment

Camera Knowledge

- Need skills beyond “consumer-grade”, i.e. those with automatic controls, limitations of menu-driven.
- Know manual settings, how to color balance, prime lenses. “It gives your students a “leg up.”
- Useful to take a photography class to know basics plus, i.e. shutter speed vs frame rate.
- Not necessarily a specific camera and yet quality/type will depend on type of program.
- Aesthetics is important.

Flexibility

- Ability to write, shoot and edit. All-around skills.
- Know what your strengths are.
- Find out what you are good at and learn them on the job.

Creating content for Social media

- Adapting programs, i.e. using “vertical content editor”
 - Programming such as NBC’s “Stay Tuned” on Snapchat
 - Companies creating apps, opportunities for vertical content
- Programming that grabs the audience’s attention and tells the story quickly.

What are the San Diego County/Imperial County Job Openings?

Below are the average annual average job openings in San Diego County:

Audio-Visual Equipment Technicians: 90

Broadcast Technicians: 40

Camera Operators, TV & Motion Pictures: 40

Editors: 50
Multi-Media Artists and Animators: 260
Producers and Directors: 210
Set and Exhibit Designers: 90
Sound Engineering Technicians: 1,200
Writers and Authors (incl. screenwriters); 280

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

Goals

Goal 1

Brief Description

Assess our Program SLOS and course SLOS and align them with our degree maps.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

The Cinema FT faculty will work with PT faculty to assess our courses across several sections. Using this information, we will assess how our course assessments align with our program assessment and degree maps. We will consult with our Chair throughout this process.

Outcome(s) expected (qualitative/quantitative)

Gain data from our assessments that can then guide us in our strategies for improving our courses and degrees to better align with Guided Pathways.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal aligns with our Guide Pathways goals:

Help students in discovering, clarifying, and choosing pathways.

Ensure a quality learning environment and facilitate meaningful relationships to support student success.

Expected Goal Completion Date

5/29/2020

Goal 2

Brief Description

Hire a new FT Faculty member.

Is this a new or existing goal?

New

How will you complete this goal?

We will include our justification in a new FT position for our department through this PRP process.

Outcome(s) expected (qualitative/quantitative)

An increase in the FTEF from Contract Faculty.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Hiring a new FT Faculty member to our department will help us achieve the following college strategic goals:

Goal 1: Implement instructional strategies that strengthen and connect teaching and learning across the college.

Goal 4: Strengthen, promote, and support the college's diverse workforce through strategies focused on recruitment, hiring, and retention.

Expected Goal Completion Date

5/29/2021

Goal 3**Brief Description**

Maintain and continue smart growth in enrollment

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Social Media marketing, HS and community outreach, industry professional development opportunities, guest speakers from the film industry, state-of-the-art equipment and technology, online library of streaming movies.

Candace Rose and Scott Richinson from Digital Broadcast Arts will be participating in the Strong Workforce Faculty Institute in 2020. Together they will work collaboratively with researchers on campus to complete a research project to learn more about Cinema and DBA production students, and specifically their retention, persistence and success outcomes. This knowledge will then be shared with their colleagues to create promising practices to help grow the program.

Outcome(s) expected (qualitative/quantitative)

We expect to continue to increase enrollment in all of our courses, bring back course sections that have been cut over the years, and continue to add new sections to meet the demands of our students.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

With smart growth in enrollment we expect an increase in student success and retention that aligns with our Guided Pathways goal to offer efficient and flexible course taking patterns to meet education and career goals.

Expected Goal Completion Date

5/29/2020

Goal 4**Brief Description**

Improve transfer readiness.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

We worked with the Articulation Officer to create the AAT degree in Film, Television and Electronic Media that has now been approved through the Chancellor's Office as of fall 2018. Once the degree maps are converted to an accessible format, we will make them available on our department website and to support staff campus-wide.

Outcome(s) expected (qualitative/quantitative)

We expect higher enrollment numbers in our transfer courses and an increase in degree completions and transfers to CSU and UC universities. This will also improve student success.
More students pursuing the new AAT degree in Film, Television and Electronic Media.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal aligns with several of the Guided Pathways goals:
Offer efficient and flexible course taking patterns to meet education and career goals.
Help students in discovering, clarifying, and choosing pathways.
Provide support services to help students navigate their path.
Ensure a quality learning environment and facilitate meaningful relationships to support student success.

Expected Goal Completion Date

5/29/2020

Goal 5

Brief Description

Accessibility in Distance Education

Is this a new or existing goal?

New

How will you complete this goal?

Complete accessibility requirements for our online courses. Work with Distance Education Committee and Accessibility Workgroup, attend workshops and use OEI Course Design Rubric be sure that our online courses meet the legal requirements for accessibility for disabled students and follow best design practices.

Outcome(s) expected (qualitative/quantitative)

Increase enrollment
Improve student success and retention

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

The improvement of our distance education courses by these accessibility standards will support a more diverse student population, service those with special needs and support students' education through the four pillars of Guided Pathways.

Expected Goal Completion Date

5/22/2021

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?

Yes

Are you requesting additional Staff, CAST or AA?

No

% of FTEF for on-going reassigned time (department chair, program director, coordinator, etc.)

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Assistant Professor, Film Studies

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

Even though the Cinema department hired a new FT Faculty member this spring of 2019, based on our growth rapid growth over the last two years, and our anticipated growth in the near future, an additional full-time faculty member is needed in the Cinema Program to continue to improve the aspects of our program that align with Palomar's Institutional Learning Outcomes and Strategic Goals. Currently, we are relying on part-time faculty to help us assist students to successfully achieve these outcomes and goals. This is unsatisfactory, with full-time faculty called upon each semester to add additional courses to their already full schedules. The situation makes it more difficult to properly and adequately keep our program to the high standards that have historically led it to great success, both in its curriculum and strong enrollments for Palomar College. Also, with the rapid growth of our program and high fill-rates, we expect to increase our number of course offerings each semester.

Studying film is so much more than watching movies. All of our film studies courses provide opportunities for cultivating intellectual and practical skills, using the art form of cinema to achieve learning outcomes and achieve our department goals. Across the Cinema discipline, course curriculum guides students in acquiring competency in inquiry and analysis, creative and critical thinking and written and oral communication. To study film is to analyze and interpret cinema and recognize its role as a reflection and critique of society. Movies provide students the opportunity to study cultures other than their own, recognizing and respecting those things that are both alike and different, ultimately enriching their own contributions to society. They gain the ability to effectively engage with individuals of diverse backgrounds and perspectives. Classroom discussions and projects provide opportunity for teamwork where students work collaboratively and constructively with one another to actively participate in the process of learning and communicate effectively with each other in addressing conflicts and solving problems. By doing so, they gain confidence in their own judgment while being aware and respectful of

the opinions of other.

The study of cinema allows students to gain an understanding of a global world through its historical, social, economic, moral, and cultural challenges. This breadth of knowledge contributes to human development, expression, creativity and curiosity. It moves students to demonstrate critical self-reflection of one's own ethical values and cultivate personal and academic integrity.

In our CTE film production courses, students learn valuable, industry-related skills that will enable them to complete our ADT degree and transfer on to film production programs at 4-year universities. Or they can move directly into the workforce in areas such as screenwriting, production design, direction, cinematography, editing and sound design,

As our WSCH and Census numbers can attest to, enrollment in our program has grown exponentially in the past two years. We closely study offerings that best prepare students for transfer to university programs and for employment success. We offer variety in our classes, whether it be time of day, once or twice meetings per week, day, afternoon or evenings, face-to-face, distance education, hybrid, full semester or fast-track. We utilize Strategic Enrollment Management to allow students to complete their degrees in an efficient and timely manner, mindful of recommended and requisite courses necessary for a degree.

We are proud to say that the vast majority of our classes fill quickly and to capacity, at our main campus, Fallbrook, Rancho Bernardo, Escondido and Camp Pendleton locations. We owe much of this to the high level of academic integrity that is a staple of our program. We focus on the rigor of our program's curriculum, ensuring that our courses maintain the standards that allow for transfer and prepare students for success in disciplines that closely align with our program. By doing so, we can look to the future to expand the variety of our program's offerings and add even more sections of Cinema 100, The Art of Cinema, our core class. This course introduces students to our program, prepares them for more advanced courses in the discipline, serves as a GE requirement for our college and transfers to the California State and University of California systems.

In anticipation of the openings of the North and South Centers, we are preparing for additional sections of Cinema 100 and Cinema 125, our beginning production course. With a close eye toward needed facilities and the demographics of each area, added sections will increase enrollment numbers and provide outreach to South and North San Diego counties. We have established an industry partnership with Sony Corporation who will provide us with production equipment at the South Center that will help grow our CTE program.

With the opportunities of Dual Enrollment and Community Education, we look to the future to increase course offerings and enrollments.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

Candidates who are able to teach in our Cinema program must meet a high-level of academic education and experience, with a minimum qualification of master's degree to teach cinema studies. While we are fortunate to hire part-time faculty, some with PhDs, they understandably are seeking full-time positions. Because of this they may only be available to us for a limited time or not able to commit to a part-time position. As well, they may have the education but no experience teaching film or in the visual arts. Further problematic is that applicants may have strong industry production experience in but may lack the academic background and education.

With a strong complement of distance education courses, we need faculty who are adept at online education, both in its pedagogy and the technical skills that are required for students to succeed in an online environment.

Our department is unique in that we need PT faculty who meet both the minimum qualifications to teach our academic courses but also the industry and technical experience/qualifications to teach our Career/Technical (CTE) courses, which is difficult to find in adjuncts.

The strength and success of the Cinema program is because of its course offerings that serve as GE requirements at Palomar College and that transfer to the California State University and University of California systems. To be able to do this we need faculty that have strong academic backgrounds to teach these courses, with minimum qualifications that at least include a Master's of Fine Arts in Film Studies or closely related disciplines.

For our CTE courses, faculty must have solid experience in film and video production, producing work that shows current technical and aesthetic expertise.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

No

Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

This position will afford our program more frequent interactions with industry professionals in organizations such as The National Academy of Television Arts and Sciences and at conferences such as NAB Show, sponsored by the National Association of Broadcasters. It will also allow us an even greater presence at film festivals throughout California and the United States. Part-time and full-time faculty regularly attend the Sundance, American Film Institute, Palm Springs, Santa Barbara and San Diego Film Festivals. Our Advisory Committee draws from artists, filmmakers, and working professionals from San Diego and Los Angeles. The labor market data shows a steady growth in job opportunities within the film industry, with an increase of 6% to 8% in CA and 12% to 16% nationwide by 2026.

Is your department affected by faculty on reassigned time. If so, please discuss.

RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

Are there areas in your budget where there has been a historical surplus (See three year trend)?

No

Are there processes that need to be examined to ensure we are being the most efficient with funding?

No

Are there ongoing needs in your department budget that you currently do not have the resources for?

No

Do you have non-general fund sources of funding?

No

One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

Do you have one-time funding requests?

No

Review

Chair Review

Chair Comments

Excellent overview.

Chair Name

Wendy Nelson

Chair Sign Date

10/30/2019

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

Dean Name

Dean Sign Date

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)

IPC Review Date

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Love the mission statement!

SLO discussion and plan is great- thank you.

Thank you for completion data- does this reflect a need to re-examine degrees offered?

Congrats on success rate!

Thank you for the disp. Impact data- but why do you think course CAPs are specifically related to success with those specific groups?

The CTE data is great and really interesting- thank you for the thorough job! Some nice growth there as

well.

Goals make good sense also.

Well done.

Areas of Concern, if any:

n/a

Recommendations for improvement:

n/a

Vice President Name

Jack S., Kahn, Ph.D.

Vice President Sign Date

1/3/2020