2026-27 Comprehensive Program Review

Program: Film Studies (FLMS) and Film, Television, and Electronic Media (FTVE)

Division: Arts and Humanities

Writers: Elizabeth Wing Brooks

SLO/SAO Point-Person: Elizabeth Wing Brooks

Email your completed form to Karin Spirn and your dean by November 2, 2026.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- *The Film Studies program has continued to thrive over the past few years – we have approximately 50 majors, two active film-related clubs (LPC Film Club and LPC Filmmakers Association), have put on movie events for the college (generously funded by LPC-SG), and had another successful Las Po Film Fest in March 2026.*

- *As of Fall 2026 we have an active new transfer degree option for LPC students: the Film, Television, Electronic Media (FTVE) AS-T. This will allow students a more streamlined transfer option, helping them pursue further study and employment in the related fields of film, video, TV, and media studies.*

- *Our first ever FLMS course was scheduled and filled in Fall 2025: FLMS 5 Intro to Film Editing. We are offering FLMS 7 Intro to Screenwriting in Fall 2026 and FLMS 9 Intro to Sound Design and Production in Spring 2027. These courses are in demand and will definitely improve student experience in the Film Studies program.*

- *We have worked with local high schools to schedule and staff HUMN 2 Intro to Film Studies as part of the CCAP plan for Spring 2026 and hopefully Spring 2027, an exciting opportunity to get more local*

high school students interested in the Film Studies AA and the FTVE AS-T, as well as provide them a chance to get GE credits.

- *As of Fall 2026, the new FTVE AS-T program is in the process of becoming part of CTE due to some of the new FLMS courses it includes, which means we can have an Advisory Board. This will hopefully help the FLMS coordinator with outreach and information related to regional film, TV, video, and media industries and opportunities that should benefit LPC students.*

- *When it comes to data, we still have limited information. As an interdisciplinary program, we don't show up on the dashboard. While we don't have current data, we are still seeing a high number of female students majoring in Film Studies. And the data we got last year continues this year with our majors being majority Latine and White (with a small but growing number of African American, Multiethnic, AAPI, and Filipino students). We hope to encourage more students from diverse backgrounds to major in Film Studies or FTVE through outreach, course content, etc.*

2. Please describe your most important **challenges** in year 25-26

- *The workload continues to be a challenge. Carrying an interdisciplinary program that is popular, demands a lot of student outreach, requires writing many letters of rec, and has curriculum / program development and collaboration needs, along with planning and hosting events that foster community and collaboration amongst students is a heavy lift. The coordinator often feels that she can't meet students' needs due to lack of time and support.*

3. What are your upcoming **plans**? Please note any ways that these support student achievement and equity.

- *More FTEF to grow the program offerings and perhaps have assistance from more part-time instructors would help.*

- *We hope to put in a full-time position request in the next 1-2 years so that the FLMS and FTVE programs can be run by a qualified full-timer who can continue to expand these popular programs.*

- *Las Po Film Fest is scheduled for Spring 2026.*

- *We will continue to work with our Articulation Officer to get more articulation agreements to popular transfer colleges and universities, and we will continue to work with A & H Dean Mattern to best schedule and advocate for the Film Studies and FTVE AS-T programs.*

- *We are in discussion with A & H Dean Mattern to plan a workshop for all of the programs that intersect in the Visual and Performing Arts Pathway, which includes Film Studies. This would provide a great opportunity to strategize scheduling, collaboration, and planning.*

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
    - ELumen (if saved--no longer available online)
    - CurrIQunet
    - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- *Unfortunately, we do not have data to report here yet. We have had a 3-year Assessment Plan, but we were not able to complete those assessments this past year.*

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

3. Explain potential plans to improve student outcomes and close equity gaps.

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- *We would like to have more time to do SLO assessment planning and implementation, perhaps something built into Flex and College Days or professional workshop time built into the meetings calendar (in lieu of a Town Hall or Division / Senate meeting, for example). Alternatively, a more flexible way to assess and report, especially for smaller programs or interdisciplinary programs like ours.*

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- *Film Studies continues to see an increase in graduating majors up to 12 in the 2024-2025 academic year. As of last Fall 2025, over 80% of our students transfer. Film Studies majors have 78%-79% student success rates in '24-'25. This is something we can also aim to improve upon in the coming years.*

- *Both HUMN 2 Intro to Film Studies and HUMN 4 Global Cinemas, core and popular courses in the Film Studies AA, show high student success rates of 89% and 87.4% respectfully.*

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- *NA at this time.*

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- *NA at this time.*

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | Program-set standard data can be found on this page

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes____ No____

NA / see below.

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- *The majority of courses in the FLMS program come from HUMN, JAMS, and PHTO, all of which exceeded their program set standards.*
- *As mentioned above, our core course, HUMN 2 / FLMS 2 Intro to Film Studies, has a student success rate of 89%, which is great!*
- *While Film Studies (FLMS) has been an active interdisciplinary program for several years, we only started offering courses with the FLMS descriptor as of Fall 2025, so we do not have a program set standard yet. We have a 68% success rate for Fall 2025, which we are sure will continue to rise.*
- *Film, Television, Electronic Media (FTVE) is now, as of Fall 2026, an active program, but its courses come from FLMS and a few other programs, many of the same ones as the FLMS degree lists. FTVE does not have a program set standard yet either.*

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

- *The Film Studies program coordinator, Elizabeth Wing Brooks, created the new transfer degree in Film, Television, and Electronic Media (FTVE) to satisfy the need to streamline majoring and transferring in the popular and in-demand fields of Film and Media Studies. This is in clear alignment with LPC's Vision Statement: "Las Positas College strives to support and empower students to develop the*

knowledge, skills, values, and abilities needed to become engaged participants and leaders in their local and global communities."

- *The Film Studies Program along with cross-listed courses in Humanities offer courses that are part of the Lifelong Learning Academy at LPC, sometimes having retired students in their classes, and thus aligning with Values Statements 1, 5, and 8: Encouraging and celebrating lifelong learning. / Fostering a climate of discovery, creativity, personal development, and physical and mental health. / Holding firm to the belief that each of us makes an astonishing difference.*

- *The Humanities Program offers courses that explore human arts, creativity, and culture in general, drawing on films and examples from a wide range of cultures and identities. These courses align with Values Statements 4, 5, 6, and 8: Promoting ethical behavior, mutual trust, equity, and respect within our diverse community. / Fostering a climate of discovery, creativity, personal development, and physical and mental health. / Committing to anti-racist policies and practices.*

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)

	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
	Other [explain]:

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- *NA at this time.*

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

- *NA*

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus."

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu