

Instructional Discipline Template

Instructional Discipline Template 2023

A. Program Information

Program Mission Statement

Please enter your mission statement here.

Our mission is to educate students in the language, history, culture, and aesthetics of media. The program objectives fall into two main categories: 1) developing the understandings and skills necessary for a career in media; 2) developing the critical thinking skills necessary to interpret and analyze the values, assumptions, and constituent cultural/sociological phenomena housed within--and underneath--its ubiquitous presence.

The Media Studies program prepares students to pursue undergraduate and advanced degrees in film/media production as well as the academic study of media. Our program prepares students for a wide variety of jobs across the media industries.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Fine Arts and Communication - Media Studies-FH

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	2,186	2,082	1,939	1,539	1,385	-36.6%
Enrollment	2,421	2,366	2,265	1,831	1,614	-33.3%
Sections	55	60	60	53	48	-12.7%
WSCH	4,035	3,943	3,775	3,039	2,690	-33.3%
FTES (end of term)	266	260	249	201	178	-33.1%
FTEF (end of term)	5.7	6.5	6.0	5.1	4.4	-22.0%
Productivity (WSCH/FTEF)	709	604	626	598	606	-14.5%

B.1 - FTES

Goals: What is your program’s goal with respect to FTES?

Our FTES has declined from 266 in 2018-2019 to 178 in 2022-2023. Our goal is to return to 2018-2019 enrollment, 266 while supporting our new A-ST in Film degree.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the FTES in your program?

In the evaluation of our department data it is vital to understand that we are a new degree program. The A-ST in Film/TV/Electronic Media was approved in 2019, a transcriptable certificate of achievement in 2021. The new degree has required a shift of our course offerings to production courses that have lower allowed seat counts. Between 2018 and 2023 budget restrictions for part time faculty have forced reductions in our overall section offerings, at a time when additional sections have been required to launch the degree. MDIA has one full time faculty member, so the cuts have been disproportionately made to the higher seat count sections. In addition, seat counts in our writing heavy academic courses were reduced from 50 to 40 in 2019, impacting our enrollment data. Lastly, the COVID-19 pandemic has negatively affected enrollment.

Action: What actions does your program plan to take in order to achieve your goals?

We need to increase our annual course section offerings from 48 in 2022-23 to approximately 62. This number brings us back to our pre-degree, 2018 number (55) with an additional 7 sections necessary to support the A-ST in Film. We must build a strong and vibrant filmmaking community on campus, a vital component of the MDIA program, and one that also has huge benefits for the college. The A-ST degree has limited required coursework, filmmaking groups allow students to continue building portfolios for industry and transfer outside of class. Film is a collaborative art form, working on a set creates strong comradery and builds workforce networks for students. Media making skills are in high demand all over campus for event recording/documentation, advertising and social media. Film shares resources and skills with departments such as Theatre and Music Tech, benefiting all. The department needs to hold film screening events, showcasing the work of students in our program.

Hiring additional full-time faculty would allow the program to offer more course sections, including those cut from our schedule and five approved courses that have been shelved due to a lack of faculty to teach them and budget restrictions.

We would like to implement a new series of non-credit courses, including film production and an evening film series on directors and genres. Currently we have an extremely active film club with more than 40 members. The group has written a script, cast the film and will go into production this spring. This group was founded from students in the two MDIA 20 Production sections offered in 2022-2023. Because we only offer one film production course, these students are continuing their work through this group. New course section offerings and an evening non-credit course would allow this growing and active community to be included in our enrollment and FTES numbers.

Needs: What does your program need to execute this action plan?

We need additional full-time faculty to achieve our enrollment and course section goals. Staff support is needed for to support our production classes, including facilities and equipment. Staff is also needed to support department programming, outreach, and student productions. New faculty are also required to support department needs that are unique to a film and media program. These include but are not limited to film production management (securing locations, permitting, insurance), equipment research and purchasing, overseeing production equipment check out, equipment inventory and repair. Faculty and staff are also needed to produce the end of year film exhibition.

The academic side of the department requires overseeing the coordination of streaming film media for our courses. This work cannot be performed by one full-time faculty member alone. Our current full time staff will be on sabbatical and then leaving full time teaching in 2025-2026.

B.2 - Sections

Goals: What is your program's goal with respect to sections?

This was stated in B.1 as it is the most important element to support our FTES goal. We need to increase our annual course section offerings from 48 in 2022-23 to approximately 62. This number brings us back to our pre-degree, 2018 number (55) with an additional 7 sections necessary to support the A-ST in Film.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the sections in your program?

Many of our highly enrolled, successful course sections have been cut in the past several years to make way for the A-ST in Film required courses. The program and degree have a number of courses that are approved and are waiting to be taught. Several have been requested by students and college faculty outside of our division, as they are on program maps for other degrees. We cannot offer these courses due to our limited faculty and budget problems. Film and Media Studies courses and degree programs are in high demand at CSU's across the state. Degree completions and FTES could rise substantially if we could offer additional course sections.

Action: What actions does your program plan to take in order to achieve your goals?

Application for additional full time faculty is our top priority and necessary to achieve our goals.

Needs: What does your program need to execute this action plan?

Submission of this program review will include a request for full time faculty. After this year's submission our only full time faculty will be applying for article 18, scaling back teaching and department administrative work. Unless we hire full time faculty for this area it is unlikely that there will be anyone available to make further faculty or resource requests.

B.3 - Productivity

Goals: What is your program's goal with respect to productivity?

Our goal is to maintain current productivity, approximately 600.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the productivity in your program?

That we have maintained high productivity levels through the significant changes made in recent years as we have rolled out our new degree is remarkable. Many of our academic courses have substantial writing and research requirements. After a successful negotiations, seat counts in most of our academic courses were lowered from 50 to 40 for Fall 2019. This is why there is a noticeable drop in productivity (709 to 604) during that year. Our productivity has maintained at steady and high, even as we have eliminated higher seat count courses for film production courses that can accommodate fewer students and have lower faculty productivity.

Action: What actions does your program plan to take in order to achieve your goals?

Key to maintaining our current level of productivity is to continue to offer the high quality online courses which resulted in our enrollment growth from 2014 - 2020 (prior to the launch of the A-ST degree). We need additional faculty in order to bring back our cut online sections and begin to teach our new courses which have been shelved due to the lack of full time faculty and part time faculty budget problems.

Needs: What does your program need to execute this action plan?

We need support from the administration for at least one full time faculty hire.

C. Enrollment by Student Demographics

Enrollment Distribution

Student Headcounts by Gender

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent								
Female	1,181	49%	1,097	46%	1,067	47%	788	43%	706	44%
Male	1,222	50%	1,249	53%	1,175	52%	1,019	56%	864	54%
Non-Binary	0	0%	3	0%	3	0%	0	0%	0	0%
Unknown gender	18	1%	17	1%	20	1%	24	1%	44	3%
Total	2,421	100%	2,366	100%	2,265	100%	1,831	100%	1,614	100%

Student Headcounts by Race/Ethnicity

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent								
Asian	683	28%	647	27%	596	26%	436	24%	391	24%
Black	83	3%	76	3%	114	5%	87	5%	66	4%
Filipinx	130	5%	95	4%	102	5%	77	4%	68	4%
Latinx	437	18%	426	18%	489	22%	456	25%	415	26%
Native American	17	1%	9	0%	14	1%	13	1%	18	1%
Pacific Islander	19	1%	23	1%	21	1%	20	1%	14	1%
Unknown ethnicity	39	2%	102	4%	48	2%	68	4%	77	5%
White	1,013	42%	988	42%	881	39%	674	37%	565	35%
Total	2,421	100%	2,366	100%	2,265	100%	1,831	100%	1,614	100%

C.1 - Enrollment by Gender

Goals: What is your program’s goal with respect to enrollment by gender?

Our goal is for the department enrollment to be evenly divided in terms of male vs female gender and to maintain gender diversity in our overall enrollment.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

In evaluating this data we must continue to take into consideration our shift from an academic-GE department, with course offerings making a shift in 2019 toward hands-on film production courses for our A-ST degree. This shift has impacted our gender distribution, as the new production courses trend strongly toward male enrollment. Another element effecting the gender distribution in our enrollment is the rising number of students identifying as non-binary or unknown gender between 2018 and 2022.

Action: What actions does your program plan to take in order to achieve your goals?

Gender disparity (significant under representation of women) is a long standing and well documented issue in film production industries, historically this issue has also been a problem in university film program enrollment as well. While it cannot be overcome through the actions of the MDIA department or college action alone, there are steps that can be taken. One is to increase outreach to female and non-gender conforming local high school film and media production departments, work to continue the growth of our active campus filmmaking production group, as well as student works screenings, and social media campaigns.

Needs: What does your program need to execute this action plan?

Additional full-time faculty and support staff are required to continue building department film community, campus media events, and social media promotion. Faculty and staff support will allow us to launch evening non-credit courses, allowing us to capture our growing film community population as FTES. Improved communication and connection to our marketing and public relations team is necessary to conduct outreach to our local high school film and media departments.

C.2 - Enrollment by Ethnicity

Goals: What is your program’s goal with respect to enrollment by ethnicity?

The goal of the Media Studies department is to encourage social, ethnic and racial student diversity across our courses, as well as within the A-ST degree and certificate. We seek to build a welcoming film production and cinema studies community for all students. We are focused on reducing barriers and access to students historically underrepresented in film industries and academic media study.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

The ethnic distribution of students in our department has been relatively stable between 2018-2023. There has been a small decrease in the percentage of white identifying students in our program, the largest change in the data during this time is within our Latinx population. This student group which has increased annually over the past five years for a total of an 8% increase between 2018-2023. Our enrollment by ethnicity is fairly consistent to that of the college as a whole. During the five year time period examined (2018-23), the college also saw an increase in the Latinx population, though not as large as ours at 5%.

Our goal is to continue to attract a diverse student population, including those in our growing Latinx group.

Action: What actions does your program plan to take in order to achieve your goals?

We credit the our increasing ethnic diversity of our department to the outreach efforts our marketing and public relations teams. Our goal is to work more closely with the department, creating targeted outreach to film and media programs throughout Santa Clara County. As stated earlier we would also like ti increase outreach to female and non-gender conforming local high school film and media production departments.

Needs: What does your program need to execute this action plan?

We need full time faculty and staff support in order to execute this action.

D. Overall Student Course Success

Student Population Areas of Focus

Limits: Course Credit Status Credit

Course Success Fine Arts and Communication - Media Studies-FH										
	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent								
Success	2,159	89%	2,133	90%	1,889	83%	1,503	82%	1,367	85%
Non Success	157	6%	135	6%	198	9%	201	11%	161	10%
Withdraw	105	4%	98	4%	178	8%	127	7%	86	5%
Total	2,421	100%	2,366	100%	2,265	100%	1,831	100%	1,614	100%

Course Success for Black, Latinx, and Filipinx Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent								
Success	517	80%	490	82%	530	75%	382	72%	384	80%
Non Success	82	13%	68	11%	94	13%	92	17%	67	14%
Withdrew	51	8%	39	7%	81	11%	59	11%	32	7%
Total	650	100%	597	100%	705	100%	533	100%	483	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent								
Success	1,642	93%	1,643	93%	1,359	87%	1,121	86%	983	87%
Non Success	75	4%	67	4%	104	7%	109	8%	94	8%
Withdrew	54	3%	59	3%	97	6%	68	5%	54	5%
Total	1,771	100%	1,769	100%	1,560	100%	1,298	100%	1,131	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

D.1 - Student Course Success

Goals: What is your program’s goal with respect to student course success?

Student course success has fell consistently across all population groups in the 2020-21 and 2021-22 academic years. Student success rates showed some improvement across all groups in the 2022-23 year, most noticeable within the Black, Latinx, and Filipinx populations. This group is very close to the success rates of 2018-19. Our Asian, Native American, Pacific Islander, White student populations are still significantly lower than 2018-19 (approximately 6 percentage points).

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the student course success in your program?

The most important element to consider in this data is the COVID-19 pandemic. The data is very clear, the pandemic negatively affected student success across all demographic groups. Fortunately, student success is improving though still needs improvement, particularly with our Asian, Native American, Pacific Islander, and White populations. It is hard to know for sure due to the effects of the pandemic, but it appears that our department course offering shift toward film production has not substantively changed student course success.

Action: What actions does your program plan to take in order to achieve your goals?

Addressing our falling student success rates are a continuing challenge. The college did an excellent job shifting to online support, resources, and materials (such as computer loans) for students during the pandemic. Federal financial pandemic support for students has ended, and many resources have shifted back to campus. We need to revisit student support services post-pandemic, to be clear about what is available and make a concerted effort to keep students connected to campus support. Students are clearly still under some distress, and it is likely that our high cost of living, (inflation and housing costs in particular) are having impacts on student academic performance.

Students in our academic courses are required to watch and analyze a variety of films at a cost of approximately \$20 per class. A major department initiative has been to provide free streaming of films that are required for study

in our core academic courses, with the hope that this will help those students with financial barriers that impact their academic success. This project has received initial funding and is being partially implemented this year.

Students who fall behind and / or stop turning in course work is the largest cause of course failure in the MDIA department. During the pandemic a system of early and consistent notification of missing coursework was implemented, this system was reported by students often as a great help to their successful course completion. As our department's reach and administrative workload has increased post-pandemic, this notification system has been discontinued. Bringing this system back is key to increasing student success.

Needs: What does your program need to execute this action plan?

We should need to focus our attention on this issue, implement a "resource connection" communication strategy that would be acted upon by all faculty at the start of each quarter. This could be strategized in both department and Fine Arts/Communication division meetings.

Staff is needed to continue to implement the streaming media initiative, organizing the department needs and negotiating the purchase of each title is a time intensive project.

Additional faculty and staff are needed to assist with the department administrative load and duties, this will allow for more instructional time and the continuation of the missing work notification project.

D.2 - Course Success by Modality

Click the link below to view the program's Course Success by Modality data

https://foothilldeanza-my.sharepoint.com/:f/g/personal/10771097_fhda_edu/EvAWIA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Goals: What is your program's goal with respect to course success by modality?

Our goal is for that modality to not impact course success, there should be no disparity in student success rates between the different modalities.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about course success by modality in your program?

In 2018-19 and 2019-20 our face to face courses had significantly lower student success than our online synchronous, a-sync, or hybrid courses. However, it important to note that the face to face course offerings during this period were only 3-5% of our enrolled population. From 2020-21 to current, all of our course offerings have been either synchronous, a-sync, or campus hybrid/a-sync courses. Course success across these modalities has been fairly equal.

Action: What actions does your program plan to take in order to achieve your goals?

Continue to monitor student success rates as there were noticeable overall drops during COVID. Pay particular attention to any changes in success rates between online-asynchronous vs online-async/synch and hybrid-on campus/async. The reason to consider these groups separately is that we are shifting more of our classes into the hybrid modality.

Only one course in our department is currently taught online-async/synch, MDIA 20; a core film production course required for the A-ST degree. This hands-on technical course is challenging to deliver online, though our students benefit as it allows the degree to be completed fully online. We need to monitor this specific course's success rates carefully over the next few years.

Needs: What does your program need to execute this action plan?

Additional faculty and/or staff resources are needed for annual monitoring of important data such as student success rates. This information is vital to the success of the program as rapid changes are being made to our offerings and delivery modalities.

E. Disproportionate Impact

Click the link below to view the program's Disproportionate Impact data

https://foothilldeanza-my.sharepoint.com/:f/g/personal/10771097_fhda_edu/EvAWIA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group).

Latinx, 8 percentage point gap, 32 additional successes needed
Female, 6 percentage point gap, 41 additional successes needed
Low income, 11 percentage point gap, 62 additional successes needed

Goals: What is your program's goal with respect to disproportionate impact?

The goal of the Media Studies department is to eliminate and/or significantly reduce achievement gaps in our student populations.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the disproportionate impact in your program?

Our department Latinx and low income group achievement gaps are similar when compared to those of the Fine Arts Division and college as a whole for 2022-2023. The FA division percentage gap for Latinx students is 10 percentage points, the college has a 7 percentage point gap in this area. Low income student gap for the division is 11 points, the college percentage gap is 9 points. The division and college do not have a discernible gap in their female populations. Our department does not have a gap reported in our Pacific Islander population, a gap of 9 and 4 points was reported in our division and college data. When comparing college, division and department data the female achievement gap is a question.

Action: What actions does your program plan to take in order to achieve your goals?

Our largest area of disproportionate impact is within our low income student populations (11 percentage point gap). The materials required to complete our courses can be expensive, they include additional costs per student for streaming media in online courses, software expenses, film production equipment and materials. We submitted our first budget request last year, approved within it were initial funds for online film streaming. In addition, requests were made for production materials for our students including camera support and lighting. These actions are first steps needed to provide resources for students in our department, to help them with the additional costs of taking our courses and achieve our goal of eliminating the gap in our low income and Latinx populations. Our film production equipment is 20+ years old and most of it is no longer usable. We need to continue to invest in production equipment for classroom instruction and student use. Without additional years of data to study with regard to disproportionate impact it is difficult to come to a clear conclusion around the cause of the 6 point gap in our female student population. As mentioned in part C-1, film production has long been an overwhelmingly male dominated profession. This is the likely cause of lower female enrollment in our production classes but it doesn't provide clarity with regard to female student success. The problem highlights our need to

create a welcoming and diverse filmmaking community on campus. In addition to promoting and supporting campus production groups and student screenings, our department should bring in a diverse group of guest speakers, media scholars and film industry professionals

Needs: What does your program need to execute this action plan?

We need budgetary requests approval for additional film streaming in our online courses, as well as film production equipment and materials. Staff is required to assist with the purchase, inventory, care and distribution of equipment in our classes and to our students.

F. Regular and Substantive Interaction

If your program has any courses that are approved for distance education, describe how regular and substantive interaction was incorporated in those courses. (List each course)

MDIA 1 and MDIA 1H

- Instructor guided weekly discussions
- Grading with extensive instructor feedback
- Weekly announcements with dates, reminders, information and summaries of the week's course content and how it connects to the progression of content through the quarter
- Prompt responses to inquiries
- Two self-assessments, including space for inquiries to the instructor

MDIA 20

- Instructor guided weekly discussions
- Grading with extensive instructor feedback
- Weekly announcements with dates, reminders, information and summaries of the week's course content and how it connects to the progression of content through the quarter
- Prompt responses to inquiries
- Two self-assessments, including space for inquiries to the instructor

MDIA 2A

- Instructor guided weekly discussions
- Grading with extensive instructor feedback
- Weekly announcements with dates, reminders, information and summaries of the week's course content and how it connects to the progression of content through the quarter
- Prompt responses to inquiries
- Two self-assessments, including space for inquiries to the instructor

MDIA 8A

- Grading with extensive instructor feedback
- Weekly announcements with dates, reminders, information and summaries of the week's course content and how it connects to the progression of content through the quarter
- Prompt responses to inquiries
- Two self-assessments, including space for inquiries to the instructor
- Instructor guided weekly discussions

MDIA 8B

- Weekly announcements that include a brief summary of the last week's content and common student issues or questions and a bit of additional content: a recent article or video that relates to our content. I remind them to come to student drop-in office hours.
- Syllabus communication plan which I call "How often will you hear from me?" where I explain that I'll be sending out weekly announcements and when I'll send them. In those announcements I include a general comment on the past week's work (any common problems or misunderstandings or questions that students had), I provide additional content (usually a link to a video or an article with some context). In it I remind them about office hours and where they can find the link. And I say a bit about what's coming up this week.

- I provide individual grading comments for each student, approximately every other week.
- In each module I have a discussion post: “what’s the main takeaway for this week?” or “what’s one question you have about this week’s content?” I think of it as an online equivalent of students raising their hands in class. I then moderate that discussion and respond to student questions.

MDIA 2B

- Instructor-guided weekly discussions
- Timely grading, with individualized feedback
- Weekly announcements with deadlines, reminders, and other pertinent information
- Prompt responses to inquiries

MDIA 2C

- Instructor-guided weekly discussions
- Timely grading, with individualized feedback
- Weekly announcements with deadlines, reminders, and other pertinent information
- Prompt responses to inquiries

MDIA 3

- Instructor-guided weekly discussions
- Timely grading, with individualized feedback
- Weekly announcements with deadlines, reminders, and other pertinent information
- Prompt responses to inquiries

MDIA 11 and MDIA 11H

- Instructor-guided weekly discussions
- Timely grading, with individualized feedback
- Weekly announcements with deadlines, reminders, and other pertinent information
- Prompt responses to inquiries
- Self-assessments, including space for inquiries for the instructor

MDIA 12

- Instructor-guided weekly discussions
- Timely grading, with individualized feedback
- Weekly announcements with deadlines, reminders, and other pertinent information
- Prompt responses to inquiries

MDIA 13

- Instructor-guided weekly discussions
- Timely grading, with individualized feedback
- Weekly announcements with deadlines, reminders, and other pertinent information
- Prompt responses to inquiries

MDIA 30 and MDIA 31

- Instructor-guided weekly discussions
- Timely grading, with individualized feedback
- Weekly announcements with deadlines, reminders, and other pertinent information
- Prompt responses to inquiries

G. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

The Media Studies program is now at a an inflection point. The program transitioned from the former VART (Video Arts) program formally to MDIA (Media Studies) in Fall 2014. From from it's outset, the program has been successful with high enrollment and productivity numbers. In it's first year, (2014-2015) overall MDIA enrollment was 1674 students, making it one of the top three enrolled departments in the Fine Arts Division. In this first year

MDIA was larger than division programs that offered nearly 30% more course sections and had twice the number of full time faculty. By 2020 the department had grown to an enrollment of 2300, with no additional faculty, staff, or budget. From 2020 to today our enrollment has declined back to to the 1600 range. As examined throughout this review, our enrollment decline is due to four key factors:

- New course offerings in technical film production required for the 2020 launch our A-ST in film degree. These courses have lower seat counts.
- Reduction in part time faculty budget. Our department has only one full time faculty, and runs with about 50-60% part time faculty teaching courses. Restricted course sections at a time when we are now required to offer new lower seat count courses have caused disproportionate cuts to our high enrolled courses.
- 2019-2020 reduced seat counts in our academic courses, from 50 to 40.
- The COVID-19 pandemic which caused significant enrollment declines across the district, from 2021-2023.

While our overall enrollment has declined, the new degree is has been a success, with significant increases in the first few years offered. In the 2019-2020 year (first year in the catalog) we had 2 A-ST in Film degrees awarded. In 2020-21 there were 6, 2021-22 10 A-ST completions and one certificate completions. That number fell a bit last year (2022-23) to 7 A-ST in Film completions. The 2023-24 completions numbers will be telling, it may be related to the reductions of our course section offerings from 60 (2019-20 to 48 in 2022-23).

To conclude, this is a program that continues to succeed with the most limited resources. We have two student clubs running now, one in Film Production and the other in Film Studies. Our production club has tremendous momentum which was built from an enthusiastic base of students who completed our basic production course, and then participated in our first end of the year public screening in June. The production group wrote a script this fall abd recently completed casting with 75 students vying for several roles. Locations are almost secured for a two week shoot in spring term.

This is a critical moment for the program, as our one full time faculty member will be on sabbatical next year and article 18 in 2025-2026. Our production course has been run for the past three years with the camera and lighting equipment that are property of the faculty member, this situation cannot continue. The department has received some resources this year and has started the process of renewing equipment required to run the course, but we need more investment.

Personnel and financial resources will allow us to grow our burgeoning film community and to start up new non-credit classes that will allow us to capture this participation in FTES. We will be able to offer our courses that have been shelved due to part time budget restrictions. Lastly, we will support students academically through a system of early missing work notifications and with resources such as free streaming films that are required in our classes.

This form is completed and ready for acceptance.