

Comprehensive Program Review Report



Program Review - Cinema Arts

Program Summary

2022-2023

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What are the strengths of your area?: What are the strengths of your area?:

The Cinema Arts "Program" consists of 2 courses (CINA 31, CINA 32) with each course offered each semester face-to-face and online. There are one of each class offered face-to-face each semester and two online sections of each class (one of each online section is a late-start). These six classes are each offered on different days, or modalities, or timeframes to offer the most variety possible to the students

The strengths of the Program are:

1. The courses appeal to a large group of GE/transfer students - both sections are offered in large lecture format. At the current time, there are 1,196 students enrolled in the 6 sections of the course.
2. High student success rate in both courses, although the success rates dropped last year and there have been significant faculty conversations surround this issue since the 10% drop in success in one year is cause for attention.

There are small fluctuations each year for success rates among disproportionately impacted groups, the overall numbers are higher than the college's percentages, and the numbers are comparable across groups. We are, however, seeing a downward trend in success rates for African-American and Hispanic students over the past year and it is mostly in the face-to-face sections (disaggregated data below)

CINA 31

Success rates based on Race/Ethnicity

African American 72% ('19/'20) to 67% ('20/'21) to 66.7% ('21-'22)

This number stayed roughly the same but is below the class-wide average of 73%

Hispanic 83% ('19/'20) to 78% ('20/'21) to 71.3% ('21-'22)

The success rate is also lower the past year and is below the class-wide average of 73%

Asian 77% ('19/'20) to 84% ('20/'21) to 77.8% ('21-'22)

The success rate is also lower the past year and is below the class-wide average of 73%

White 86% ('19/'20) to 85% ('20/'21) to 79.2% ('21-'22)

The success rate is also lower the past year but above the class-wide average of 73%

CINA 32 - International film

Success rates based on Race/Ethnicity

African American 55% ('19/'20) to 73% ('20/'21) to 63% ('21-'22)

This rate is lower than the class-wide average of 71.8%

Hispanic 83% ('19/'20) to 85.5% ('20/'21) to 70.7% ('21-'22)

This rate is lower than the class-wide average of 71.8%

Asian 89% ('19/'20) to 92% ('20/'21) to 81.3% ('21-'22)

This rate is lower than the previous years, but is much higher than the class-wide average of 71.8%

White 92% ('19/'20) to 88% ('20/'21) to 75.5% ('21-'22)

This rate is lower than the previous years, but is higher than the class-wide average of 71.8%

The overall success rates for the two CINA classes is much lower in the '21-'22 academic year than in the previous years. It is clear to the department that there needs to be changes implemented to positively impact the increase of student success in

these two courses. A deeper dive into the data showed this information for last year:

CINA 031

Summer '21 success rates

Online (only this modality was offered) – 86.2%

African American – no data

Hispanic – 85.2%

Asian – no data

White – 88.6%

Fall '21 success rates 73.3%

Face-to-face

African American – no data

Hispanic – 74.4%

Asian – no data

White – 75%

Online

African American – 77.4%

Hispanic – 70%

Asian – no data

White – 81.7%

Spring '22 success rates 74%

Face-to-face

African American – no data

Hispanic – 75%

Asian – no data

White – 90.9%

Online

African American – 58.8% (but up from 46.2% the previous Spring)

Hispanic – 74.8%

Asian – 70%

White – 76.9%

CINA 032

Summer '21 success rates

Online (only this modality was offered) – 94.6%

African American – no data

Hispanic – 96.4%

Asian – no data

White – 95.5%

Fall '21 success rates 68%

Face-to-face

African American – no data

Hispanic – 52.6%

Asian – no data

White – 53.8%

Online

African American – no data

Hispanic – 71.2%

Asian – no data

White – 75%

Spring '22 success rates – 75.4%

Face-to-face

African American – no data

Hispanic – 65.4%

Asian – no data

White – no data

Online

African American – no data

Hispanic – 75.7%

Asian – no data
White – 80.4%

In the end, while we are not happy with the low success rate for the two CINA classes, upon closer examination of the data for only the '21-'22 academic year, we have concluded the following:

CINA 031 course

- The Summer session's online section was significantly higher than the year's overall average.
- The Spring '22 semester saw increases in both face-to-face and online modalities as compared to the Fall '21 semester.
- The online success rates for all race/ethnicities was significantly higher than the face-to-face classes

CINA 032 course

- The Summer '21 online only section's success rate of over 94% is significantly higher than the year-wide average of 71%
- The Fall '21 success rates were significantly lower than the Spring '22 success data
- The Fall '21 online classes success rates were significantly higher than the success rates for the face-to-face classes
- The Spring '22 success rates were significantly higher for all race/ethnicity groups over the Fall '21 semester.
- The Spring '22 success rates for online classes were significantly higher for all race/ethnicity groups than the face-to-face modality

So, where are the biggest drops in success rates? The late-start Hanford online with orientation class that was offered for the first time in the Spring '22 semester. It had success rates as low as 36%. This could be a fluke or it could be significant. This is where some change needs to happen if we are to successfully impact the success rates for the CINA classes.

It is also understood by the faculty that some of the changes that we made to the face-to-face sections for this academic year were necessary because last year this is where there were significantly lower success rates over the online modality.

We are continuing to offer synchronous instructor-lead sessions for our online classes AND there are face-to-face options for the students to attend as well. We will see if these changes increase the success rates of these disproportionately impacted groups.

3. High levels of collaboration and dialogue (at least 3 dialogue sessions each semester including a portfolio session where there is a cross-section discussion of student work and evaluations) between the two instructors in the Program. This frequent and continual collaboration helps to maintain unified academic practices and assessments between different sections of the same class taught by different instructors.

What improvements are needed?: The CINA Program is very small, but prosperous and growing if enrollment continues at the same rate that it has been for the past 5 years

Summer '21 CINA 031 163 student completed, CINA 032 88 students completed
Fall '21 CINA 031 720 students completed, CINA 032 216 students completed
Spring '22 CINA 031 548 students completed, CINA 032 236 students completed

Summer '22 - CINA 031 158 students completed, CINA 111 students completed
Fall '22 - CINA 031 819 students enrolled, CINA 032 371 students enrolled

At this time, there are no changes planned - the department is staying with the changes that were made in the recent semester. The department has made changes to the operation of the face-to-face classes this semester in an effort to help improve success rates in that modality as well as continuing practices in the online sections which have already lead to increases in success rates in that modality.

There is a noticeable need to address the achievement gap for African-American students in online CINA 031 classes. The number of students enrolled has increased in the past two semesters and while the success rates have increased from 46% to almost 59%, however, this number is still lower than the district-wide average and much lower than the overall success rate for the course and department. The department has begun diffing into higher education resources to help close this achievement gap.

Describe any external opportunities or challenges.: None at this time.

Overall SLO Achievement: The SLOs were assessed the previous year and last year zoom sessions were instituted for online sections to support student learning. In the Spring the department held conversations about the impact of these support sessions and initial feedback was that these were leading to an increase in student engagement in the learning and increased quality of submitted work.

The data from the Spring '22 semester shows an increase in success rates for the classes, so there is feeling among the

department faculty that these support sessions are achieving their desired goal.

Changes Based on SLO Achievement: A continuation and increase in zoom support sessions for online classes.

Overall PLO Achievement: N/A

Changes Based on PLO Achievement: N/A

Outcome cycle evaluation: The outcome cycle was completed last year and the unit is in the first year of the new cycle. There is no plan to change or increase the assessment cycle, just to adhere to the process of collecting data, analyzing data, making changes based on analysis in the new 3-year cycle.

Action: 2022-2023

Develop strategies to increase student success in all teaching modalities and at all sites for CINA courses

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Implementation Timeline: 2022 - 2023

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): James McDonnell and Chris Mangels

Rationale (With supporting data): There is room for improvement in the success rates for the CINA classes and the department will meet at least twice, hopefully twice per semester, to discuss possible disconnects to success, strategize possible solutions to increase student success, and then discuss what worked and what can still be improved. These are the department's most populated classes by a large degree and they deserve focused attention on this issue.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 3.2 - Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.