De Anza College

Program Review – Annual Update Form: Film/TV

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

   As the Film/TV Department reflects on the RAPP feedback from our last year's Comprehensive Program Review, we would like to address some of the comments that RAPP members have shared.

   We were thrilled to read the commendations that we received, such as the impressiveness of our student SMPTE chapter and the industry exposure that Film/TV students regularly have by way of networking events with industry professionals. We were also commended on our clearly defined and comprehensive mission and alignment with the mission and vision of the college. The department success rates are high at around 90%, the explanation of enrollment trends was clearly communicated, as was the reflection on our degrees and certificates. The department was also commended on its inclusive curriculum and information sharing of student support services.

   In the Comments section under Program Goals, the RAPP members raised a question regarding the Film/TV Department's request for an additional faculty member and how they would serve the department. This much-needed full-time instructional position is needed in the specialized discipline of Film Studies. It will provide instruction for our GE film history and analysis courses. The department offers 20+ film studies courses per academic year, enough to satisfy the teaching load of 2 full-time instructional positions. The Film/TV Department has been experiencing growth in enrollment in this area as these 50-seat GE courses always fill and carry long wait lists. Furthermore, the courses in Film Studies increase the department's productivity and are required on all our certificates and degrees. Film Studies is a separate discipline from Film/TV: Animation, Film/TV: Production, and Film/TV: Screenwriting. As such, it requires a faculty member with an advanced degree in Film Studies to teach those courses. Currently, the department does not have a full-time faculty member with these qualifications. Our full-time faculty has advanced degrees in Film Production, Screenwriting and Animation, but not Film Studies. Perhaps this information answers the questions posed by RAPP members in the Film/TV: Screenwriting Program Review feedback as to the reason why the department seeks a position in Film Studies.

   The Film Studies position is a replacement position due to the Spring 2022 retirement by long-time faculty member and former Film/TV Department Chair, Susan Tavernetti. Having a new full-time Film Studies instructor to provide the necessary leadership in this discipline will undoubtedly bolster student success while providing continuity for students and service to the college via various committees with SLO and updating curriculum, contributing to program review, annual student show preparation, Advisory Board participation, letters of

recommendation writing, community film screenings, festivals and other outreach events, and much more.

Being granted a full-time position in Film Studies will also help the department with its goal #2: revise and expand course offerings. There are several film studies courses which we have not been able to offer in the last years due to the lack of a full-time faculty's expertise in those areas. Expanding our course offerings strengthens students' interest in the department and aids enrollment while providing a holistic film education which better prepares students in their educational careers and transfer.

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))

Linked to the Department's goal #2: revise and expand course offerings, we are thrilled to have several new courses in the pipelines. In addition to our regular 5-year course revisions, some of the major updates have been the writing and submission of three new courses in Film/TV: Animation – namely, *F/TV 71J: Intermediate 3D Character Animation*, *F/TV 74: Game Animation*, and *F/TV 88: Portfolio* -- as well as the update of our certificates and degrees in Film/TV: Animation (the A.A. degree) and Film/TV: Production (the COA, COAA and A.A. degree) to reflect the updated course renumbering and revise the list of required courses while reflecting on the most recent LMI data reports. This academic year, we'll be creating another new course, this time in Film/TV: Screenwriting which will focus on writing TV pilots, for which course we still do not have the course number as we are quite early in the process.

Another positive piece of news is that two additional Film/TV courses have now received articulation agreements: *F/TV 7: Script Analysis* and *F/TV 39: Intermediate Film and Digital Video Production*. Two others are in the works, and the Department Chair has been working with Christa Steiner to identify Film/TV courses for articulation.

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

In connection with our goal #1: CTE preparedness, the Film/TV Department has continued to acquire professional equipment to increase access for all students in Film/TV: Production, Film/TV: Animation and Film/TV: Screenwriting, as well as to decrease the equipment-to-student ratio. This affords better training on the professional equipment, as well as more hours spent with said equipment, which leads to students feeling more confident with this highly technical field and renders them better prepared for the workplace.

Connected to the Film/TV: Production's goals #1: CTE preparedness and #3: improved infrastructure, our LED wall request is an ambitious request to the tune of $100,000-200,000+ cost, which is still under careful review and research by our faculty. However,

since none of us are specialists on this relatively new technology, we need the advice of professional technical experts. Two of our Advisory Board members greatly support such an initiative and are willing to participate in an advisory role as we work toward identifying the best possible solution. We have reached out to vendors and received quotes for different LED wall setups, however, we are still in the process of needing that expert advice, so that we can review our options and better determine the best possible technology to last for the next 5-10+ years at De Anza College.

What an LED wall would provide for students would be an up-to-date modern workflow and training, so that they can be much more competitive when seeking jobs or transferring to film programs that already have such LED wall setups. As CTE programs, both Animation and Production students will greatly benefit by being trained on this state-of-the-art technology, which would fulfill the goal of CTE preparedness. The acquisition and setup of an LED wall is an opportunity for De Anza to step up and modernize its facility by adding a 21st century technology and professional setup for virtual production.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

Perhaps the biggest item that was not included on our last year's program review is the request for 30 Mac computers. This request stems from the urgent need to create a second computer lab which would be Mac-based to accommodate our Film/TV: Production students using the professional industry-standard software, ProTools, which runs well on the Mac platform but has a host of issues on the PC platform. Currently, we have a 30-seat computer lab in AT102, which primarily serves the needs of our Film/TV: Animation students. These computers are PC-based to accommodate the requirements of our Animation software, Maya, needed for our Animation courses.

With this year's computer refresh in AT102, we had hoped that ProTools would behave without issues on the new PC computers. However, this turned out not to be the case and has created numerous issues and a strain on the ETS team and our staff member, who have diligently worked together and spent a considerable amount of time to resolve the software issues.

As a result, the Film/TV Department would like to establish a second computer lab in the lower level of the ATC building to include Mac-based computers only. This lab will serve the needs of all Film/TV: Production students who primarily use Macs, but most importantly, it will provide a bug-free instruction for our audio post-production course, *F/TV 31: Audio Post-Production* which we offer 2-3 times per year and is a required course for our A.S.-T. in FTVE degree for transfer.

A second computer lab will substantially increase student access to the computers since no animation classes will be scheduled there as they will be conducted in the PC-based

computer lab in AT102. Furthermore, the Mac lab is closely tied to our goal #1: CTE preparedness, as well as goal #3: improved infrastructure.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

The Film/TV Department regularly requests both personnel and instructional equipment so that our programs can be up-to-date and competitive for both the future transfer of our students and their employment in the industry. Film/TV: Production and Film/TV: Animation are both CTE programs and as such, they heavily depend on access to professional equipment, which all of our production courses rely on for teaching students hands-on how to operate professional equipment safely. We have 21 production courses in Film/TV: Production and 9 animation courses in Film/TV: Animation – and some courses have multiple sections - that hugely rely on this equipment. Without funding for it, students will be unable to complete the SLOs for the courses or create the high-level production work that the department is known for and be able to successfully transfer or pursue a career in the fields of film and video production and animation.

The importance of having enough personnel to support our production courses is paramount since, without such support, students would not be able to train properly on the highly specialized equipment. The Film/TV Department has one full-time staff position, which is essential to the smooth running of all production courses in the department. This staff position is supplemented throughout the academic year with three part-time student employees through our Perkins funding for Film/TV: Production and Film/TV: Animation. The student employees are quite essential in providing specialized training to students, peer-to-peer interaction and support. Our staff member trains the student employees every quarter on safety procedures and workflows, and the student employees greatly benefit by learning how to become student leaders as they gain the confidence needed to work with our high-end equipment which can be quite intimidating at first. Student employees also learn how to better relay information to their peers, which prepares them well for the workplace.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

The availability of both the personnel and equipment resources especially affect our disproportionately impacted students since they provide them with a much-needed access to expensive technology and equipment which they otherwise would not have. In addition, being able to hire student workers particularly benefits our disproportionately impacted students by providing them with additional hands-on training hours with the equipment and peer-to-peer support. Furthermore, some of our disproportionately impacted students have been selected to work as student employees representing various genders and ethnicities. We've had DACA students and work-study students in those roles. By working in the

equipment room, these disproportionately impacted students gain the much-needed confidence to handle the complex high-end equipment while also learning how to become student leaders. This lifts them up and prepares them for jobs in the industry and success when they transfer to well-known four-year film programs. Without our Perkins and SWP funding, the Film/TV Department would not be able to offer these positions thereby directly affecting our student population and especially those who are disadvantaged.

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (https://www.deanza.edu/slo/) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	F/TV 65: Current Practices in the Film/Video Profession • Analyze first-hand testimony from working professionals
Method of Assessment of Learning Outcome (please elaborate)	The assessment methods for this course were multiple: engagement in weekly online discussion boards evaluating the lecture(s), handouts, and the guest speaker of the week as they shared their experience in the film and television industry and pathways to career fields that students may not even have been aware of, such as computer display supervisor or festival programmer; a written midterm; a final reflection essay analyzing the first-hand testimonies of the industry professionals; the creation of a website and a professional resume targeted to a specific crew position to better help students in their future career planning.
Summary of Assessment Results	27 students were registered and enrolled in this course in Spring Quarter 2024. Out of those 27 students, 2 withdrew by the W deadline, and 3 failed to withdraw thereby earning the FW grade despite multiple emails and communication from their instructor to withdraw by the W deadline. 21 students successfully passed the course with a grade of C or higher. The 15 students who received the A grade in the course exceeded the expectations while 6 students earning a grade of B or C met or approached the expectations. As a fully online course, the regular interaction and student participation in the weekly online discussion boards and assignments was closely monitored by the instructor, who reached out multiple times on a weekly basis to remind those students failing to submit their work to do so and even providing extensions to the deadlines to encourage students to complete their work. This intense approach may have helped those 6

	students who met or approached meeting the course expectations. However, despite multiple communication efforts and the instructor's advice to withdraw from the class, 3 students still remained but "disappeared" and did not proceed with the completion of their weekly assignments, thus earning a FW.
Reflection on Results	Most students (15) exceeded expectations for completing the SLOs for this course. However, 6 students were obviously struggling since they either withdrew from the class by the W deadline or failed to do so and earned a FW grade. One explanation might be that the weekly discussion assignments felt overwhelming to them and they couldn't keep up with the work. However, the course is a 4-unit course and as such, it does require a certain amount of weekly work. In addition, when polled at the end of the course, the instructor found out that 100% of all respondents (18 students) found the amount of homework to be reasonable (not too much and not too little). Therefore, there may be other explanations as to why these 6 students did not succeed. The 15 students who kept up with the work exceeded the course expectations and earned an A grade.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	All 10 guest speakers for this course were funded by a Perkins grant. Without such funding, the course could not meet its student learning outcomes. In order to continue to offer this important for our students' career education and employment planning course, Perkins funding will continue to be essential in bringing in accomplished industry professionals and experts who are well established in the competitive industry and represent a wide range of backgrounds, ethnicities and gender. The inclusiveness of the guest speakers is especially valuable since students see themselves represented. This further ignites their passion to pursue competitive fields and be successful in their educational and professional careers.

Done? Please email this form to your dean/manager.

8. Dean Manager Comments: I very much appreciate the department chair's thorough and thoughtful reflection of the Film/TV department. Although the department submitted three separate program review documents (Film/TV Production, Animation, and Screenwriting), Milena also addressed some of the accomplishment and needs for Animation and Film Studies. Her comprehensive reflection points out essential resources that make Film/TV production a very successful program, including resource and Personnel funding from Perkins and the institutional support for an essential full-time technician. As a CTE program, the department supports equity by 1) ensuring that equipment and training is available to low-income and underrepresented students; 2) providing opportunities in instruction for these students to learn how to use state-of-the-art equipment; 3) hiring students workers from the pool of first and second year students; 3) consulting experts in the field to ensure

the curriculum includes necessary work-place skills; and 4) exploring and researching new technology to support student learning outcomes and CTE objectives. I support their goal for CTE preparedness and Infrastructure improvement by investigating the feasibility of installing an LED wall. The department's forward-thinking mentality directly supports student success whether they transfer and/or work in the field. Ideally, the department would be complete with a full-time hire in Film Studies. Only a full-time faculty member can serve as a dedicated mentor to students who are transferring to four-year institutions because they have the time to support them. I commend the department for their teaching, continued professional development, and dedication to the program.