Comprehensive Program Review

A. Department Information
Mission

Please enter your department's mission statement here.

The Film/TV Department empowers students to attain the critical skills to analyze media in a multicultural and inclusive environment. Our courses strive to educate independent thinkers and creators while providing them with the practical skills to craft a compelling vision and create stories that entertain, inspire, and engage, preparing them both for the fast-paced and dynamically evolving workplace and providing them with the necessary skill set to succeed in the industry and at top film schools in the nation.

How does your program mission statement relate to the mission, vision and values of the college? (https://www.deanza.edu/about-us/mission-and-values.html)?

The Film/TV Program's mission incorporates the crucial core competencies of the college, such as communication and expression, information literacy, and critical thinking. Our Program Learning Outcomes directly relate to the mission and Institutional Core Competencies of De Anza College. With a focus on the cinematic arts, our PLOs contribute to an academically rich, multicultural learning environment that encourages our diverse student population to develop their intellect, character and abilities by applying critical methodologies to analyze animated and live-action film, TV and digital media from different time periods and parts of the world in aesthetic, technological, economic and sociohistorical contexts, as well as by applying pre-production, production, and post-production techniques in the completion of a screenplay, film or video work in live action or animation. In the process, students have the opportunity to become socially responsible leaders in their communities, the nation and the world through the power of storytelling and the moving image.

Furthermore, the Department's mission directly relates to De Anza's core values of innovation, equity, integrity, personal responsibility, and social justice. The Film/TV Department's Program Learning Outcomes provide students with a resource to develop skills in film, television and digital media, thereby fostering their communication and expression abilities; promoting the need for personal responsibility and well-being while working in the cinematic arts; and creating awareness of the civic capacity for global, cultural, social and environmental justice through the influence of media. The Film/TV Department's PLOs provide students with practical film and television production skills and experience to assume careers in the film, television and gaming industries, corporate environments, and/or independent work.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
CTE Preparedness	As a CTE program, Film/TV: Animation aims to provide a solid foundational preparation to students entering the film and digital media industry by providing access to modern animation equipment and workflows	Faculty, CTE team, CTE counselor	Film/TV Department animation faculty	N/A	Acquisition of high-end equipment, such as Wacom Cintiq displays, motion capture technology and VR equipment; increasing the professional equipment-to-student ratio	Acquisition of high-end equipment, such as motion capture technology and VR equipment; and digital animation production equipment such as Wacom Cintiq pen displays, increasing the professional equipment-to-student ratio
Revise or expand course offerings	Creating a game animation course to provide students with the practical experience and resources to work in the field of game animation, as well as an intermediate 3D character animation course, to help students build up their demo reel as they continue to expand their creative and technical skill set	Faculty	Film/TV Department animation faculty	Continued conversations on mapping course rotation schedule	Department meeting discussions; eLumen submission	Evidence of revised or new courses submitted to the Curriculum Committee
Improved infrastructure	Improving students' learning experience in the computer lab and classroom; investing in motion capture technology and digital animation production equipment for modern industry workflows	Facilities; CTE funding (SWP, Perkins)	Facilities; department animation faculty; staff member to support students in the computer lab and on the LEDvirtual set	N/A	The realignment of AT102 to improve student learning experience; the acquisition of motion capture technology for modern workflows, and the development of the animation lab with new digital equipment	The assessment will be dependent on whether the infrastructure is improved by realigning AT102, acquiring motion capture technology and digital animation production equipment for modern industry workflows

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

The Film/TV: Animation program is a signature program at De Anza College where students work in small class sizes (25-30-seats) in order to attain the highly technical and creative skill set necessary for their successful entrance to the competitive workplace or continuing educational career at a four-year university. Our students regularly transfer to four-year universities to continue their study of animation. Many transfer to the highly competitive and well-respected Animation program at San Jose State University, while others transfer to UC Berkeley, CSU East Bay, and other schools. Two of our courses, F/TV 71G & H (Introduction to 3D Computer Animation: Modeling & Character Motion, respectively) will be UC transferable, effective Fall 2024.

In order to maintain the program's excellent reputation, as well as the high professional quality of the student work, the Department recognizes the need for expanded course offerings and student access to the latest digital animation production equipment. Faculty is currently developing two new courses, one that will offer students access to modern workflows and give them experience working with industry-standard digital equipment, and one that will give them the opportunity to develop a higher skill set in order to build up their demo reels and assist them in transferring to a competitive four year program or in entering the workplace. The department also recognizes the need for student workers to assist faculty in the classroom in order to provide students with additional support and assistance from their

more experienced peers. This type of hands on, peer support can be very valuable in the classroom and provides the student worker with valuable mentoring experience as well.

B. Enrollment Trends

Enrollment Variables and Trends

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	188	166	176	215	240	27.7%
Enrollment	375	338	351	409	451	20.3%
Sections	19	20	22	24	24	26.3%
WSCH	588	619	622	702	746	26.9%
FTES (end of term)	39	41	41	46	50	28.2%
FTEF (end of term)	1.3	1.2	1.4	1.5	1.6	23.3%
Productivity (WSCH/FTEF)	460	509	452	476	474	2.9%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (https://www.deanza.edu/ir/documents/Glossary.pdf).

- ☑ the data trend shows an increase in Enrollment

- ☐ the data trend shows a decrease in Enrollment

- ☐ the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

Although enrollment has been decreasing steadily for the entire college, the data shows a 5-year increase in Census enrollment for Film/TV Animation by 20.3%. Enrollment in the animation department has in fact risen from the previous academic year, 2021-22, from 409 to 451. For unduplicated headcount, there is a 27.7% increase, representing a 25-count difference with our 2021-2022 enrollment levels. This shows there is a strong and steadily growing demand for the Animation department's courses, a strong reputation for the program that helps to attract new students, and demonstrates a record of proven success in student engagement, retention and enrollment.

To continue this increase in enrollment in our program, the department will pursue outreach efforts with the local high schools, collaborate with the CTE office and the Artistic Expression Village, as well as participate in De Anza's Welcome Day and Open House events to promote our program and its degree and certificate patterns. Post-pandemic, the department has resumed hosting yearly visits from Saratoga High School's MAP program, expects a visit from Boynton High school and a high school student visit from Santa Clara, and our F/TV faculty serve on the advisory boards of several local high schools. In addition, the department will continue to remain flexible in the offering of various teaching modalities, such as fully face-to-face, hybrid and fully online courses, to better accommodate our students' schedules.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqltlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY).

2. Cite current industry trends.

3. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

The labor data according to the Lightcast Occupational Outlook clearly shows an uptick in all job categories, with Special Effects Artists and Animators to be increased by 4 jobs. The current industry trends justify an expansion of our course offerings to stay current with the latest technological advances in animation production. Our Advisory Board members have recommended the acquisition of motion capture technology, VR equipment and instruction in the use of game engines such as Unreal, as the use of these are significantly growing in animation studios and schools. Training students on these modern workflows will certainly prepare them better for the animation industry. Other Advisory Board recommendations are coursework that helps students build their demo reel, as well as connecting students with internships at local companies and organizations and holding field trips.

The Film/TV Department is proud to share that our students have held internships with Roku, Silicon Valley Bank, CreaTV, and MidPen Media Center, as well as had students be involved with local festivals, such as Cinequest, the San Francisco International Film Festival, Mill Valley, and others. Our students have toured the live production studios at LinkedIn, attended a career panel and one-on-one tutoring on their LinkedIn profile, and have toured the state-of-the-arts facilities at Dolby Labs in Sunnyvale meeting with a professional colorist advising them on career pathways, as well as the art and craft of professional color grading.

The growing employment demand in this area warrants the regular offering of specialized courses, such as F/TV 71G: Introduction to 3D Computer Animation: Modeling, and F/TV 71H: Introduction to Computer Animation: Character Motion, as well as the development of two new courses based on the recommendations of our Advisory Board. These new courses include F/TV 74A: Introduction to Game Animation, to supply training in motion capture and vr technology, and F/TV 71J: Intermediate 3D Character Animation, to provide students the opportunity to expand their skillset and build their demo reel.
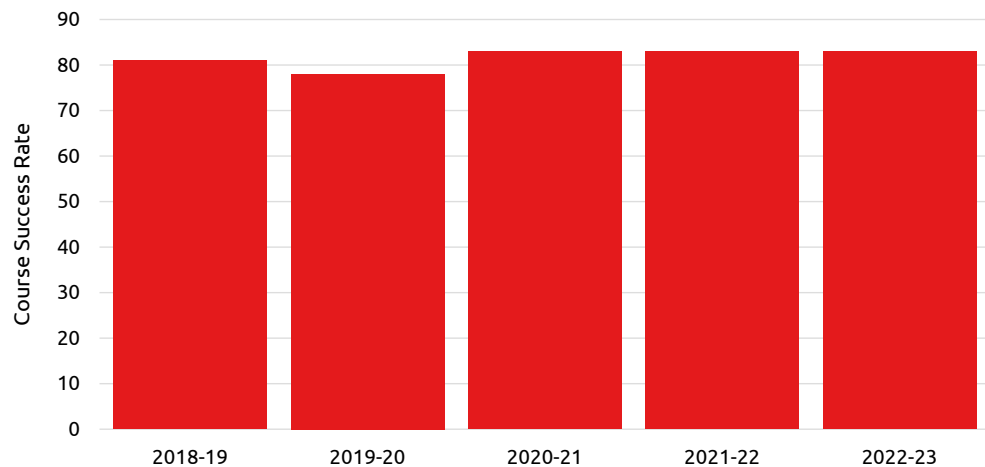
D. Course Success
saved report - pivot

Course Success

Who uses this report:
All users who want to further explore their enrollment or course success data.

What is this report:
This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:

Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	375	81%	303	338	78%	265	351	83%	290	409	83%	341	451	83%	376

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

☑ the data trend shows an increase in Course Success

☐ the data trend shows a decrease in Course Success

☐ the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?

2. What strategies does your department have in place to increase or maintain current success rates?

3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)

4. How do course success rate trends align with your program goals?

The data trend reveals a steady trend for our course success rates sitting at around 83%, an increase from the academic year 2019-2020. One of the main factors for student success is equity in student access to professional equipment, the maintenance of a professional equipment checkout room, sound stage and computer lab, as well as the availability of student peer tutors for hands-on training on the equipment. We need adequate space for hands-on learning and training and adequate technical support so that students can thrive and faculty can focus on teaching.

The department has been acquiring more professional digital animation drawing tools and equipment in an effort to decrease the student-to-equipment ratio and provide more equitable access to it for all students. We continue to require funding for modernizing our equipment as technology changes at a fast clip, so that our students remain competitive in the workplace and become well trained on similar equipment that transfer universities have. The department continues to rely on funding for digital animation drawing tools and software as they are a must for students to produce high quality work and to transfer to a four year university or enter the workplace. Relying on free access to digital equipment and software makes the program equitable. Our animation courses rely on the continuous updating of this ever-changing technology. After-class hands-on tutoring is highly recommended in addition to equitable access to equipment, which is why student tutors are essential for increased student support and success.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23
Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:
This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:
A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:
To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course,** then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate
The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate
The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point
This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant
Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method[1]
Currently showing all groups. Click here to show only groups with disproportionate impact.

Hide cells with fewer than [10] students

| Animation-DA | | | | | | 2022 Summer to 2023 Spring |
| Number of sections: 24 | | | | | | |

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students	451	83%	83%	0		
Asian	156	78%	86%	-8		13
Black	12	83%	83%	0		1
Filipinx	48	85%	83%	+2		
Latinx	128	79%	85%	-6		8
Native American	N/A					
Pacific Islander	0					
Unknown ethnicity	13	100%	83%	+17		
White	93	95%	80%	+14		
Female	180	85%	82%	+3		
Male	242	82%	85%	-2		6
Non-Binary	0					
Unknown gender	29	83%	83%	-1		1
Foster youth	N/A					
Individuals with disabilities	29	97%	82%	+14		
Low Income	209	80%	86%	-6		14
Not Low Income	242	86%	80%	+6		
Veterans	N/A					

[1]The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

☐　　　　　there is no gap (e.g., 0)

☐　　　　　there is a negative gap of 5-percentage points or less (e.g., -5)

☑　　　　　there is a negative gap greater than 6 percentage points (e.g., -6)

☐　　　　　there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

☑　　　　　there is no gap

☐　　　　　there is a negative gap of 5-percentage points or less

- ☐   there is a negative gap greater than 6 percentage points
- ☐   there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- ☐   there is no gap
- ☐   there is a negative gap of 5-percentage points or less
- ☐   there is a negative gap greater than 6 percentage points
- ☑   there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- ☐   there is no gap
- ☐   there is a negative gap of 5-percentage points or less
- ☑   there is a negative gap greater than 6 percentage points
- ☐   there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- ☐   there is no gap
- ☐   there is a negative gap of 5-percentage points or less
- ☐   there is a negative gap greater than 6 percentage points
- ☑   there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- ☐   there is no gap
- ☐   there is a negative gap of 5-percentage points or less
- ☐   there is a negative gap greater than 6 percentage points
- ☑   there is a positive percentage point gap
- ☐   not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?

2. What are your thoughts on these differences?

3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?

4. Which additional student group did you choose to explore and why?

5. How do these trends align with your program's mission and goals?

While Male and Latinx students had a slight negative gap for their course success, it is really Asian and low income students who experienced the more significant negative course success outcomes. This may be explained by the lack of everyday access to costly professional equipment, by not having peer tutors to help them train on the equipment, or by the presence of family accommodation challenges preventing them from studying in a focused manner. Ensuring peer support for these student groups can improve their success rates and better prepare them for transfer or the workplace.

On a big picture level, all 451 students combined who took Film/TV: Animation courses had no dip in course success. The white and individuals with disabilities groups even outperformed other groups by +14 percentage points. The high level of success among individuals with disabilities speaks to the effort the Animation department has put into making its classes equitable and accessible to all of its students, especially with a technology-based medium such as animation. Also worth noting is that the course success of the Unknown Ethnicity group was up by +17 percentage points. This group was chosen for reflection since students' identity is far more complex than fitting neatly into a single box. This demographic shift should be captured and tracked as it may become ever so predominant in the future. The data shows that students of unknown ethnicity are outperforming other groups, which provides us with an interesting insight into the data.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?

2. How do the listed teaching and learning strategies align with your program's mission and goals?

Successful teaching strategies may involve continued and expanded hands-on lab time with the high-end professional equipment, as well as expanded coaching by peer tutors. Providing the option to students of learning the equipment outside of class time as demoed by their peers can feel less intimidating and therefore allow for fewer barriers to success. The hands-on nature of our animation courses requires experiential learning, which happens not only in the classroom, but also through projects conducted outside the classroom.

The mastery of certain concepts is evidenced by the animation projects that students create. Wider access to expensive and high-end equipment and continued decrease of the equipment-to-student ratio are other important factors in narrowing the gap in successful course completion. This aligns well with the Film/TV Department's mission of inclusivity, imparting practical skills to students to craft a compelling vision and create stories that entertain, inspire, and engage.

Some strategies that Film/TV faculty already implement are informing students of the multiple campus resources available to them, such as the Student Success Center, online tutoring, the food pantry, housing, transportation and emergency resources, HEFAS support, LEAD, the EOPS/CARE program, Umoja community, IMPACT AAPI, Puente, First Year Experience, veterans services, disability support

services, the refurbished computer program, free or low-cost internet service, Guided Pathways and the Creative Expression Village, and many more resources available to students at De Anza College. Film/TV faculty also strive to develop inclusive curriculum, course content and syllabi that reflect our diverse students' experiences, celebrate and support all abilities and learning styles, hire student employees or volunteers-of-record to better support all student populations and close the achievement gap. In addition, the department continues to offer access to free professional equipment, such as Wacom digital drawing tablets, Cintiq digital pen displays, a stop-motion animation lab, animation software, and iPads with apps for animation software that are available to students for check-out at no cost. Furthermore, the department subscribes to the Swank digital streaming service which allows equitable and free access to required seminal film viewing to all students enrolled in our online animation studies courses and beyond. Film/TV continues to encourage animation students to avail themselves of the wonderful opportunity that De Anza College provides to students for free off-campus access to the Adobe Creative Cloud software.

In addition, students in the Film/TV Department led by faculty advisors have formed a student SMPTE (Society of Motion Pictures and Television Engineers) Chapter, the first one in existence in the entire Bay Area. Through this student chapter, students have been networking with the professional San Francisco SMPTE Chapter and attending informative events. Moreover, the work of the student chapter has fostered a stronger sense of community among students and represents a real bridge between the classroom experience and the professional workplace to better prepare students to transition to the next chapter in their careers.

Smaller class sizes and more student employees would further improve the professional equipment-to-student ratio for current students, increase classroom engagement and hands-on time with the equipment, thereby helping close the learning gaps for student populations that are disproportionately affected.

Trends in Awards
saved report - pivot

Degrees and Certificates by Ethnicity

Who uses this report:
All users who need degree and certificate data.

What is this report:
This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Data loaded 24-Oct-2023

No data returned for the criteria selected

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- ☑ an increase in the number of Associate Degrees awarded
- ☐ a decrease in the number of Associate Degrees awarded
- ☐ no change in the number of Associate Degrees awarded
- ☐ Not applicable

Trends in Associate Degrees for Transfer awarded show;

- ☑ an increase in the number of Associate Degrees for Transfer awarded
- ☐ a decrease in the number of Associate Degrees for Transfer awarded
- ☐ no change in the number of Associate Degrees for Transfer awarded
- ☐ Not applicable

Trends in Credit Certificates awarded show:

- ☑ an increase in the number of Credit Certificates awarded
- ☐ a decrease in the number of Credit Certificates awarded
- ☐ no change in the number of Credit Certificates awarded
- ☐ Not applicable

Trends in Non Credit Certificates awarded show:

- ☐ an increase in the number of Noncredit Certificates awarded
- ☐ a decrease in the number of Noncredit Certificates awarded
- ☐ no change in the number of Noncredit Certificates awarded
- ☑ Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?

2. How do the trends in awards align with your program's mission and goals?

Reflecting on our department's mission and goals of providing students with the necessary skill set to succeed in the industry and at top animation schools in the nation, I am happy to report that our students regularly transfer to four-year universities. Most animation students transfer to the highly competitive and well-respected Animation program at San Jose State University, while others transfer to UC Berkeley, CSU East Bay, and other schools. Two of our courses, F/TV 71G & H (Introduction to 3D Computer Animation: Modeling & Character Motion, respectively) will be UC transferable, effective Fall 2024.

As for A.A. degree trends in the Animation program, they have increased from the previous year, as the data shows, from 16 to 17. This number has steadily risen each year, recovering strongly from the pandemic years of 2019-20 and 2020-21 to reach a 5 year high for the

2022-23 year. The data also shows that the A.S.-T. degree in FTVE has almost doubled, from 13 awarded in 2021-22 to 25 awarded in 2022-23. The credit certificates in Film/TV Animation have also increased from zero in 2021-22 to 1 in the 2022-23 year.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?

2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.

3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

During the COVID-19 pandemic, our courses were moved online and on-campus labs were canceled for safety reasons. To ensure access to equipment and to keep our courses equitable, equipment was made available for animation students to check out on a quarterly basis. Enrollment stayed steady during the pandemic years, but has steadily increased in the last two years after the pandemic. The number of A.A degrees in animation has jumped in the last two years, signaling a continued growth and demand for this program. This has created a high demand for animation courses, which consistently fill each quarter. To meet this demand and to continue to grow the animation program and prepare students to be competitive in the workplace, faculty is developing two new courses: F/TV 71J Intermediate 3D Character Animation and F/TV74 Introduction to Game Animation. Once these courses are approved by the Curriculum Committee the animation degree and certificate will be updated with the new courses.

Staffing Trends

Faculty Workload

Faculty Workload
Animation-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	1.3	0.6	0.0	0.0	1.0	-25%
Full Time %	100.0%	52.9%	0.0%	0.0%	60.6%	-39%
Overload	0.0	0.0	0.0	0.1	0.0	
Overload %	0.0%	0.0%	0.0%	6.8%	0.0%	
Part Time Load	0.0	0.6	1.4	1.4	0.6	∞%
Part Time %	0.0%	47.1%	100.0%	93.2%	39.4%	∞%
Total FTEF	1.3	1.2	1.4	1.5	1.6	23%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

☐   the data trend shows an increase in Full Time %

☑   the data trend shows a decrease in Full Time %

☐   the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.
1. What are full time faculty needs to ensure the program's health, growth or vitality?

2. What are classified staffing needs to ensure the program's health, growth or vitality?

3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?

4. What strategies does your program have in place to retain new faculty, if applicable?

Although the Film/TV Department was fortunate to be granted two full-time faculty positions to begin in the 2022-2023 academic year, the department is still short one full-time faculty position when compared with its FTEF in pre-pandemic times, as shown by the Full Time % figures in the graph above. This is due to the retirement of Susan Tavernetti who successfully led the Film Studies discipline for a number of years. For the previous academic year and counting, this position has been left unfilled, leaving a gap in leadership for this particular discipline. The Film/TV Department is comprised of four distinct disciplines: Production, Screenwriting, Animation, and Film Studies. The nature of each of these disciplines is such that faculty from the other disciplines are unable to teach in those areas as they are not experts since each discipline confers their own separate advanced degrees. The Film Studies discipline is in need of being filled due to both Susan Tavernetti's retirement and to the demonstrated growth in enrollment and subsequent increase in the number of sections offered and consistently being filled. In fact, we offered 20 sections of Film Studies courses last year alone, an adequate number for the hiring of not one, but two full-time faculty. Furthermore, the film studies courses demonstrate high productivity as they are required on all of the Film/TV Department's certificates and degrees, satisfy GE requirements and easily fill. A full-time replacement faculty position will ensure the much-needed continuity for students, provide leadership in the discipline, as well as in the spearheading of outside-of-classroom events, such as film screenings, industry guest speaker events, outreach to the community and industry organizations, providing letters of recommendation to support students in their transfer efforts, and sharing in other important departmental and college responsibilities.

Furthermore, a dedicated Creative Arts CTE counselor would better guide and assist students in helping them assess the various programs for transfer and their choices, ultimately making students more successful with their transfer plans. Currently, faculty provides such counseling and students are advised to work with the CTE counselor, yet this appears to be insufficient, oftentimes leading to panicked students seeking to substitute courses in their last quarter when they could have planned their course sequence better or understand the requirements of the A.S.-T. degree vs. the A.A. degree better – a workflow that a dedicated counselor position could greatly improve in the name of student success and increased degree completers

Assessment Cycle

Student Learning Outcomes Assessment Cycle

Navigate to https://www.deanza.edu/slo/#post which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.

2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?

3. How do these strategies align with the program's mission and goals.

The Film/TV Department PLO #1 is: Apply pre-production (screenwriting, production design, producing), production (camera, lighting, directing), and post-production (editing, sound, special effects) techniques in the completion of a screenplay, film or video work in live action or animation. PLO #2 is: Apply critical methodologies to analyze animated and live-action film, TV and digital media from different time periods and parts of the world in aesthetic, technological, economic and sociohistorical contexts.

Both department PLOs engage the critical thinking of our students and nurture their creative expression and communication. The program learning outcomes also provide students with global, cultural, social and environmental awareness, foster their informational literacy and improve their personal and social responsibility to promote civic capacity for global, cultural, social and environmental justice, closely aligning with the institutional core competencies. Our Certificates (COAs and COAAs) and Degrees contain the aforementioned program level outcomes.

Currently, our Film/TV courses stand at the rate of 86.3% for their assessment of SLOs. The course SLOs in the Production, Animation and Screenwriting disciplines ask students not only to develop their technical and creative skills in the realms of pre-production, production, and post-production, but also to apply their knowledge and skill set to projects pertinent to the specific coursework. The course SLOs in the Film Studies discipline often ask students not only to identify or demonstrate a certain aspect of film history and theory, but also to critically analyze, interpret or synthesize the concepts through their class assignments.

Through the process of assessing the student learning outcomes, Film/TV faculty has been able to dialogue on issues of student success, equity, and access to specialized equipment and software. Overall, students have been successful in achieving the skills outlined as outcomes in the courses' SLOs which is evidenced not only by their individual hands-on projects, but also through the screening of their work at the Film/TV Department's annual Film & Video Student Show, which celebrates the best screenplays and narrative, nonfiction, experimental and animated shorts produced by Film/TV Department students. During the show, some of the best student work is screened, confirming the attainment of the many SLOs associated with our screenwriting, production, animation, and film studies courses.

Further reflection on the evaluated areas of enhancement has resulted in free access to professional software and equipment, thus lowering the barrier to access to such equipment and promoting higher success outcomes in our animation, production and screenwriting courses. In the case of the film studies courses, it has resulted in free and equitable access to the digital streaming platform Swank, as well as free or low-cost textbooks for students.

Dean/Manager Comments

The Film/TV department (animation) is doing a tremendous job. Enrollment has been steadily growing the last 5 years. The department maintains a high success rate of over 80%. While there are success gaps, there are none greater than 8%. They are accomplishing all these great feats despite having fewer FT instructors. And, the number of degrees awarded is also going up. Although there is a lot to commend, the department still looks for way to improve such as looking into providing student access to professional equipment and free or low-cost textbooks for students. Keep up the good work!

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

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