

## PROGRAM REVIEW 2008-2011

DIVISION: Creative Arts

DEPARTMENT OR PROGRAM: Film/Television

NAME AND TITLE OF PREPARER(S): Zaki Lisha, Film/TV Department chair; Susan Tavernetti, David Barney, Martin McNamara, Barak Goldman, Film/TV Department Faculty

In providing responses in the following areas, **please utilize the quantitative data available in the Program Review Enrollment Data Document and the Budget Document.** For the purposes of the Program Review, both departments and programs will be referred to as "program."

### I. Description and Mission of the Program

Which area(s) does this program address (check all that apply)

Basic Skills    Transfer    Career/Technical

- A. Provide a brief description of the program including any services provided and the program's mission.

The Film/TV program at De Anza College remains the largest, most comprehensive, most productive and most highly regarded film and television program in the entire California Community College system. With five full-time and 14 part-time instructors, we serve more than 1,000 students per quarter in approximately 40 vocational and transfer courses in film, television and animation production; screenwriting; and film and animation history, theory and criticism. The department also provides practical experience where students apply their knowledge and skills which allow them to become successful in upper division and graduate education and in the workplace.

In the Internet Age, the film and television industry is evolving to incorporate all media. Film and video are essential to communication: 70% of all surf-able websites contain video. Our new tasks include teaching all students media literacy, so they fully understand the cinematic language of today's media-saturated world, and think critically about the media produced by politicians, advertisers, and film and television producers. Moreover, the reality of the industry is that it is highly competitive. We prepare students to produce for new platforms and provide them with marketable skills to make them effective and successful in breaking into the job market and maintaining careers.

We are trying to bridge the greatest digital divide: between those who can read and write with media, and those who cannot.

Our mission is to:

- Provide the community with a resource to develop skills in film, television and digital media.
- Provide our students with the conceptual and intellectual tools to become critical thinkers, thereby fostering media literacy.

- Provide our students with practical film and television production skills and experience to assume careers in the film and television industry
- Provide our transfer students with core competencies to succeed in premier echelon upper division and graduate media programs

B. Provide a summary of the program's main strengths

- Instruction: more than 1,000 students per quarter
- Retention: increased significantly from 85% to 91% since last program review
- Transfer: excellent track record in transferring students to prestigious universities
- Vocational: robust vocational/career program with strong links to local high schools and industry
- Strong placement of graduates in local media industry
- Student achievement: student work consistently selected for regional, national and international festivals and honored with awards at competitions, including:
  - California Community Colleges Media Arts Awards
  - Cinequest Film Festival (ranked among the Top 10 festivals in the world)
  - Pacific Film Archives Showcase, Berkeley
  - aluCINE Toronto Latin@media Festival
  - AAINA: South Asian Women Film Focus
  - Asian American International Film Festival
  - American Pavilion/Kodak Student Filmmaker Program, Cannes Film Festival
  - WILDsound Screenplay Contest
  - Hiroshima International Animation Festival
  - Zagreb International Animation Festival
  - Anima Mundi Animation Festival, Brazil
  - Siggraph Computer Graphics Conference
  - I Castelli Animati Italian Animation Festival
- Industry Connections: strong industry links in the San Francisco Bay Area and Hollywood

Much of the above strength is directly attributable to the exceptional abilities of the Film/TV Instructional Associate. He is essential to the instructional mission of the Department: advising students, supervising and maintaining equipment and labs. Without his unique capabilities, the Department would be forced to hire additional staff to replace him.

C. Provide a summary of the program's main areas for improvement

- Implement long-delayed Measure C purchases to upgrade production capacities in studio, single camera and animation.
- Relocate primary animation production lab to ATC first floor, as long planned and long delayed: to ease supervision and assistance; and to encourage and facilitate students taking courses in both Animation and Live Action.
- Upgrade smart classrooms in the ATC to keep current with new technologies

D. What are your expected outcomes (such as learning outcomes, transfer, career goals, certificate and degrees) for students in your program?

- Students will become media literate: able to identify and evaluate the formal elements of media language and capable of understanding how media uses values, social expectations and widely shared beliefs and structures to affect viewers. The learning outcomes are aligned with the proposed De Anza College Institutional Core Competencies in the areas of "Communication and Expression," "Information Literacy" and "Critical Thinking."

- Students will acquire a skill set of professional film and television techniques.
- Students will be able to write scripts and produce media that are competitive in the marketplace.
- Students will be able to gain employment with competitive job skills.
- Students will be able to function in a competitive, professional media environment.
- Students will earn AA degrees and certificates.
- Our graduates will thrive in the highest echelon of upper division programs in schools such as NYU, USC, UCLA, and the like, as well as other public and private California universities.

## II. Retention and growth.

- A. How has the program responded to the institutional goal of increased access, growth and retention? (Include the number of students enrolled in the program and the retention rate over the last three years)?

The Department achieves success by every measurable outcome: enrollment, transfer, performance and retention.

- Enrollment: We serve over 1,000 students per quarter. Enrollment has been consistently strong over the past three years, with the Screenwriting area demonstrating increased growth. We have increased our screenwriting offerings from 3 courses per quarter to 5, with great success.
- Retention: Our retention rate is high, up from 85% to 91%, reflecting our commitment to student success.
- Transfer: Our students do well transferring to four-year institutions, including such top-ranked film schools as NYU, USC and UCLA.
- Continuing education: Students come to study film and animation at De Anza from schools such as NYU, UCLA, MIT, Cal Tech, Stanford, UC Berkeley, UCSC, and SFSU and SJSU to augment their education and acquire specialized skills
- Performance: Students distinguish themselves, the Film/TV Department and the College with their award-winning projects. The department consistently wins more Media Arts Awards in animation, computer modeling, film/video and audio production than any other community college and is frequently the only community college represented at Cinequest and other prestigious film festivals.
- We review and update our course content and curriculum to address student needs in technologically based learning and teaching, including an emphasis on critical thinking skills, writing and participation in on-campus and community projects.
- We offer summer, weekend, evening, honors, short courses and accelerated courses in innovative scheduling formats to keep up with changing student demands

- B. How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students? (Include the number and percentage of the program's enrollment that was made up of the targeted populations and the retention rate of the targeted populations over the last three years.)

The Department aggressively pursues enrollments from the targeted populations, including faculty recruitment visits to regional high schools, hosting high school tours of our campus, welcoming community groups for hands-on experiences in the studio, offering a course on Latino/a cinema, hiring adjunct faculty from the targeted groups, and hosting role model guest speakers, including:

- Felicia Henderson, one of the most successful African Ancestry Hollywood television writer/producers.

- Lourdes Portillo, Oscar-nominated Latina documentary filmmaker
- Raquel Coelho, Latina computer animator, De Anza instructor
- Carlos Rosas, Latino animator (*Lord of the Rings*)
- Gil Valadez, Latino interactive game modeler

Ethnicity	2005-06 enrollment / success	2006-07	2007-08
African Ancestry	4% / 68%	3% / 64%	2% / 69%
Hispanic	10% / 60%	11% / 64%	11% / 70%
Filipino	4% / 68%	3% / 73%	5% / 78%

A difficulty in using these numbers is that in Film/TV we have an unusually high and unexplained (12%) “unrecorded” listing, which may skew these results higher.

C. The Statewide Basic Skills Initiative defines “basic skills” as English, mathematics, reading, writing and ESL skills. In what ways does your program address the basic skills needs and/or in what ways does your program rely on students having basic skills?

We offer classes in media literacy, including Introduction to Film and other Film Studies classes. Animation features a novel certificate program in Animation History and Criticism. In all of these classes, critical reading and writing components mirror those of the defined “basic skills” disciplines. Four of our classes are cross-listed with ELIT classes.

Our vocational advisory board emphasizes that employers seek those who have strong communication, reading and writing skills. Our transfer-level courses require that students speak, read and write at a college level. The vocational component is more able to accommodate student deficiencies in these areas.

### III. Student equity.

A. What progress or achievement has the program made towards decreasing the student equity gap? (Include student success rates for targeted populations compared with other students over the last three years)

Student success has improved in the Latino (from 60% to 70%) and Filipino (from 68% to 78%) student populations in the past three years. The African American student success rate has also increased, but by a more modest amount (from 68% to 69%).

Here are representative outreach activities that address the equity gap:

- Reviewing and revising curricula to diversify instruction
- Visiting area high schools
- Serving on the Media Arts Program (MAP) Board of Directors at Saratoga High School
- Inviting award-winning filmmakers for Women’s History Month, including Elizabeth Farnsworth (*The Judge and the General*, a feature documentary concerning the Pinochet investigation and prosecution).
- Diversifying our advisory committee
- Participating in De Anza Parent Night

- Initiating a diverse student-run Podcast for iTunes
- Advising the new De Anza Academy of Independent Film, a student club
- Advising and mentoring the De Anza League of Animators, which included a high percentage of targeted students
- Accompanying a group comprised of many members of targeted ethnicities to the Platform International Animation Festival in Portland, Oregon
- Helping targeted student populations secure internships in their profession, including screenwriting, video production, animation, game design, etc.

B. In what ways will the program continue working toward achieving these goals?

The Department will maintain the directions above to further our work toward eliminating the equity gap. We will continue our efforts in the following areas:

- Reviewing and revising curricula to diversify instruction and be industry current
- Nurturing relationships with area high schools
- Serving on the Media Arts Program (MAP) Board of Directors at local high schools
- Inviting award-winning filmmakers that reflect the diversity of our campus
- Diversifying our advisory committee
- Helping targeted student populations secure internships in their profession, including screenwriting, video production, animation, game design, etc
- Continuing to seek out and actively recruit faculty, staff and guest speakers who are members of the targeted groups
- Developing AA degrees in Screenwriting and Media Literacy

C. What challenges exist in the program in reaching such goals?

- The College needs to work cooperatively to actively recruit targeted students.
- There are few targeted ethnicity role models in the profession of film, television and animation.
- Similarly, there are few members of the targeted ethnicities who meet minimum qualifications in these relatively new academic disciplines, resulting in a smaller than optimal faculty recruiting pool.
- There are institutional obstacles to the hiring of professionals.
- The targeted ethnicities are not proportionally represented in our service area.
- Because the entertainment industry recognizes the need to diversify its workforce, college film programs must lead the way in breaking down the barriers to targeted students' success.

IV. **Budget limitations.** (Please be specific in your responses.)

A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences if the program does not receive these resources?

- Funds to bring in successful representatives to provide students with networking, and other essential information to inspire and encourage targeted students. This includes funding for the Visual and Performing Arts Center to hold such events.
- Funding to grow in the areas of new technologies, such as web video production and distribution, animated interactive game design, writing for new media.

- Establish a special fund for film productions by targeted populations
- Guarantee continuation of existing TA funding for vocational education and other courses

Without these funding requests, we are limiting the currency and growth of our program. We will be depriving students the opportunity to learn new and emerging technologies.

- B. Describe the consequence to students and the college in general if the program were eliminated. Please be specific.

Consequences to the College if the program were eliminated:

- Denying career opportunities for our students in one of the most important and growing job markets of the economy
- Denying transfer opportunities to students in media disciplines
- Abandoning the strategic planning initiative that dedicated De Anza to develop unique and distinguished programs
- Sacrificing internationally known *Unique and Distinguished Programs*
- Depriving the community of an important community, educational and career resource

- V. **Assessment of program.** What evaluation and/or assessment practices are in place to support the program's accomplishments and findings?

- As reported by the Office Research, strong enrollment in classes, high retention rates, good transfer rates
- Strong community support and interest in the annual Student Film and Video Show, which attracts 200 viewers and media coverage in college and local newspapers.
- Alumni employment in the industry
- Acceptance of student work in national/international film festivals and screenwriting competitions
- Grants awarded to develop model curricula for the State of California

**V. Additional comments.** (Optional)

What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Strategic Planning Initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention)**

Community collaborations with CalAA (California Arts Association), Cinequest Film Festival, KFJC 89.7 FM (licensed to the Foothill-De Anza Community College District), Saratoga High School Media Arts Program, and Association Internationale du Film d' Animation, San Francisco (ASIFA-SF).

- **Relationships with other programs.** Describe any partnerships or collaborations that the program is actively engaged in various collaborations with other areas which reduce costs and/or improve service delivery:

Journalism, La Voz, humanities, photography, English, Women's History Month Committee, ICC clubs. Cross listing of courses makes us more efficient and responsive to our students.

- **State and Federal mandates.** Describe any State or Federal mandates that directly impact the program.
- **Trends (may include but not be limited to enrollment trends).** Describe any positive and/or negative trends in the program.

During the last three years the communications and entertainment industry has grown to \$923.8 billion in sales, making it the fourth-largest economic sector in the United States, according to Veronis Suhler Stevenson (VSS) research.<sup>1</sup> With consistent growth at the box office, increased spending on both TV and web video programming, in-flight entertainment and new video game rollouts have given rise to increase revenues.

We see film and television as an evolving growth industry that will involve every segment of the communications and entertainment job market. For instance the new journalism requires students to be literate and know how to produce in the new media, which include video. According to SJSU School of Journalism and Mass Communications acting director Kathleen Martinelli and Ann Grimes of Stanford University, both journalism programs are now focusing on cross-training students in digital media.<sup>2</sup>

With industry growth, we project an increase in our enrollment in the oncoming years.

- **Comparable programs at other institutions.** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

The Film /TV Dept. has led the state community colleges in course offerings and development to meet the growth need of the industry. This is reflected in our students being better prepared in the job market.

Because of the strong foundation that our students have received at De Anza, they do very well when they transfer to four-year institution programs such as USC, UCLA, CSU Northridge, Chapman University, NYU, Emerson College, SFSU and SJSU.

---

<sup>1</sup> "Long Growth Streak of U.S. Communications Spending Will Continue in 2008, Despite Severe Economic Headwinds and Declining Traditional Advertising Sector," August 2008. <[http://www.vss.com/news/index.asp?d\\_News\\_ID=177](http://www.vss.com/news/index.asp?d_News_ID=177)>

<sup>2</sup> "Local j-schools see an increase in students," San Francisco Peninsula Press Club, 1 March 2009 <<http://sfppc.blogspot.com/2009/03/local-j-schools-see-increase-in.html>>.