ℹ Department Chairs/Program Leads: Please press the edit symbol in the right-hand corner to update. Below, the text in bold corresponds both to the name of the box when editing this page and also to the first-column on the APRU worksheet. If you have questions, please contact: papemary@fhda.edu. ✖

🏛 **Dept - (CA) Art** ✏

2019-20 Annual Program Review Update Submitted By: Daniel Smith

APRU Complete for: 2019-20

Program Mission Statement: The Art Department at De Anza College is a program which offers a unique blend of classes that support and help students in the fields of drawing, painting, graphic design, ceramics, two-dimensional and three-dimensional design, furniture design, sculpture, and art history. All classes cover basic skills, including theory. These classes serve to nurture student creativity and deepen students' understanding of the ways art shapes society, and to cultivate enhanced visual literacy for participation in a technologically complex world.

I.A.1 What is the Primary Focus of Your Program?: Transfer

I.A.2 Choose a Secondary Focus of Your Program?: Career/Technical

I.B.1 Number Certificates of Achievment Awarded: 11

I.B.2 Number Certif of Achievment-Advanced Awarded: 6

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:

I.B.4 # AA and/or AS Degrees Awarded: 14

I.B.5 Trends in # Degrees Awarded: The number of degrees has decreased from 21 to 14, but this has been mostly offset by an increase in certificates from 14 to 17. This may reflect the changing educational goals of students as they work to learn the artistic and vocational skills offered rather than earn an Associate's degree.

I.B.6 Strategies to Increase Awards: 1. For fall Opening Day the department wishes to hold a meeting for all Art majors to discuss the options available to them.
2. Three fast-track certificates (certificates achievable in one year) aligned with the CTE Model Curriculum Worksheets in Graphic Design have been
     developed for those pursuing vocational goals.
3. Three AA-T degrees in Art, Art History and Graphic Design have been developed, offering students more choices and a greater opportunity to transfer.
4. In addition, it was learned this past year that a previously approved certificate in Spatial Arts was not programmed properly, so it could not be earned
     by students. The addition of this award will increase the number of

5. Instructors currently work with students to discuss their goals. However, students have indicated that they do not know what awards are available.

The department wishes to have a dedicated counselor charged with learning the unique needs of the variety of artistic goals and careers and how to

guide students to them.

6. Communicating with students using surveys and counseling would help provide information and help more students plan for completion appropriate

for their ultimate career and education goals.

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics: The Art Department has a Graphic and Interactive Design CTE program. Santa Clara County, Silicon Valley and the greater San Francisco Bay Area act as a major market for employers seeking graphic designers. Employers are hiring graphic and interactive designers for web, interactive design, user interface design, corporate collateral, business development and other graphical resource positions.

Current job trends include an increase in experience in user interface and interactive design as well as experience in web development. For that reason the Graphic and Interactive Design CTE has made numerous changes to its AA and certificates to streamline and focus students towards digital content. Curriculum has been updated to reflect employers' demand for creative individuals with web and interactive skills. Changes include incorporating more lessons, tutorials and projects in the graphic design courses that focus on problem solving, conceptual development, web and device graphics, as well as web and device interface design. Expanding the curriculum in these areas have resulted in an increase of projects that can be incorporated in students' portfolios. The Graphic and Interactive Design CTE program relies heavily on graphics software as well as computers and printers. Software is updated on a yearly basis to stay on pace with industry standards. Current activities include incorporating a large format networked printer into the curriculum, iPad tablets, and Cintiq graphic design screens received in recent grants. These new learning tools and resources will help streamline the creative and design process and provide students a technological cutting edge learning experience.

Courses and curriculum will be updated with more online and hybrid offerings, as well as a new course in the history of graphic design to add depth to the competitive educational background of our students.

I.C.2 CTE Programs: Labor Market Demand and Industry Trends :: According to the CA EDD, the state occupational projections for 2016-2026 will have a total of 3,750 graphic design annual job openings. The San Francisco Bay metropolitan area projections for 2014-2024 will have a total of 281 graphic design annual job openings. Industry job trends in graphic design lead towards UI and UX Design. For this reason, courses which are

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under consideration for being incorporated into the curriculum include User Interface Design and User Experience Design.

Advisory Board Input: The graphic design area fostered a professional advisory board. The board discussed topics to increase enrollment and drive curriculum tied to current job expectations. The board advised increasing the number of basic degrees and certificates with goal of offering specialized completion. For example creating UI, UX, Digital Illustration, New Media, Motion Graphics, and other specialized degree tracks that can be completed in an academic year or less. This was discussed as an alternative to boots camps offered by other institutions.

I.D.1 Academic Services & Learning Resources: #Faculty served: Not applicable

I.D.2 Academic Services & Learning Resources: #Students served: Not applicable

I.D.3 Academic Services & Learning Resources: #Staff Served: Not applicable

I.E.1 Full time faculty (FTEF): 11.7

I.E.2 #Student Employees: Availability each quarter is severely limited by 12-unit requirement for student workers.

I.E.3 Full Time Load as a %: 46.9% in 2018-19. Now lower due to retirement of one full-time faculty in June 2019.

I.E.4 # Staff Employees: 2.
One full time in Sculpture, and one part time in Ceramics (12 hours per week)

I.E.4 #Staff Employees: 2

I.E.5 Changes in Employees/Resources: • The addition of a new full-time 2D foundations instructor in September 2018 has greatly helped the department and the program. She has revitalized student involvement the Art club, revised curriculum, improved instruction and facilities, and is working on an initiative to provide new life drawing and other curriculum to help students succeed and transfer.

• However, in June 2019 the full-time 3D and Sculpture instructor retired, leaving no full-time faculty in this area. This has impacted this part of the program greatly. There has been turnover in part time instructors for this area, which disrupts the continuity of the program for students.

• The Art Department was deeply affected by the loss of a full-time dedicated staff member who provided support in the AT 101 and A92 classrooms. While ETS provides basic computer hardware and software support, there is no one to fix other equipment (printers and scanners) nor provide tutoring for students. This position provides support essential to student success. The hiring of student tutors is severely limited by the 12-unit requirement, essentially curtailing help for students and

instructors, and eliminating open lab hours.

• In the fall of 2018, the Euphrat Museum of Art was abruptly removed from the Art Department program. Faculty in the Art Department remain unclear about the impact of this shift upon the Museum Studies curricula, housed in Art Department yet taught by museum staff. It is hoped that the museum director will remain open to Art Department faculty and student involvement in organizing exhibitions to facilitate the regular exhibition of student and faculty work

II.A Enrollment Trends: • Enrollment declined 14.2% (3725 to 3571) as the sections offered were reduced by 13.2% (153 to 137). However, the Art department remains the largest department within the Creative Arts division, and currently has an enrollment increase of 6% as the number of FTEF increased by 3%.

• Student enrollment is higher in the late morning and early afternoon windows, as well as online and in hybrid course delivery formats. Additional factors such as increased traffic, cost of living, and job commitments may be driving these enrollment trends. The department has made great efforts in creating and scheduling courses that address these factors.

• Over the past few years the art history program has sought to broaden student access to courses by making a select number available online. Art history faculty also offer courses within large interdisciplinary cohorts on campus vis-à-vis the LinC Program. In 2019-2020 the department began offering some art history courses in hybrid form. Online and hybrid courses have been introduced to the annual schedule carefully and thoughtfully for the purpose of meeting the needs of a wider range of students, and so enhance rather than interrupt the strong enrollments traditionally maintained by the program's face-to-face courses.

• The Graphic Design program has begun to offer more courses in online and hybrid formats with the goal of offering alternative formats that may be desirable to students with scheduling complexities, students that are employed or are looking for alternative classroom learning formats.

• The Art department enrollment has been adversely affected by the removal of repeatability and the imposition of a "families" structure. The study of art has traditionally been a subject where students find skills, growth, and mastery through practice, repetition, and long-term engagement in artistic community. They also limit the creation and completion of certificates in specific mediums.

II.B Overall Success Rate: • The success rate has gone from 82% to 84%, but with 24 fewer students enrolled.
• The increase in success rates is welcome, but is likely due to a wide range of factors.

• The department plans to improve student success through an increase in tutoring and counseling.

II.C Changes Imposed by Internal/External Regulations: • The "No Repeatability" state mandate has served as a disadvantage to those students who wish to repeat coursework in order to develop expertise in their field of interest. As a result, students, including many life-long learners, have been hindered in their ability to further their studies. The need for development of skills and expertise required to excel in some fields exceeds the state mandated "No Repeatability" and imposed families structure. Skills developed through coursework in the Art Department support a variety of career choices, including (but not limited to) fine arts, model making, industrial design, furniture design, set design, architecture, and formal analysis, all of which take more than twelve weeks to master. "No Repeatability," which prevents students from taking the same class more than once as a way of gaining a deeper knowledge of subjects, or to improve a previous grade, hinders a student's ability to succeed and reduces their success rate. The Art Department faculty, who work to support all students, have found "No Repeatability" and imposed families structure to have been a detriment to the department and to our students. "No Repeatability" and imposed families structure has negatively affected enrollment. To counter this trend and boost enrollment, courses have been consolidated so that more than one level of a specific course is offered during the same class period.

• This practice has resulted in the Art Department offering a disproportionate number of entry-level courses. As students' progress to the intermediate level of classes in pursuit of a certificate or degree, it has become more difficult for them to complete their program requirements due to frequent class cancellation. The Art department has a number of capstone course such as Arts 63 Business Practices for Graphic Designers, and Arts 55B Graphic Design Communication II. The Department of Art would like to request for averaged enrollment for identified capstone courses to ensure completers.

• The Art department will re-examine families in rewriting certificates, as the allowable attempts may prevent students from obtaining new or focused certificates by reducing the total number of attempts in stacked classes.

• The college's requirement for a student employee to carry a minimum of twelve units has significantly decreased our pool of potential student assistants. The 12-unit requirement makes it difficult for students to manage a full course schedule while working as student employees. Navigating enrollment and dedicating time as a CTE student employee places a huge burden on these students and is an issue which cannot be resolved by Program Review or reorganization. The Art Department advises in lowering the student assistant requirement to eight units. This would assist the student load with equity in mind.?Finally, the college has

implemented a policy of cancelling courses which do not have a minimum enrollment of twenty enrolled students. The department and the division will be working with district work-study and Financial Aid to explore revising the local requirement of 12 units with the federal requirement of 6 semester (9 quarter) units.

III.A Program Success:

III.B Enrollment Trends - Equity Lens: African-American student enrollment has remained at 2%, half the rate of the college.
The enrollment of Latinx students remains at 21% last year, below the 25% De Anza average.
Filipinx and Pacific Islander students are represented in the same percentage as the college, 6% and 1% respectively.
It is unclear what is contributing to the under-representation of African-American and Latinx students in the department. However, recruiting through meetings with majors and the help of Counseling will be pursued.

III.C Success, Non-Success and Withdraw Rates: • African-American students are disproportionally affected, with a course completion rate 18% below the average. Latinx students are also lower, at -8%, as are low-income students, at -6%.

• In order to engage students from diverse backgrounds the Art Department has modified curriculum to be more diverse, efficient and streamlined towards the completion of certificates and degrees. We hope that our efforts at streamlining will guide all students towards a clearer path of completion.

• The ceramics and graphic design areas sponsor workshops a visiting artist series and industry guest lecturers. These guests are from diverse ethnic and cultural backgrounds, representative of our target groups.

• The growth of the De Anza graphic design program was 100% year over year. This data can be found in the EMSI program overview.

• The Graphic and Interactive Design CTE program has hired numerous students to act as mentors and instructional aides. The primary goal of the student mentors is to focus upon, help, and mentor those students defined as our target populations. These have been limited by the 12-unit requirement, so an additional benefit of revising the limit downward would be to increase diversity as well as student success.

• Furthermore, the students in the Art Department would greatly benefit from having a specific counselor assigned to them. The counselor would be required to be fully informed about the needs of students whose courses are housed primarily within the Creative Arts Division.

The Perkins documentation also measures disproportionate impact for the Graphic Design CTE program. The following addresses this additional data:

• Based on the 2018-19 College core indicator report, all but one of the represented and available core indicators were above the negotiated level. The area that fell below the District negotiated level fell under Core Indicator 3 Persistence of transfer. Students under Non- Traditional were -4.9% below the District 79.29 negotiated mark. In the 2019-20 Core indicator report, this number improved to a plus 10.5%, against an 81.55% District negotiated level.

• Based on the 2019-20 College core indicator report, all areas that were identified as positive outcomes, except for two areas under Core Indicator 4 Employment. The CTE cohort are a -9.2% below the 73.23% negotiated level, and Non-Traditional students are a -19.4% below the 73.23% negotiated level.

• Considering that in the previous 2018-19 report we were 5.9% and 1.9% above the negotiated level, this is a considerable drop in this category. Our program focuses on preparing students through practical, thoughtful and conceptually challenging projects. We focus on preparing students through the use of the formal design process: "Empathy, research, iteration, prototyping, testing, refinement, presentation and reflection." All projects are geared towards portfolio presentation, which is formally discussed, fostered and developed in the Business Practices for Graphic Design.

• Considering this is new data, it is important that we reflect and find thoughtful solutions for students to better prepare them for entering the workforce in a manner that best articulates student work to potential employers. Possible areas of consideration are preparing students for online / web portfolio presentation, and increasing the focus towards UI and UX related projects that better align with the design industry needs. An external pain point tied to this is the new classroom licensing system our primary software developer "Adobe Creative Cloud" is using. Adobe, had created new design tools that are user specific, which instructors and students cannot access in a traditional educational lab environment. Some of these tools include Adobe Portfolio and XD. Both of these tools tie into the previously mentioned UI UX curriculum and online or web portfolio vehicle. It is important that we find a solution to provide accessibility to these feature in the classroom.

III.D Equity Planning and Support: See III.E

III.E Departmental Equity Planning and Progress: • Professional Development – what areas? Ask Professional Development to develop short classes in Creating a Course Shell Online and Increasing
    Retention and Persistence.
• Enhanced support for students – Have a Student Lab tutor 11-19 hours per week to assist students in the lab funded through Equity.
• Departmental Collaborations – Work with counselors and the Photography department in guiding students earning the cross-

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disciplinary AA-T in
    Studio Arts.
• Best Practices
   o The Art Department continues to provide personalized instruction to focus on each student's individual needs during classes. Most faculty manage
    three curriculum levels, i.e. beginning, intermediate and advanced within courses which foster and support students in creative, technical, and
    conceptual processes.
   o In the Ceramics/Sculpture/3-D Design/Furniture Program, group projects and partnerships are practiced in support of collaborative learning, which has
    resulted in greater student/class participation.
   o Individual meetings address student performance, which positively direct students throughout each quarter.
   o In classes with consistently large enrollments, such as art history, faculty regularly facilitate group work and forge interdisciplinary linkages across the
    campus, with the aim of increasing student equity and engagement.
• Coaching/Consultation - Have a dedicated counselor for the division versed in the special circumstances and pathways for art students.

III.F Assistance Needed to close Equity Gap: Yes

IV. A. SLOAC Summary:

IV.B Assessment Planning: The following courses will be assessed:
ART 53, ART 54, ART 55A, ART 55B, ART 55C, ART 56, ART57, ART 63, ART 65, ART 85, ART 86

V.A Budget Trends: • The "B" Budget has not changed in seventeen years despite rising costs. This impacts the ability to provide supplies and new instructional equipment that allow students to practice and succeed. While Graphic Design can request funding through CTE sources, this option is not available for the non-CTE programs within the department.

• The CTE, Foundation, and DASB funds supplement the limited departmental budgetary resources through the ongoing extra-curricular efforts involved in writing grants, organizing Ceramic sales, and working with others outside of the college. This provides students key support and initial steps into paid work and internships.

• A printing budget is crucial to the department and must not be eliminated.

V.B Funding Impact on Enrollment Trends: Students are encouraged by the support of the college as evidenced in new computers for AT 101, the repairs to facilities, the maintenance of funding for the staff members, and other projects. They help maintain and increase enrollment. Since our classrooms and courses require ongoing funding for computers, software, art making equipment and maintenance any decrease in funding amount

would affect the program negatively. Student success in art requires experience with current technologies and techniques. Past state budget reduction and course reduction have been difficult to overcome, such as the loss of a full-time instructor and a staff member in Graphic Design. The loss of these positions is affecting the ability to teach the Art Department curricula in its entirety and is impacting student growth.

V.C.1 Faculty Position(s) Needed: Replace due to vacancy

V.C.2 Justification for Faculty Position(s): Replace Full-time Three-Dimensional Sculpture Instructor
Replace due to vacancy resulting from faculty retirement, which has left the program with no full-time instructors.?The 3D sculpture area is a major focus in the department. Over nine classes a year are allotted to our scheduled full-time faculty member in this area, since 3D studies are an integral component of art and design. A large workshop with hardware and industrial machinery is dedicated to this area of study. It is imperative that we have a full-time faculty member in place who can manage curriculum and facilities, since this is a foundational area within our department.
The specialization in this area will be difficult to replace through part time faculty. The need to recruit a full-time faculty member is necessitated by the difficulty in recruiting part time faculty for the range of skills needed. This includes not only 3-D design but also sculpture using various media and furniture design. These courses have a 93% fill rate, reflecting a 5-year enrollment increase of 8%. Without a full-time instructor to provide guidance and continuity the loss of this position may impact students and enrollment. The completed SLO assessment rate is 83.9%.

Growth - Division Counselor
The persistence and completion goals called for in the Vision for Success and the Student Centered Funding Formula will not likely be met without a dedicated counselor, which will negatively affect the finances of the college as well as the division. The Art Department would benefit from having a specific counselor assigned to our students. General counseling has often proved to be inadequate in serving the needs of the students in the Art Department. The counselor would be required to be fully informed about the needs of students whose courses are housed primarily within the Creative Arts Division. This position will also assist students in completing Ed plans (a college priority), persisting (from class to class) and completing (a degree, certificate, or transfer).

V.D.1 Staff Position(s) Needed: Replace vacancy

V.D.2 Justification for Staff Position(s):: 1. Instructional Associate (IA), Computer Support (full time). The Art Department was deeply affected by the loss of a full-time dedicated staff member who provided support in in two computer labs which house sixty-two computers. While ETS provides basic computer hardware and software support, there is no one to fix other equipment (printers and scanners) nor provide tutoring for students. This position provides support essential to student success. The

hiring of student tutors is severely limited by the 12-unit requirement, essentially curtailing help for students and instructors, and eliminating open lab hours. Thus a staff person would be able to consistently provide help when students and instructors need it.

2. Instructional Associate (IA), Ceramics (increase hours from 12 to 19). Growth in the hours of the position, which is paid for through Foundation funds.?The responsibilities of the current IA are expanding. Growth in student numbers is in turn placing immense pressure on the instructional associate in this area, since an increase in a production of student work parallels strong enrollment, hence requiring a proportionate increase in labor.

V.E Equipment Requests: Equipment resource requests listed on spreadsheet

V.F Facility Request: See Spreadsheet

V.G Other Needed Resources: No "other" resources requested

V.H.1 Staff Development Needs: Staff development is an integral part of maintaining relevancy in the specific teaching fields of faculty members of the Art Department. Students succeed at high rates when faculty continue to refine their expertise in their teaching areas. Students directly benefit from the integration of new technologies, processes and theories learned through training. This includes training in current technologies and college administrative software. Lack of such training would create a lack of competency and currency.

As it stands, the financial remuneration offered by the District (up to $1,600 per faculty member per academic year) for attendance and participation in staff development activities is adequate to meet the professional growth needs of faculty in the Art Department.

V.H.2 Staff Development Needs Justification: The introduction and use of new equipment and technologies invariably require research and training through participation in workshops, conferences, and seminars. Such participation also increases networking opportunities and enhances the Art Department's community, at times leading to participation in exhibitions off campus and invitations to guest lecturers to present their work on campus.

V.I Closing the Loop: • Instructional Associate Computer and Technology support: We will use the Computer and Technology Instructional Associate to assist students, more
  specifically our targeted communities in proctoring open labs within the department computer lab, assist with mentoring students in niche and
  specialized equipment and increase student success in mentoring and training students towards certificate and AA completions, and work to close the
  digital equity gap through accessibility.

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• Graphic design equipment resources: We will use the Graphic Design related equipment to provide a hands-on experience with cutting edge design tools
  and increase student success through practical application, portfolio evidence, and training for employment.

• 3D sculpture full-time faculty position:?We will use the 3D sculpture position to maintain and strengthen an instructional area which is crucial to the health
  of the Art Department, overseeing all aspects of three-dimensional art and furniture design and increase student success.

• Sculpture design equipment resources:??We will use the sculpture equipment to provide instruction in new technologies of three-dimensional art and
  furniture design with the goal of increasing student success through hardware accessibility and closing the equity gap.

• Dedicated art department student counselor:?We will use a dedicated Art Department student counselor to help guide students into courses at the correct
  skill levels to fulfill their education plans, fostering course pathways. They will assist student success in completion of degrees and certificates.
  Importantly, the counselor will help students identify suitable transfer institutions and advise students about tasks necessary for transfer, including
  portfolio preparation.

• Ceramics equipment resources: ?We will use the ceramics equipment to provide instruction in fundamental ceramics practices with the goal of increasing
  student success through practical application.

Last Updated: 02/07/2020

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