🏛 Dept - (CA) Art › Department › Program Review

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🏠 Home (/tracdat/fac...

🏛 **Department** ⌄

- Program Review
- Assignments (/tracdat/faces/assess...
- Personnel (/tracdat/faces/assess...

✏ Department Planning ⌄

📖 Course/Service Pla... ⌄

🔀 Mapping ⌄

⧉ Reports ⌄

📁 Documents ⌄

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▼ 🏛 **Dept - (CA) Art** ✎

2018-19 Annual Program Review Update Submitted By:
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APRU Complete for: 2018-19

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 value of art and its relevance to 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: 7

I.B.2 Number Certif of Achievment-Advanced Awarded: 7

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

I.B.4 # AA and/or AS Degrees Awarded: 21

I.B.5 Strategies to Increase Awards : The development of three (1) fast-track certificates (certificates in one year) aligned with the CTE Model Curriculum Worksheets in Graphic Design. The development of AA-T degrees on Art, Art History and Graphic Design.

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. Future plans include incorporating a large format networked printer into the curriculum, Ipad tablets, and cintiq graphic design screens. Courses and curriculum will be updated with more online and hybrid offerings. These new learning tools and resources will help streamline the creative and design process and provide students a technological cutting edge learning experience.

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 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 enhance and drive curriculum tied to current practices, such as social media marketing and user interface design assignments.

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served:

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 12.8

I.E.2 #Student Employees: Graphic Design 4

I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching: In 2016-17 one full time faculty member moved to Article 18 reduced load. This shift continues to impact both full-time and part-time faculty.

I.E.4 # Staff Employees: 1 (Aaron Baker resigned and was replaced by Alyssa VanZandt)

I.E.4 #Staff Employees: 0

I.E.5 Changes in Employees/Resources: In March 2018 we hired a new full-time 2D foundations instructor. She began teaching in September 2018. During the 2018-19 academic year, our sculpture instructor announced his retirement, which will be effective at the end of the 2019 spring quarter. The Art Department was deeply affected by the loss of one full-time dedicated staff member who provided the Creative Arts Division with computer and software support in the graphics labs in the AT 101 and A92 classrooms. This position provides support essential to student learning. In the fall of 2018, the Euphrat Museum of Art was abruptly removed from the Art Department program. Faculty in the Art Department are unclear about the impact of this shift upon the Museum Studies curricula, housed in Art Department yet taught by museum staff. The museum remains on campus, and it is anticipated that the museum director will continue to work with the Art Department to facilitate regular exhibition of student and faculty work. It is hoped that the museum director will remain open to Art Department faculty and student involvement in organizing exhibitions.

II.A Enrollment Trends: Enrollment has seen a decrease of nearly 9% over last three academic years. Enrollment has dropped from 4,371 in 2013/14 to 4,188 in 2014/15; to 4,165 in 2015/16; to 4,042 in 2016/17; to 3,729 in 2017/18. 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. Presently, student enrollment is higher in the late morning and early afternoon windows. Evening enrollment has dropped considerably. Additional factors such as increased traffic, cost of living, and job commitments may be driving these enrollment trends. Practical financial demands often push our younger students away from art as a

course of study. 1

With all this in mind, the Art department has made great efforts in managing and scheduling courses that mitigates these factors. The Art Department has been successful in fostering the highest enrollment within the division.

II.B Overall Success Rate: While fluctuating somewhat over the past five years, the student success rate in the Art Department was at 82% in 2017/18, matching the student success rate of the 2013/14 and 2014/15 academic years. Subsequently, the student success rate within the program experienced two years of growth, up to 83% in 2015/16 and 86% in 2016/17.

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 an 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. Moreover, 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 twelve-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. 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.

III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment: The Art Department overall enrollment is down nearly 9% since the 2015/16 academic year. African-American student enrollment declined to 2% of overall enrollment after remaining at 3% for the previous four years: 117 African-American students enrolled in Art Department courses in 2013/14; 112 in 2014/15; 108 in 2015/16; 102 in 2016/17; and 91 in 2017/18. Filipino/a student enrollment rate remained at 7%, with actual numbers as follows: 221 Filipino/a students enrolled in Art Department courses in 2013/14; 254 in 2014/15; 310 in 2015/16; 278 in 2016/17; and 267 in 2017/18. The enrollment of Latino/a students rose to 21% last year, matching the enrollment percentage five years earlier, in 2013/14, when the number of Latino/a students enrolled in Art Department courses was 905. Since then, enrollment has fluctuated from 906 students in 2014/15; 808 students in 2015/16; 818 students in 2016/17; and 792 students in 2017/18.

III.A.2 Targeted Student Populations: Growth and Decline:

III.B.1 Closing the Student Equity Gap: Success Rates: For Latino/a students enrolled in Art Department courses over the past five years, the student success rate fluctuated from 75% to 80%, with success rates of 76% in 2013/14; 75% in 2014/15; 77% in 2015/16; 80% in 2016/17; and 77% in 2017/18. There was a broader fluctuation of success rates among Filipino/a students over the same period, from 77% in 2013/14 to 76% in 2014-15; 82% in 2015/16; 86% in 2016/17; and 83% in 2017/18. Among African-American students enrolled in Art Department courses, success rates were 68% in 2013/14; 64% in 2014/15; 75% in 2015/16; 78% in 2016/17; and 70% in 2017/18. In response to the stated 2013-2014 equity plan, 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.

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.

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. In 2017, students in the Art Department completed more than one-third of all graphic design certifications awarded in Silicon Valley, second only to San Jose State University. 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.

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.

III.B.2 Closing the Student Equity Gap: Withdrawal Rates:

III.B.3 Closing the Student Equity Gap: 2017-18 Gap:

III.C Action Plan for Targeted Group(s):

III.D Departmental Equity Planning and Progress: 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. 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. Individual meetings address student performance, which positively direct students throughout each quarter. 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.

III.E Assistance Needed to close Equity Gap:

III.F Integrated Plan goals: current student equity data and action plan:

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 50%

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 72%

V.A Budget Trends: The "B" Budget has not changed in sixteen years. A printing budget is crucial to the department and must not be eliminated. The CTE Program and DASB funds do support departmental budgetary needs.

V.B Funding Impact on Enrollment Trends: Our classrooms and courses require ongoing funding for computers, software, art making equipment and maintenance. Decrease in any funding amount would affect the program negatively, as participation in many art fields demands experience with current technologies and techniques. Past state budget reduction and course reduction has been difficult to overcome. Prior to the 2013-14 year, the graphic design area had two full-time faculty members. Currently graphic design has one full-time faculty member. The Art Department had one full-time instructional associate that was lost to budget cuts, a position which facilitated technical assistance in the graphic design area. 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): Full-time Three-Dimensional Sculpture Instructor, to begin fall of 2019. Replace due to vacancy resulting from faculty retirement.
The 3D sculpture area is a major focus in our 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 loss of this position will also impact students in high enrollment courses such as 3D design and furniture design.

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). Replace due to vacancy. This position must be filled as quickly as possible to resume assistance in two computer labs which house sixty-two computers collectively. The computers are loaded with specialized art and design software

used in our courses which fall under the Adobe Creative Cloud.

2. Instructional Associate (IA), Ceramics (part time to full time). Growth position.
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.1 Equipment Requests: Over $1,000

V.E.2 Equipment Title, Description, and Quantity: Ceramics:
1. TLG model 2851 Shuttle Kiln Qty 1 @ $36,852.00

2. Shimpo BW Banding Wheels Qty 15 @$88.00 Total $1,320.00

Graphic Design:

1. Riso Risograph SF9450 two color with second drum and exposure sheets Qty 1@ $10,000.00.

2. Epson Large format ink jet printer Qty 3 @ $1,000.00 Total $3,000.00.

3. Black and White Laser Printer Qty 1 @ $1,000.00.

Art History:
1. Plustek OpticFilm 8200 SE Slide Scanner Qty 1 @ $369.00.

Sculpture:
1. Glowforge Pro Laser Printer Qty 1 @ $6,500.00.

2. LulzBot TAZ 6 3D Printer Qty 1 @ $3,000.00.

3. Inventables 1000mm X-Carve Qty 1 @ $2,500.00.

4. Baileigh CNC Plasma Table PT-22 Qty 1 @ $6,500.00.

5. Delta 18" Laser Drill Press 18-900L Qty 1 @ $2.490.00.

V.E.3 Equipment Justification: Ceramics:

1. TLG model 2851 Shuttle Kiln Qty 1 @ $36,852.00. This request is for a new front-loading electric kiln. The life expectancy of this kiln is 20+ years. Kiln will connect into existing electrical box, which is equivalent to the existing amperage

2. Shimpo BW Banding Wheels Qty 15 @ $88.00 Total $1,320.00. Additional Banding Wheels are required to accommodate increased student enrollment. Each student requires access to one wheel during class for hand and sculptural methods of building. These wheels, which are fundamental and necessary to making ceramic art, are used each class session and wear down over the course of ten years.

Graphic Design:
1. Riso Risograph SF9450 two color with second drum and exposure sheets Qty 1 @ $10,000.00. This device simulates lithography and offset printing. Students will benefit by producing and testing projects that require industry professional practices and proper digital mechanical file production.

2. Epson Large format ink jet printer Qty 3 @ $1,000 Total $3,000.00. The department had six such printers. In the previous two years we have lost three printers due to age. It is important to have to keep this resource available to students to prepare their graphic design projects.

3. Black and White Laser Printer Qty 1 @ $1,000.00. In the previous year we have lost this device due to age. It is important to have to keep this resource available to students test low fidelity files on this cost effective device.

Art History:
1. Plustek OpticFilm 8200 SE Slide Scanner Qty 1 @ $369.00. This slide scanner will enable the production of 7200 dpi quality scans from the 35mm slides housed in the Slide Library, enhancing current capabilities. Acquisition of a new slide scanner is necessary to the work of the art history faculty, which continues long-term digitization of a large selection of unique slides from this facility, to discuss with students in art history courses.

Sculpture:
1. Glowforge Pro Laser Printer Qty 1 @ $6,500.00. This laser printer will be used for prototyping, model making, detailed engraving, etc. for student projects. It is important that students who enroll in the Art

Department's 3D Design/Sculpture and Woodworking courses embrace new technologies, diversifying and stretching their thinking about art making. The Glowforge Pro Laser printer will benefit the program because its workability with a wide range of materials. It is a safe tool and not difficult to use.

2. LulzBot TAZ 6 3D Printer Qty 1 @ $3,000.00. This 3D printer will increase the creative opportunities for students in the Art Department due to its capability to create three dimensional forms with precision and consistency. The printer can be used as a tool for model making and prototyping of objects to create molds and casts in different materials.

3. Inventables 1000mm X-Carve Qty 1 @ $2,500.00. This machine will be a valuable addition to the wood shop because it will allows students to create intricate patterns and make precise cuts, furthering their skills in digital processes. It is open source technology so students can upgrade and share information about their use of this machine.

4. Baileigh CNC Plasma Table PT-22 Qty 1 @ $6,500.00. The CNC plasma cutting table is important to the process of metal fabrication. It allows students to create intricate and precise cuts based on use of a computer-generated image file. Students will enhance their skills in digital process through use of this machine.

5. Delta 18" Laser Drill Press 18-900L Qty 1 @ $2,490.00. The present drill press in the Art Department is nearly fifty years old and is outdated. It does not lock in one position. This replacement drill press will be safer for students and will work more accurately with laser.

V.F.1 Facility Request: Infrastructure need: •Christie Projectors AT101 1 @ $35,000 (replacement of "generic" projectors used on campus). The graphic design classrooms must provide exceptional projection. Art work is digital and must be seen at a high quality and with exact precision. Infrastructure support: Rooms AT101 and A92 •Apple computers 27" "up-speed" for graphic/photographic use 62 @ $3,000 = 186,000 (replacement).

V.F.2 Facility Justification: Christie Projectors: The current projectors do not provide adequate resolution and image accuracy for the size of the classrooms. Those who sit in the back half of the room suffer by not being able to see the software instruction, project critiques, and digital presentations due to the poor image quality. This affects the quality of instruction and the learning environment. Current

software has many small icons that are rendered unrecognizable due to the lack of the current projection quality.

V.G Equity Planning and Support:

V.H.1 Other Needed Resources:

V.H.2 Other Needed Resources Justification: The Art Department would benefit from having a specific counselor assigned to our students. The counselor would be required to be fully informed about the needs of students whose courses are housed primarily within the Creative Arts Division. "General" counseling has often proved to be inadequate in serving the needs of the students in the Art Department.

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.J. "B" Budget Augmentation: "B" Budget funding has always been crucial to the success of students who enroll in courses in the Art Department. Please refer to the Dean's summary regarding "B" Budget funding.

V.K.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. 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.K.2 Staff Development Needs Justification: 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.L Closing the Loop: Instructional associate Computer and Technology support:

We will use 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 close the digital equity gap through accessibility."

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 councilor:
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.

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