De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

Due: Friday May 20, 2022

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | Art |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | 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? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Career/Technical |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | Graphic Design – 7 |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | None |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | Art History - 2 |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | Art History – 2  Art: Painting – 3  Art: Sculpture – 2  Graphic Design – 13  Spatial Art – 2  TOTAL: 22 |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | The number of degrees increased from 15 to 24, a 62.5% increase.  There were 7 certificates earned in Graphic Design, but this is down from 17 last year. This may reflect the changing educational goals of students as they work to earn Associate’s degrees rather than certificates, as the number of degrees awarded in this same field increased from 10 to 13.  The Art History transfer degree was offered for the first time, with 2 degrees awarded. The Studio Arts AA-T will be offered beginning this coming year. |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | 1. The department has been working with the Pathways project, often leading the Village planning and events to meet with all Art majors to discuss the options available to them. 2. GID, Art History, and Painting/Drawing have been increasing the number of sections offered in order to meet student demand and help them graduate on time. 3. All courses have been placed on a 2-year course rotation schedule so that students can take all of the classes needed for their educational goal in a 2-year timeframe. The schedules will be posted online so that students can plan their schedules farther in advance. |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | https://www.calpassplus.org/LaunchBoard/Home.aspx  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 program 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 has resulted in an increase of projects that can be incorporated into 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: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. 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.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> | 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 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 and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | Not applicable |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | Not applicable |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | Not applicable |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 11.7  Note there are 5 full time faculty in the department. |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | 0  No change |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | 28.9% |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | 2  One full time in Sculpture, and one part time in Ceramics (12 hours per week) |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | * The addition of a new full-time 2D foundations instructor in September 2018 has greatly helped the department and the program. She has led the Village Pathways project, revitalized student involvement the Art club, revised curriculum, improved instruction and facilities, and is working on other initiatives involving 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 has disrupted the continuity of the program for students. There has also been no one to write new curriculum in 3D/Sculpture growth areas such as Industrial Design. * 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 specialized equipment (such as large-format printers and scanners) nor provide tutoring for students. This position provides support essential to student success. The hiring of student tutors has been severely limited by the 12-unit requirement, essentially curtailing help for students and instructors, and eliminating open lab hours. * The Euphrat Museum of Art was removed from the Art Department in 2018 but has continued to organize exhibitions to facilitate the regular exhibition of student and faculty work. |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | * Despite the overall decline elsewhere, Art enrollment INCREASED over the last three years, from 3571 to 3828. This growth continued during the pandemic, and with courses coming back to campus sooner than many other programs (beginning in summer 2021). * The department has taken great care in offering and scheduling courses in a way that is appropriate to the subject matter and takes student input into account. Some courses were not held, however, due to the lack of instructors able to teach in person. * Art history has continued to offer interdisciplinary cohorts as part of the LinC Program. * The Art department enrollment has been adversely affected by the removal of repeatability and the imposition of a course family structure that limited course choices within art specialties. However, the Art families structure was revised in collaboration with Foothill College, and will take effect in Fall 2022. This is expected to further increase enrollment. * Graphic and Interactive Design (GID) is currently working on a new AA-T to provide greater opportunities for students to transfer. It will join the Art History and Studio Arts transfer degrees. * Three fast-track certificates (certificates achievable in one year) aligned with the CTE Model Curriculum Worksheets in Graphic and Interactive Design have been developed for those pursuing vocational goals. The GID program is also moving to create numerous skills certificates in UI/UX, Digital Imaging, Design Thinking, and New Media. * The GID discipline is revaluating the course requirements for completing the advanced certificate and AA. The goal is to increase the pool of classes that feed into the certificates and degrees for completion. * The faculty are developing an Illustration class, an Illustration CTE, and an Industrial Design CTE, all geared toward better preparing students for work in art + design industry. These courses will also help students transfer to in-demand 4-year illustration and design programs. * GID is also working on creating a UI/UX AA and Advanced Certificate. This is being pursued with the idea of supporting students with more options providing an equitable solution for certificate completion and employment. * The faculty are creating multiple-level classes of Life Drawing, which will allow students the experience needed to improve their portfolios. Many DA students wish to transfer into animation programs at 4-year institutions, and a strong portfolio is paramount to successfully transferring. The number of sections of the existing Life Drawing class has been increased to satisfy more of the demand. * The faculty are writing Public Art courses. As part of these courses, students will have the opportunity to gain real-world experience creating murals on campus. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | African-American student enrollment has remained at 2%, half the rate of the college.  The enrollment of Latinx students increased to 24% last year, just below the 25% De Anza average.  Filipinx and Pacific Islander students are represented in roughly the same percentage as the college, 8% and just under 1% respectively.  It is unclear what is contributing to the under-representation of African-American in the department. However, recruiting through meetings with majors and the help of Counseling will be pursued.   * The GID program plans to offer courses in all teaching modalities (face to face, online, and hybrid) with the idea of supporting students with more options providing an equitable solution. Instructors have developed lectures and videos which will foster instruction and provide a resource which students can revisit to pursue a more in depth understanding of the topics covered. * The GID program has incorporated professional development. Guest speakers serve as inspiration and guides for students in the Business Practice Portfolio course. Speakers come from different experience levels within the graphic design industry and provide insights pertaining to different positions that one may serve in. Guest speakers often provide feedback in portfolio development and presentation. Guest speakers often discuss hiring practice, interviewing and strategies for finding employment. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | * The success rate has gone from 82% to 84%, even with 159 more 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.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | The overall equity gap between the overall average and African-American, Latinx, and Filipinx students in 2020-21 is 7%. This is an improvement from the 10% gap noted two years ago.  Overall, it was noted that there is a tremendous variation from class to class. As far as we can tell, the wide variations occur even if the class is being taught the same way.  It is important to consider how remote learning is impacting equity focus groups. Access to digital tools and access to a classroom community may have factored into the metrics.  Regarding successful success and equity outcomes, creating robust, clear, organized and concise canvas materials factor into positive outcomes. Delivering course related materials with uniformity creates a comfortable familiar user experience for students. It simplifies accessing the content, which simplifies onboarding intro the classroom, and alleviates anxiety to allow students to better focus on the discipline related topics. Demonstrations and student examples are used for all assignments. Modeling exercises for students clarify the expected outcomes and acts as a guide for their project development.  It is crucial to offer students a range of assessment types, as students excel differently within different assessment types. |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | * The state repeatability limits have served as a disadvantage to those students who wish to further develop expertise in their field of interest. To counter this trend and boost enrollment many courses were consolidated so more than one level of a specific course is offered during the same class period. * The Art Department worked with Foothill College to revise the Art course families. The change will take effect in Fall 2022. This will permit certificates to include more advanced courses, where formerly the limit on allowable attempts could prevent students from completing all the levels of stacked classes. * The college’s requirement for a student employee to be enrolled in 12 units significantly decreased the pool of potential student assistants. This has now been reduced to 6 units, which will allow more students to be eligible. The full effect of this change should be seen as more courses return to campus. * The college has a policy of cancelling courses which do not have a minimum enrollment of 20 students. This especially affects capstone courses needed for graduation, which in turn lowers the number of awards granted. 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 Art Department would like to request averaged enrollment for identified capstone courses to better ensure completers. * Faculty asked that Department Chair be compensated at a higher rate and offer a course release in line with other college institutions. * Align the course size limits. GID lecture/lab courses have a limit of 30 students while other Art lecture/lab courses have a limit of 25 for the same load. Lowering the student to instructor ratio allows more student centric and personable instruction. Disadvantaged students who need help can get it. Smaller class sizes would assist in developing nuanced equity-based educational materials * De Anza counselors have developed an extraordinary system for reaching out to students who are at a high risk for noncompletion. More faculty should know about this program and partner with counselors to reach out to at-risk students. |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for? | The Perkins documentation measures disproportionate impact for certain groups in the Graphic Design CTE program. These are individuals 1) preparing for non-traditional fields (for their gender), 2) out of the workforce, 3) economically disadvantaged, 4) English learners, 5) single parents, 6) those with disabilities, 7) homeless, 8) foster youth, and 9) youths with parents on active military duty.  The following addresses this additional data:   * Based on the 2019-20 College core indicator report only three of the core indicators were below the negotiated level. This is an improvement over the last report. * Two of the three core indicators below the negotiated level were in employment (for the overall cohort and non-traditional students) by -3.0%-3.8%. * Considering this new data, it is important that we reflect and find thoughtful solutions for students that better prepare them for entering the workforce in a manner that best articulates student skills for potential employers. Possible areas of consideration are preparing students for online or web portfolio presentation, and increasing the focus towards UI and UX related projects that better align with the design industry needs. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | * During the pandemic instructors created a large catalogue of lecture and demonstration videos they will continue to use to supplement what is taught in the classroom. These recordings help with student equity, as many of our students have life commitments that can make it difficult for them to attend every class. * Course rotation schedules have been created for all programs, allowing students to plan their studies more effectively. * We have worked to offer more variety in our teaching modalities (hybrid, in-person, online). * Creative Arts instructors and staff have voluntarily participated in Pathways and Villages events, giving up precious free time to assist and mentor students. * 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 programs 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 Graphic and Interactive Design CTE program has in the past hired 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 should be to increase diversity as well as student success. * In the Arts economic stressors are felt in purchasing supplies and accessing creative technology such as design software and the hardware used to interface with it. Helping students with the least economic resources gain access to these resources helps reduce the stressors listed. The access to Adobe software licenses has helped tremendously. The current efforts to eliminate fees for basic course materials for Ceramics and Sculpture students will also help. * Ceramics offers a strong sense of community. Open critiques and interproject dialogs help illuminate student’s skills. These skills or approaches to projects are then shared among students as they work together to solve problems. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | * Have a Student Lab tutor for 11-19 hours per week to assist Graphic and Interactive Design (GID) students in the lab. |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | * Professional Development – The faculty ask that Professional Development 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. * Expand the use of Online Educational Resources (OER) instead of expensive texts. * Create projects and supply lists that do not create financial hardship for students. * Communicate openly with students to greater understand the factors that may limit their success. The Art Department continues to provide personalized instruction to focus on each student’s individual needs during classes. * Hold individual meetings to address student performance, which positively direct students throughout each quarter. * Provide flexibility in assessment. * 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. * 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. This includes the LinC program. * Encourage students to take ownership of their learning experience. * Provide opportunities for students to develop their personal voice. * Provide diverse representation in course materials. Allow the students need to see themselves in the content. * Try to weave design for good, as well as culturally driven subject matter or topics in students' projects. This gives students an opportunity to explore subject matter that they feel comfortable or are familiar with. * The Student Art Guild and the Annual Student Art Show provide places for students to engage and be recognized for their individual talents and achievement outside of the classroom. * Showcase examples of work from those that fall under a traditionally underrepresented background. * Help students engage with each other and the material in class with quick discussions on current events and how they tie into art topics and more specifically with the course topic. |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | Yes. |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division.” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022. | * ARTS 55A – SLO 1 and. Targets were met. Adjustments were made to the time allotted for assignment, but the need for a lab tutor to help them meet the objectives was identified. * ARTS 55B – While an increase in time for SLO 1 resulted in an average score of 90%, having a single problem for all students was implemented. * ARTS 55C – All students scored 100% for SLO 1. The rigor of the material was increased for future courses. * ARTS 65 – While student portfolio scores were high, it was decided to focus on 3 assignments rather than have a wider array of 7-10. |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | The following courses will be assessed:  ART 53, ART 54, ART 56, ART57, ART 65 |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students.  If you don’t work with budget, please ask your Division Dean to give you the information. | * The privatization of the bookstore in Fall 2021 adversely affected the Ceramics program, souring vendor relations, causing student confusion, and nearly preventing the program from proceeding due to a lack of supplies for students. Sculpture was also cut off from student fees. Without this money both programs suddenly had to find alternative sources. The division Lottery fund is being used at present. If this fund can be used for ongoing expenses then the courses can continue. If not the B budget will have to be increased substantially. * 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 DASG 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. The DASG has stopped funding the Ceramics program, so more funding must be found elsewhere. |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | * Student success in art requires experience with current technologies and techniques. The loss of a full-time 3D instructor and a staff member in Graphic Design is affecting the ability to teach the Art Department curricula in its entirety and serve the increasing number of students. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | 1. 3-Dimensional Sculpture Instructor – Replace due to Vacancy 2. Art History Instructor – Growth |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | Replace Full-time 3-Dimensional Sculpture Instructor  Replace due to vacancy resulting from faculty SERP 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 full-time Staff member and 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 and also a source of future growth.  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. 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 – Art History Instructor  There has been a steady increase in the number of Art History sections to 13-14 each quarter, but growth is now limited by the load limits of PT faculty. They teach 9-10 sections in total each quarter.  The desire of PT Art History faculty to teach non-Art History courses that they are qualified for, such as Drawing. Two Drawing sections were cancelled in Spring due to the lack of an instructor. |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | 1. GID Instructional Associate, Computer Support (part time) – Replace due to Vacancy 2. Instructional Associate – Ceramics (increase hours) – Growth |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | 1. **Graphic and Interactive Design (GID) Instructional Associate (IA), Computer Support (part time).** The GID program needs a part time lab tech to support a growing program. The Lab Tech is needed to facilitate open lab, student mentoring and equipment training, and to support/trouble shoot, and maintain the equipment and peripherals found in the lab space. The Lab Tech can also assist in training and managing GID student mentors. The GID program is currently offering 18 courses a year. The tech is essential for supporting students within our growing program. The GID program has been seeking this support for over seven years. 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. Since student workers have limited hours and cannot be expected to possess the deeper level of knowledge needed, 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).** Asking for growth in the hours of the 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 | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | Please see resource request list.  The GID requests for Cintique digital drawing workstations and the further development of the Risograph print system are part of a reimagining program which attempts to update the workstations in the GID lab with state of the art drawing displays. |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | * More space for GID peripherals currently housed in a second room (besides ATC101). * Interim housing: The Art Department will need appropriate temporary teaching spaces when the A-Quad is demolished as well as temporary offices for the faculty. This means suitable light and ventilation, running water, tables and chairs, computer/projection equipment, privacy areas for Life Drawing classes, etc. While distance education will most likely continue on some level, certain art classes need to be taught in-person to be truly effective and helpful to students. These include painting and drawing of all types/levels. * New building: The GID program is currently separated from the other department programs. It should be incorporated into the new building. It will foster a sense of artistic community and cross-pollinate disciplines within the Art Department. It also needs a second room in order to accommodate its growth and the footprint of its new technology. This will include an area for finishing mockups, design models, and hard presentations. These are essential for capstone projects and portfolio development curriculum. * Full-time faculty need offices. If faculty are to remain current in our fields (which is tied to student learning), these offices should provide space for art work development and technology testing. The cost of living in the Bay Area is too steep to expect faculty to maintain their own research space. |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | * The Art Department needs a Chair and the compensation for that position should be addressed. At other institutions, faculty chairs receive not just greater monetary compensation, they receive course release time. * We need to hire more part-time instructors due to increased demand in Drawing and GID courses. |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | 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 | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | * Skill training in online instructional design with the goal of better supporting students taking courses in online and hybrid instructional formats. * The introduction and use of new equipment and technologies invariably requires 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. |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year? | * 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. We plan to assess the outcome to see if increased success, persistence, and completion results. * 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. We plan to assess the outcome to see if increased success, persistence, completion, and job placement results. * 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. We will assess the creation of new programs and enrollment, and to see if increased success, persistence, and completion results. * Art History full-time faculty position: We would assess the outcome to see if increased access to courses, a higher success rate, persistence, and completion results. * 3D/Sculpture full-time faculty position : 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. |
|  | Submitted by: | APRU writer’s name | Daniel Smith, smithdaniel@fhda.edu |
|  | Last Updated: | Give date of latest update |  |