

 Dept - (CA) Art > Department > Program Review

 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** 

Program Mission Statement: The Art Program at De Anza College offers a unique blend of classes that support and help students in the field of drawing, painting, graphic design, ceramics, two-dimensional and three-dimensional design, sculpture, Euphrat Museum of Art museum studies, and art history. All of the classes cover basic skills, including theory. The classes serve to nurture student creativity and deepen their 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 Achievement Awarded: 6

I.B.2 Number Certif of Achievement-Advanced Awarded: 1

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

I.B.4 # AA and/or AS Degrees Awarded: 11

I.C.1. CTE Programs: Impact of External Trends: The Arts 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 Design CTE has made numerous changes to its AA and certificates to streamline and focus students towards digital

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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 student's 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 and Ipad tablets. Courses and curriculum will be updated with more online and hybrid offerings. These new learning tools and resources will help streamline the creative process and provide students a technological cutting edge learning experience.

I.C.2 CTE Programs: Advisory Board Input: Graphic Design had a joint advisory with Photo. Board discussed student internships, and currency in software.

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): 12.9

I.E.2 #Student Employees: 4

I.E.3 % Full-time : In December of 2015 the Art Department had a sudden and unplanned resignation of 1 full time faculty member. In 2016-17 1 full time faculty member will be moving to Article 18 reduced load. This will greatly impact our 2015-16 and 2016-17 FT/PT facu

I.E.4 #Staff Employees: 0

I.E.5 Changes in Employees/Resources: The fulltime position for Instructor in Art has been approved and the job announcement has been placed. The search process is underway. The finalist will be selected by the end of the Spring 2017. We look forward to hiring the highest qualified instructor for our program.

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The Art Department had a budget cut loss of 1 fulltime dedicated staff member. Staff member supported the Creative Arts Division through computer and software support in the graphics labs in the AT 101 and A92 classrooms. The position provides an important student support that is essential to student's learning success.

II.A Enrollment Trends: Enrollment has seen a decrease of 8%. During the last four academic years. Enrollment has dropped from 4,526 in 2012/13, to 4,371 in 2013/14 to 4,188 in 2014/15 and 4165 in 2015/16. The Art department enrollment has been adversely affected by the removal of repeatability and imposed families structure. As a course of study, art has traditionally been a subject where students found skills and mastery through repetition. Student enrollment is higher in the late morning and early afternoon windows. Evening enrollment has dropped considerably. Social factors such as increased traffic, cost of living, and job commitments may be driving these enrollment trends. The financial demands of our society are pushing our younger students away from art as a course of study.

II.B.1 Overall Success Rate: Has remained consistent the last two years at 82%.

II.B.2 Plan if Success Rate of Program is Below 60%: Our success rate is above 60%

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. Students, including life-long learners have been hindered in their ability to further their studies. The skills and expertise required to excel often exceed the State mandate "No Repeatability" and imposed families structure. These skills support a variety of career choices, including being a fine artist, model maker, industrial designer, furniture designer, set designer, architect, etc. and take more than 12 weeks to master. The "No Repeatability", which disallows students to take the same class more than once as a way of gaining a deeper knowledge of the subject or improving a previous grade, hinders one's ability to succeed and reduces success rate. As instructors who wish to support all students, the "No

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Repeatability” and imposed families structure has been a detriment to the department and to our students. As a result, the Art departments enrollment has been affected by the imposed families structure and State mandated termination of repeatability. Repeating students enrolled in all focuses within the dept. Courses have been consolidated with multiple sections in the same class period to maintain the required minimum enrollment levels. The college requirement of 12 units for student’s employees has hurt the pool of potential hires. The requirement of 12 plus units makes it very difficult for them to manage a schedule as a student employee and full course load. Navigating enrollment and dedicating time as a CTE student employee places a huge burden on these students. These issues cannot be resolved by program review or reorganization. The college has implemented a policy of canceling courses that do not have a minimum of 20 enrolled students. This has resulted in offering a disproportionate amount of entry-level courses. As student’s progress through the curriculums’ intermediate classes in pursuit of a certificate or degree, it has become more difficult for students to complete their requirements.

III.A Growth and Decline of Targeted Student Populations:

Arts overall enrollment is down 8.0% in the four year period since 2012/13. African American student enrollment rate stayed the same at 3% proportionally to the entire enrollment, but the actual number went down from 130 in 2012/13 to 117 in 2013/14, 112 in 2014/15 and 108 in 2015/16. Filipino student enrollment rate also stayed about the same at 5-7% for the last four academic years, but the actual number went up and down from 257 in 2012/13 to 221 in 2013/14, up to 254 in 2014/15, and has gone up to 310 in 2015/16. Latino/a student rate went up from 17% to 21%-22% and came down to 19% since 2012. The actual number changed from 772 in 2012/13, to 906 in 2013/14, stayed at 906 in 2014/15 and went down to 808 in 2015/16.

III.B Closing the Student Equity Gap: The success rate has been about the same: for Latino/a 75% in 2012/13 to 76% in 2013/14 to 75% in 2014/15 and 77% in 2015/16, there was a decline in Filipino 79% in 2012/13 to 77% in 2013/14 to 76% in 2014-15, but it has come back up to 82 %. African American has gone down from 72% in 2012/13 to 68% in 2013/14 and 64% in 2014/15, but has come back up to 72% in 2015/16. In response to the stated 2013-2014 equity plan, Arts has

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modified curriculum to be more diverse, efficient and streamlined towards to completion of certificates and degrees. We hope that streamlining will guide all students towards a clearer path of completion. The Euphrat Museum, Ceramics, and Graphic Design areas sponsored workshops a visiting artist series and industry guest lecturers. These guests were from a diverse ethnic and cultural background including our target groups. The department has participated in numerous recruitment events at local high schools. Schools include Homestead and Apollo High Schools. Appollo has a 90% Latino enrollment. The graphic design CTE program has hired numerous students to act as mentors and instructional aides. The primary goal of the student mentors is to focus, help, and mentor students defined as our target populations.

III.C Plan if Success Rate of Targeted Group(s) is Below 60%: Above 60%

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. Faculty manages three curriculum levels, i.e. beginning, intermediate and advanced within one course. Our courses foster and support students in the creative, technical and conceptual process. In the 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 the course of the quarter.

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 never changed in over 16 years. Printing budget is needed so it must not be eliminated. CTE Program and DASB funds do support department.

V.B Funding Impact on Enrollment Trends: Our classrooms and courses will always require funding of computers, software, art making equipment and maintenance. Decrease in any funding would affect program negatively as the Arts fields specifically demands experience with current technologies and techniques. Past State reductions and reduced courses have been difficult to overcome. Prior to the 2013-14 year, Visual

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Arts Graphic Design had 2 full-time faculty members. Currently graphic design has 1 full-time faculty member. The Art Department had 1 full-time tech that was lost to budget cuts who facilitated technical assistance in the graphic design area. The loss of these positions is affecting the ability to teach the curriculum efficiently and is impacting growth in that focus.

V.C.1 Faculty Position(s) Needed: None Needed Unless Vacancy

V.C.2 Justification for Faculty Position(s):

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

V.D.2 Justification for Staff Position(s):: 1. Replace due to Vacancy. Creative Arts Division Instructional Associate, computer support. In 2013 the Arts department lost a tech due to budget reductions. The I. A. served all areas of the Creative Arts Division. The technician served as a computer technician, instructional aid, and provided oversight of all computer labs including graphic design. The tech served a major role in maintaining equipment and assisting in technical labs for students. With the idea of equity in mind the loss and lack of availability as an instructional and technical assistant, has hurt student success rates to those who lack resources and access to technology, computers, printers, equipment and resources found in our classrooms.

2. Growth. Full-time Staff, Director Euphrat Museum. The Director leads an integral component of our curriculum foundation and students experience.

3. Growth. Ceramics Lab Technician Full Time. The ceramics department is meeting the needs of over one hundred students per quarter, and is positioned to expand. Some of the responsibilities of the current lab tech include, but are not limited to: Mixing glazes, slips & washes, taking in clay and material orders, servicing all kilns, and adhering to and/or fortifying all hazardous materials procedures. Due to an increase in numbers of students, we have an intensifying production of artwork, which is putting more pressure on our equipment and our lab technician. The proposed increase of hours would eliminate backups in our workflow, extend the life of our equipment, thus saving us money and labor. It would also ensure product consistency so that our students can construct work that is in alignment with their design and

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vision.

Justifications:

1. A Creative Arts Instructional Associate is needed to assist in the two computer labs that have 62 computers collectively. The computers have a number of art and design software that are connected to curriculum and learning. Over ten integral software's used in our courses fall under the Adobe Creative Cloud.
2. As a department we have worked with Diana Argabrite and the Euphrat Museum many times on projects involving countless art students. The experience of working with a museum professional has added to their knowledge of what it takes to conceptualize, curate, install, and experience. This is something that is not offered at many community colleges. The position needs to be made full-time so that these opportunities can be expanded not just for the sake of the arts faculty, but also for the college as a whole. This experience is integral to our students experience and one we should look at preserving and protecting.

V.E.1 Equipment Requests: Over \$1,000

V.E.2 Equipment Title, Description, and Quantity: Ceramics:

1. TLG MODEL 2851 SHUTTLE KILN
\$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.

3D Sculpture:

1. SawStop PCS31230-TGP252 Cabinet Saw, \$7,749.00
2. Powermatic Model PWBS-14CSW Band Saw, \$3,963.00
3. Lincoln Power MIG 210 MP, \$5,098.00
4. Powermatic PM2800B Drill Press, \$4,100.00

Graphic Design:

1. Glowforge 3D laser printer, \$36,000.00

(The order of priority is outlined in the Instructional Equipment Prg Rev excel document)

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V.E.3 Equipment Justification: Ceramics:

This large electric kiln (TLG MODEL 2851 SHUTTLE KILN) will be fired by instructors and lab technicians. It will be used to fire student ceramic work. Our current glaze/electric kiln has been broken for two years. We are currently firing our oxidation/electric-fired wares in gas kilns as a result of the broken electric kiln. This additional demand results in the following: Overloads our gas kilns, reduces workflow and efficiency making it more difficult to accommodate larger enrollments, creates additional work hours for faculty and lab technician, causes unpredictable results for students that stifles their artistic expression, and wastes energy/gas that costs the school addition funds.

3D Sculpture:

Table Saw

Two table saws will adequately meet the needs of 20+ students in any given class. Two table saws are more efficient, will reduce congestion and wait time and will better serve our students. Students will be more productive and able to complete their class projects. This has become more critical due to the limitations associated with "No Repeatability". Students will feel less frustrated and/or rushed trying to complete their assignments. A second table saw will reduce the risk of hazard in the shop. The new table saw SawStop has a sensor to immediately shut off at contact with the operator.

Band Saw

Our current band saw is not reliable, is poorly designed and not well suited for maximum shop use. It is hard to adjust and tune and can be unsafe when using. The band saw is one of the most basic and popular tools in the shop. Students tend to use it frequently because of its ease and user friendliness. New band saws have features that include a brake that eliminates coasting of the blade when the machine is powered off. A new band saw would greatly serve our students, would be safer and increase student productivity.

MIG Welder

The department needs an additional MIG welder. Currently we have two MIG welders that do not adequately meet the needs of the class and/or our students. Students are having to wait and are wasting precious class time because of a lack of resources. Students will benefit greatly from an additional MIG

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welder. An additional MIG welder will improve the working capacity of the metal shop and will support student progress and success. Drill Press Our current drill press is nearly fifty years old and is ready to be retired. It has some functional issues and part of the cast component is broken off. For students' safety in the shop, it needs to be replaced.

Drill Press

The drill press that we have is outdated and does not function fully. It has been used by De Anza students in the shop since 1967. It is essential for us to provide tools that are up-to-date and functional so that they can create their projects using safe tools that produce results with precision.

Graphic Design

3D Laser Printer

A 3D Laser Printer would be a new device incorporated into the graphic design curriculum. The laser cutter allows users to cut various materials into custom shapes. It would allow students to produce three-dimensional mock-ups of package designs. This experience will expand on our 55 visual communication series.

V.F.1 Facility Request: Infrastructure need:

- Christie Projectors A-92, A-65, AT101

3 @ \$35,000 (replacement of "generic" projectors used on campus). The graphics and photographic classrooms must provide exceptional projection. 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-sped" 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 have many small icons that are rendered unrecognizable due to the lack of the current projection quality.

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V.G Equity Planning and Support: Not at this time

V.H.1 Other Needed Resources: Specific counselor(s) needed for the Creative Arts Division. Specialized advice to assist students in CA Division offerings (Degrees, Certificates, Transfers, etc.)

V.H.2 Other Needed Resources Justification: In general the Art department could benefit by having a specific counselor assigned to our students. Students need counseling and the counselor needs to be fully informed on Creative Arts Division. "General" counseling has often been inadequate when serving art dept. students.

V.J. "B" Budget Augmentation: B Budget funding is an integral part of our department.

V.K.1 Staff Development Needs: Staff development is an integral part of maintaining relevancy in the faculties' specific fields of study. It is important for student success that faculty continue to refine their level of expertise within their fields. 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 training would create a lack of competency.

V.K.2 Staff Development Needs Justification: All new equipment and technologies need some research (conferences, seminars) and training. Conferences have also supported networking and enhanced department's community (outside exhibitions and guest lecturers).

V.L Closing the Loop:

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Last Updated: 03/24/2017

APRU Complete for 2016-17: Yes

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