

## EUPHRAT MUSEUM PROGRAM REVIEW

**2018-19 Annual Program Review Update Submitted By: Diana Argabrite**

**APRU Complete for: 2017-18**

**Program Mission Statement:** The Euphrat's mission is to research, produce and present challenging exhibitions and educational materials that provide a resource of visual ideas and a platform for communications. It is a forum of ideas about art expressed through one-of-a-kind exhibitions and events. Our exhibitions and programming 1) highlight our heritage of different cultures; 2) enhance understanding of art fundamentals, art history, and esthetics; and 3) augment college instruction.

Program Learning Outcomes:

- Students will view and compare and contrast artworks in exhibitions as it relates to cultural, aesthetic, intellectual, and ethical concerns.
- Students will develop a working knowledge of visual and critical analysis of multicultural artworks and art exhibitions.
- Students will demonstrate critical analysis of local and global social justice issues as seen in the artworks and exhibitions.
- Faculty and their students have opportunities to integrate Euphrat multicultural exhibitions, installations, and special projects, and events into their curriculum.

Every student deserves an education that inspires them to discover, think creatively, and engage deeply. The Euphrat provides that and uses multicultural arts learning strategies to help improve student outcomes and recognizes the power of the arts to transform the learning experience. Arts integration is employed through one-of-a-kind exhibitions, programs and events that cross subject areas and address contemporary issues alive in our communities. Students have opportunities to hone their passion and skills and apply that skill in the real world. The Euphrat is a welcoming and exciting place on campus for self-expression, communication, and community building. Equity and inclusion are at the center of all museum exhibitions, programs, events, and special projects.

**I.A.1 What is the Primary Focus of Your Program?:** Learning Resources/Academic Services

**I.A.2 Choose a Secondary Focus of Your Program?:** Personal Enrichment

**I.B.1 Number Certificates of Achievement Awarded:**

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

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

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

**I.B.5 Strategies to Increase Awards :**

**I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:**

**I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::**

**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):**

**I.E.2 #Student Employees:**

**I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching:**

**I.E.4 # Staff Employees:**

**I.E.4 #Staff Employees: 0**

**I.E.5 Changes in Employees/Resources:** Eight years ago the Executive Director position that the college had funded for over thirty years was eliminated. Funding is raised by the one staff person in addition to directing, curating, and teaching. The lack of a dedicated faculty position negatively impacts the museum's ability to serve students and expand programming.

**II.A Enrollment Trends:** Our audience and student participation have grown with focused programming and special collaborative projects that accompany each exhibition. The number of classes and students visiting and using the exhibitions for writing, drawing, and reflection assignments continues to grow by about 4% each year.

**II.B Overall Success Rate:** Targeted student population participation has continued to grow with specific outreach, e.g. developed special projects for MEChA, Puente, LEAD, 1st Year Experience, and more. A monthly event, 1st Thursdays spoken word, poetry, and open mic event is hosted by the Four Elements club. We bring in art, multiple artists, speakers, and programs directly related to each of the target populations, addressing issues and involving classes and individual students, e.g. involving students, faculty, and administrators in bringing artists of African ancestry on campus.

The Euphrat involves De Anza students in working with at-risk children and youth on campus and in the community through the Arts & Schools Program. They also participate in School Recess Camps, hands-on art stations at community festivals, collaborative public art projects, and Teaching Tours. Young students from communities with low college participation rates are exposed to an exciting college environment at an early age. Many of the children and youth are on track to attend De Anza when they graduate.

Outreach through special collaborative projects that align with different exhibitions has been a very successful way of involving students from targeted groups. An estimated 200 De Anza students will participate in the museum's 2017 - 2018 collaborative projects and the annual student art show.

### **II.C Changes Imposed by Internal/External Regulations:**

#### **III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment:**

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

**III.B.1 Closing the Student Equity Gap: Success Rates:** The museum continues to be an integral part of decreasing the student equity gap on campus, working with the Office of Equity, Social Justice, and Multicultural Education, the Equity Action Council, the Multicultural Center, classes like Creative Minds and Cultural Anthropology, and multiple campus departments and divisions including Creative Arts, African American Studies, Social Science and Humanities, Language Arts, and the California History Center.

The ongoing initiative to address the equity gap for African ancestry, Latino/a, and Filipino students included outreach to students in Puente, LEAD, and other historically marginalized groups on campus. Creating a broader systemic support network for our African ancestry, Filipino, and Latina/o students includes hiring, enrollment, and participation in projects, events, and programs. Examples include 1st Thursdays, Visiting Artist presentations and workshops, student employees, interns, and volunteers. Helping to close the student equity gap is key to all the museum does.

#### **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:** A stated goal was to be a resource for Visual Equity across campus in addition to exhibitions in the museum. Visual equity means displaying imagery and art that reflects our diverse and under-

served communities and highlights social justice issues. Framed prints and original art has been installed throughout the Multicultural Center, the Administration building, the Outreach Office, the Kirsch Center, the Office of Equity, the Student Services building near the Veteran's Office, and more.

**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):** 100%

**IV.B Cycle 2 SLOAC Summary (since June 30, 2014):** 100% of SLO's assessed. Cumulative assessment of student learning takes place through the production and display of student projects, individual and collaborative.

**V.A Budget Trends:** Eight years ago the Executive Director position that the college had funded for over 30 years was eliminated. Funding for everything is raised by that staff person in addition to directing, curating, and teaching. The lack of a dedicated faculty position negatively impacts the museum's ability to serve students and expand programming.

**V.B Funding Impact on Enrollment Trends:**

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

**V.C.2 Justification for Faculty Position(s):** A faculty Director position to replace the previous full-time classified vacancy that occurred eight years ago when the Executive Director position was eliminated is very much needed for the long-term sustainability of the museum and campus-wide programs.

The museum is a very unique multicultural teaching resource across the curriculum and the core of the Museum Studies Skills certificate. It is a model and a center for civic engagement through the arts with collaborative, participatory art projects that serve the entire campus.

The museum is a vital part of our student's educational experience where they can learn a wide variety of skills including technical, advanced writing and editing, critical and creative thinking, expression, communication, and public speaking. They gain exhibition design/production and curatorial experience and learn about professional portfolio presentation. Museum exhibitions, programs and curriculum reflect and model all of the Institutional Core Competencies including increasing civic capacity for equity, social justice and environmental sustainability.

Students, faculty, and staff participate from across subject areas with an estimated 25% from Creative Arts, 35% from Language Arts, 20% from Social Science & Humanities, 15% from Intercultural/International Studies and Environmental Studies, and 5% from other divisions. This faculty position would serve many divisions in addition to Creative Arts and connect with numerous programs that focus on underrepresented students.

The museum director offers Arts 72 Internship as a no load course and gives an average of 25 - 30 exhibition-based lectures to visiting classes each quarter and works with faculty from Creative Arts and other divisions to help them enrich their curriculum with individual and collaborative projects featuring multicultural artists and social change issues.

Comparable community colleges such as Cabrillo College and Ohlone College with vibrant art programs have faculty positions for their on campus galleries. The museum serves students in so many capacities and it is absolutely imperative that it have a faculty position to maintain the rigorous standards, excellent reputation, and multicultural pedagogy that it is known for.

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

**V.D.2 Justification for Staff Position(s)::**

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

**V.E.2 Equipment Title, Description, and Quantity:** • New pedestals for museum displays

• Speakers for museum sound system

**V.E.3 Equipment Justification:** The museum's pedestals are over 25 years old and show the wear and tear. The accumulated wear detracts from the viewing experience and the professionalism of presentation.

The current speakers are only located in one section of the museum which makes it hard to hear throughout the space.

**V.F.1 Facility Request:**

**V.F.2 Facility Justification:**

**V.G Equity Planning and Support:**

**V.H.1 Other Needed Resources:**

**V.H.2 Other Needed Resources Justification:**

**V.J. "B" Budget Augmentation:** The museum does not receive any B Budget to begin with. The one full time staff person has to raise most of her salary and benefits plus all other museum and program expenses.

**V.K.1 Staff Development Needs:**

**V.K.2 Staff Development Needs Justification:**

**V.L Closing the Loop:** The Euphrat has not received a requested position over the past five years. We did purchase new plexiglass pedestal tops, this is the only resource received in the past 5 years.

**Last Updated:** 04/03/2018

**#SLO STATEMENTS Archived from ECMS:** 2