

# Comprehensive Program Review

## A. Department Information

### Mission

Please enter your department's mission statement here.

The Department of Visual Arts and Design 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 empower student creativity and deepen students' understanding of the ways art shapes society, and to cultivate innovative visual literacy for participation in a technologically complex world.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

The Department of Visual Arts and Design's mission and values scaffolds under the De Anza College institutional core competencies of communication and expression, information literacy, civic engagement and critical thinking. Our department engages students to install and foster intellectual curiosity, personal commitment, social stewardship, and leadership.

### Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Narrow Equity Gaps For Latin X Students	To correct the equity gap found in the Latinx student outcomes through fostering an environment that supports and fosters students that require more resources to maximize success. To accomplish the goal the following is needed to address the concern. Hire fulltime faculty to replace vacant positions and support growth based needs. Hire technicians to support growth-based needs, such as in Graphic and Interactive Design. Improve, upgrade and update antiquated and obsolete instruction spaces and equipment. Improve resources that support students in a more equitable manner. For example, proper fulltime faculty to student ratios, properly aligned course enrollment capacity.	VAD Faculty	CTE, Counseling Services, Puente	In collaboration with Artistic Expression Pathway	Accomplishing the described needs and it correlation in Latinx outcomes will be used to monitor progress.	Compare Equity Gap Data Year over Year. Focus on Latin X students.
Improve Department Facilities	Improve, upgrade and update antiquated and obsolete instruction spaces and equipment. The department is in a treacherous position of potentially losing its instructional spaces primarily located in the A quad. Regardless of the outcome the department needs upgrades to antiquated instructional spaces that include ceramics sculpture painting design and art history. Many of our disciplines have outgrown their spaces and require this to be addressed to properly serve our students especially those that are at risk and struggling with success metrics.	VAD Faculty	College Administration Universal Governance entities such as RAPP, Academic Senate, FA, CSA		We are seeking a commitment from the district and the college which will address these concerns through investing in and improving our infrastructure throughout our educational spaces. Evidence of this would manifest in addressing the specific needs of every sub discipline within our department. An example of this would be an upgraded kiln space for ceramics, similarly an upgraded metal working space force sculpture.	Evaluate and indicate building Improvements Throughout the Department. Specifically the A Quad.
Improve VAD Dept Stature and College Awareness	To educate and inform the college community of the value and importance of the Visual Art and Design department with the purpose of changing the perception to one that values the importance and essential functions that the department provides to the academic institution and the community at large; whose outcomes result in institutional investments that support the needs and growth of the VAD department.	VAD Faculty	District Administration College Administration Universal Governance entities such as RAPP, Academic Senate, FA, CSA	In collaboration with Artistic Expression Pathway	Outcomes and behaviors on the part of the college that are in line with our departments success which meets needs of our growing program. This include better facilities which should be replaced or upgraded, and proper full-time faculty and technical staffing. This should be evident through the support of our various branches and committees in our instructional universal governance structure.	Evaluate and indicate improvements in full time faculty and staff ratios. Evaluate and indicate improvements in facilities, building and instructional spaces.

### Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

- The department is drastically understaffed considering enrollment data. We have a full time sculpture position that has not been replaced in four years.
- The department currently finds itself without a Dean. The position should be filled with a person that will support and advocate for all all of the disciplines found under creative arts.
- The department is in a treacherous position of potentially losing its instructional spaces primarily located in the A quad. This is a result of potential new construction on campus that may affect the footprint of existing VAD buildings. There has been an ongoing multiyear conversation attempting to find a solution. Initially VAD in collaboration with other division programs were requesting a new building to replace our antiquated infrastructure. The administration has recently stated that this is not financially feasible. The VAD Department has been given two draft like solutions that were found unacceptable due to the vague language and lack of clarity. The impact of eliminating the A quad, and it not being replaced with the appropriate infrastructure is considered an existential concern.
- 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 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.
- 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.

## B. Enrollment Trends

### Enrollment Variables and Trends

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	2,328	2,380	2,542	2,772	2,765	18.8%
Enrollment	3,571	3,508	3,828	4,061	4,188	17.3%
Sections	137	128	130	136	148	8.0%
WSCH	6,046	5,999	6,333	6,667	6,891	14.0%
FTEs (end of term)	399	399	418	441	460	15.3%
FTEF (end of term)	11.7	11.6	11.7	12.4	12.8	9.4%
Productivity (WSCH/FTEF)	516	519	539	539	538	4.2%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

### Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

- Despite the overall decline elsewhere, Art enrollment **INCREASED** over the last five years, from 3571 to 4188. 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, which took effect in Fall 2022.
- The GID discipline is reevaluating 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.
- GID is working on creating a UI/UX and Illustration AA and certificates. 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.

### CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqtlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpMY>).
2. Cite current industry trends.
3. 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.

Industry trends show that there will be an increase in the GID vocational programs in all statistical areas between 2022 and 2026. In the San Jose, Sunnyvale, Santa Clara Metro Area there is an anticipated increase of 12% in web and digital interface design, a 10% increase and demand for fine artists, and a 1% increase for commercial / industrial designers, and graphic designers. This is a total job description increase of 8%. In this same period of time the US as a whole, is anticipating a 6% increase in graphic design related jobs.

In our spring 2023 Advisory Board meeting 3 topics were discussed regarding the graphic and interactive design curriculum. First it was discussed and recommended that the program investigate incorporating more digital imaging otherwise known as Photoshop courses into the curriculum. Evaluators noted that currently only one course covers this material. The skill set associated with this topic is essential and it is believed that more experience is required to gain the appropriate skill set for industry preparedness. The second topic that was discussed was expanding upon our UI UX offerings. Currently only one course aligns with this subject matter a recommendation was made to create more UI UX courses. Furthermore, it was discussed that it may be wise to develop a UI UX certificate and degree track that would fall under the GID program. UI UX as a subset of graphic design is in high demand, to which we should prepare students to leverage the skill set in seeking employment. It would also serve designers in the industry who wish to update their skills to align with this topic. Lastly, the Advisory Board discussed portfolio development and portfolio expectations for employment. The GID program currently has a portfolio and business practice course. The conversation focused on the Business Practice course, in creating the appropriate course work and materials to ensure students are showcasing they're designed thinking, design process, and project outcomes.

### D. Course Success

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#### Course Success

Visual Arts and Design-DA

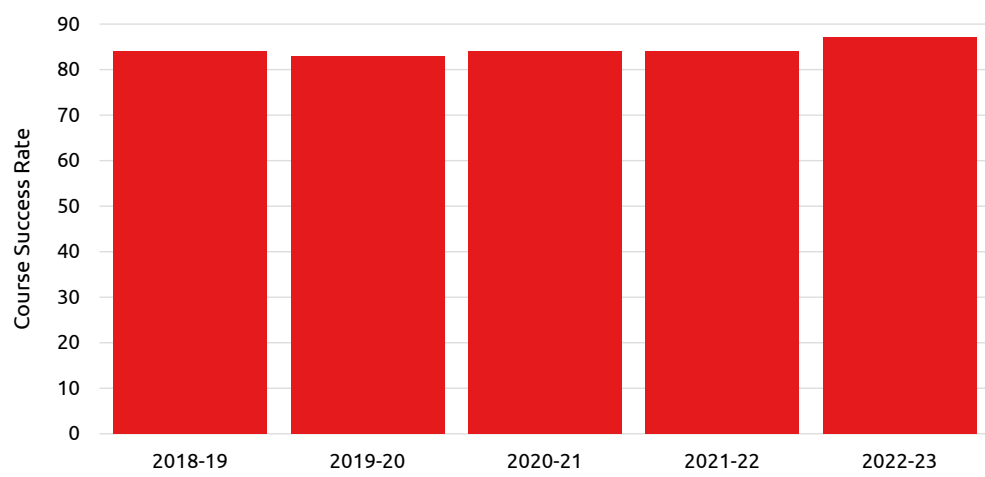
**Who uses this report:**

All users who want to further explore their enrollment or course success data.

**What is this report:**

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:



**Limits:**

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
<b>Measures</b>	3,571	84%	3,013	3,508	83%	2,899	3,828	84%	3,207	4,061	84%	3,430	4,188	87%	3,625

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

**Exploring Course Success Rate Trends**

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: [https://www.deanza.edu/ir/documents/How\\_to\\_Access\\_Your\\_Program\\_Review\\_Data.pdf](https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf))
4. How do course success rate trends align with your program goals?

1. The overall trend shows that we are increasing in the number of enrollment and the percentage of course success rates. Our enrollment has gone up from 3000 students in 2018 to just under 4200 in 2022-23. In this same period of time our success rate has been mostly stable at 84% with an increase in 20/22/23 of 3% which resulted in an 87% core success rate. This can be attributed to careful course scheduling and programming and pedagogical strategies.
2. The VAD department 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.
3. Considering the array of disciplines found in VAD, and the quantity of courses that fall under each one of these disciplines it is difficult to extract patterns and meaning on a course-by-course basis. However, one metric that seems to be clear is that Latin X students are disproportionately not as successful as other demographics. The data not only indicates a lower percentage of success but also a higher quantity of total students.
4. Our success rates are an indicator of our commitment to providing and educational experience that empowers students' creativity and success.

**Course Success with Disproportionate Impact (credit and non-credit)**

Limits: 2022-23

**Who uses this report:**

All users who want to explore student equity and disproportionate impact in course success.

**What is this report:**

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

**How to interpret the data:**

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

**New features:**

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

**Success rate**

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

**Comparison success rate**

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

**Additional successes needed to erase percentage point**




This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

**Legend:**

- Yellow:** Student groups experiencing a negative percentage point gap that is not statistically significant
- Orange:** Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method<sup>1</sup>

Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

[Click here to show and compare disproportionate impact with .](#)

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
<b>All Students (Visual Arts and Design-DA, 148 sections)</b>	4,188	87%	87%	0		
<b>Asian</b>	1,815	91%	83%	+8		
<b>Black</b>	113	80%	87%	-7		9
<b>Filipinx</b>	345	87%	87%	+0		
<b>Latinx</b>	974	79%	89%	-10		101
<b>Native American</b>	14	64%	87%	-22		4
<b>Pacific Islander</b>	19	68%	87%	-18		4
<b>Unknown ethnicity</b>	240	91%	86%	+5		
<b>White</b>	668	87%	87%	0		1
<b>Female</b>	2,417	87%	86%	+1		
<b>Male</b>	1,682	86%	87%	-2		29
<b>Non-Binary</b>	N/A					
<b>Unknown gender</b>	88	89%	87%	+2		
<b>Foster youth</b>	10	60%	87%	-27		3
<b>Individuals with disabilities</b>	126	86%	87%	-1		2
<b>Low Income</b>	1,729	84%	88%	-4		73
<b>Not Low Income</b>	2,459	88%	84%	+4		
<b>Veterans</b>	24	83%	87%	-3		1

<sup>1</sup>The PPG-1 method follows the CCCC method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points

there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

there is no gap

there is a negative gap of 5-percentage points or less

there is a negative gap greater than 6 percentage points

there is a positive percentage point gap

not applicable

## Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?

2. What are your thoughts on these differences?

3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?

4. Which additional student group did you choose to explore and why?

5. How do these trends align with your program's mission and goals?

1. Asian Filipino and white students have high success rates, whereas black Latino Native American and Pacific Islanders have lower success rates. Latino students appear to be the largest cohort that is struggling with over 100 successful students needed to correct the percentage gap. Comparatively speaking 9 successful students are required to correct the percentage gap for black students.
2. It appears that we need to put more effort and emphasis on Latino students to correct the discrepancy. The sheer number of unsuccessful Latino students is surprising. For that reason, we have created a goal to address the issue.
3. There are two additional cohorts of concern. Low-income students are disproportionately unsuccessful, with -4 percentage points below the comparison success rate. This would require an increase of 73 successful students to correct the percentage gap. The other cohort that is struggling or male students who are -2 percentage points below the comparison success rate, which on the surface does not seem to be a large number. However, a total of 29 successful students are required to correct the percentage gap.
4. We chose to explore low-income students due to the size of the demographic group. There are over 1,700 students that fall in this category. It is essential to reflect on the success rates of a demographic that has financial disadvantages and would have limited access to resources.
5. The trends reveal a concern that we should focus on Latino students. For that reason we have made it a department goal to focus on this demographic. We hope that by developing educational and institutional strategies to support this group we can correct the student success rated and trends.

## Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?

2. How do the listed teaching and learning strategies align with your program's mission and goals?

1. Note that there is a tremendous variation from class to class, and within the five disciplines within our department. 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 success and equity outcomes, creating robust, clear, organized and concise canvas course 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 into the classroom, and alleviates anxiety to allow students to better focus on the discipline related topics. Demonstrations and student examples are used for assignments. Modeling exercises for students clarify the expected outcomes and acts as a guide for project development.  
It is crucial to offer students a range of assessment types, as students excel differently within different assessment methods.
2. As was previously mentioned we have numerous different disciplines within our department. Each discipline has its own nuanced pedagogical considerations, methods and strategies. Our disciplined leaders align lectures, assignments, and student learning outcomes with our department mission statement. Which states, "our classes serve to empower student creativity and deepen students' understanding of the ways art shapes society, and to cultivate innovative visual literacy for participation in a technologically complex world."

## Trends in Awards

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### Degrees and Certificates by Ethnicity

Visual Arts and Design-DA

**Who uses this report:**

All users who need degree and certificate data.

**What is this report:**

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

✓ Award Group	Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Associate in Arts	Asian	11	8	9	10	13
	Filipinx		1	1	2	4
	Latinx	1	3	5	8	6
	White	2	4	7	2	5
	Unknown ethnicity				1	2
<b>Total</b>		14	16	22	23	30
Associate in Arts-Transfer	Asian			1	2	2
	Filipinx					1
	Latinx				3	2
	White			1		1
<b>Total</b>		0	0	2	5	6
Credit Certificate-Transcriptable	Asian	13	10	6	5	2
	Filipinx					1

	Latinx	1	3	6	3
	White	3	3	1	3
	Unknown ethnicity		1		1
	<b>Total</b>	17	17	7	10
<b>Total</b>		31	33	31	46

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show:

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

## Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

Over the course of the last five years the certificate and degrees awarded have increased year over year. In 2019 31 total degrees were completed in 2023 46 were completed. That is approximately 50 percentage increase. Additionally, awards were predominantly completed by Asian students in 2019 24 of 31 or 71 percent of awards fell in that demographic. Those trends have shifted to where the distribution of awards has increased and all other demographics which include Filipinx, Latinx, and white students. In 2023 the percentage of awards were 63 percent under the Asian cohort and 27 percent in Filipinx, Latinx, and white students combined. Furthermore, incorporating art history and studio art associates for transfer degrees has made an impact by adding six additional completers in the 20-23 academic year.

Our trends provide evidence of our success in terms of preparing and empowering our students in our disciplines.

## Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

1. Arts 58A Furniture Design has not been offered since 2001. This is an effect of not having a full-time faculty member in the sculpture discipline. The department has attempted to fill the position with part time faculty however, due to the specialization we have not been able to staff the position. This impacts students who are trying to complete certificates. Graphic and interactive design would like to incorporate arts 58A into its certificate track, however due to its lack of availability it has not been woven into the program. This course will provide an essential educational design experience for graphic design students. Rather than eliminate the course we would prefer to properly staff the position. It is essential that we staff this position to support students for successful completion.
2. Our department is currently not anticipating removing or eliminating any certificates or degrees from the course catalog.
3. The department is considering adding a degree and certificate tracks in two disciplines. Those are UI UX and Illustration that would fall under the graphic and interactive design career education program. This would include skill certificates, certificates of achievement, certificates of advanced achievement, and associates of arts degrees. These degrees would support students who are looking to specialize in specific skill sets that would lead to transfers or employment. The inclusion of these degrees would increase our enrollment and total number of completers. Staffing would need to be addressed to accommodate anticipated growth.

## Staffing Trends

## Faculty Workload

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	5.5	4.5	3.4	4.8	4.4	-21%
Full Time %	46.9%	39.0%	28.9%	38.8%	34.1%	-27%
Overload	0.3	0.6	0.9	1.1	1.3	308%
Overload %	2.8%	5.5%	7.6%	9.1%	10.5%	273%
Part Time Load	5.9	6.4	7.5	6.5	7.1	20%
Part Time %	50.3%	55.5%	63.5%	52.2%	55.4%	10%
Total FTEF	11.7	11.6	11.7	12.4	12.8	9%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

## Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

1. Our full-time faculty needs are numerous. Our biggest need is replacing the sculpture position that was left vacant in 2019. We have been advocating and requesting for this position since the position was left vacant. The lack of staffing this position has resulted in not being able to offer courses that fall under the discipline. This has impacted students and impeding them from completing their certificates or degrees. In our 2D drawing area we have lost a full-time faculty member who has requested a personal leave. A concern is that this faculty member will not return, leaving the position vacant. This same discipline has a second faculty member who is on article 18 and will also vacate the position within the next couple of years. These positions are essential to our program for they serve numerous courses and engage with a large portion of the students that go through the VAD Department. If these positions are not addressed, we will find ourselves short three faculty members.
2. Currently we have two staff positions. A full-time position in sculpture, and a second part time position in ceramics. The department needs a graphic design tech who can facilitate open labs and serve in student learning. The graphic design area has shown strong enrollment and is in dire need of tech that can assist in preparing our at-risk students. Specifically, those that don't have access to technology and other design resources.
3. The VAD department has been relying heavily on part time faculty to fill vacant positions. This has resulted in a disproportionately high number of part time instructors. We have fostered a healthy reemployment pool to support our needs. However, we need more full-time faculty members in the previously stated areas to support our rate of growth and our students correctly.

## Assessment Cycle

### Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

1. The following is a sample SLO evaluation pertaining to Arts 1A. The detailed course assessment was completed by Professor Elizabeth Mjelde. This assessment was initiated by a dialog with Elizabeth Mjelde and Marco Marquez.

Elizabeth Mjelde, Instructor of Art History SLO Assessment, Spring quarter, 2023

#### SLO

Students will analyze the social experiences of artists, demonstrating how artists' relationships with their patrons was a defining factor in the production of works of art.

#### SLO assessment

- For the Analysis Paper assignment, students have the option of writing about a work of art from a museum or interviewing an artist about their work.
- In either case they compare the work of art with a work we have discussed in class.
- My assumption has been that students who choose to interview an artist leave the assignment with a better understanding of the social experiences of artists since they have the opportunity to interact with artists directly.
- Assessment question: Do students who interview an artist analyze the artist's social experiences, regardless of whether the artist has patrons for their work?
- This question interests me because students tend to believe all art is made for personal expression but historically most art was made to serve a social function, that is, for use in a home, in a place of worship, etc. Most artists in the past made art to make a living.

#### Course assessed ARTS 1A (two sections)

Number of Analysis Papers received: 83

Number of papers based on museum visit: 76 Number of papers based on interview with an artist: 7

#### Student analysis of the social experiences of the artist

Paper 1: Artist did not wish to discuss social experiences which shaped work.

Paper 2: Artist chose to address personal rather than social experiences which shaped work. Paper 3: Student did not ask the artist how their social experiences shaped the work.

Paper 4: Student did not ask the artist how their social experiences shaped the work.

Paper 5: Artist acknowledged making art for patrons but did not elaborate on these experiences.

Paper 6: Student did not ask the artist how their social experiences shaped the work. Paper 7: Student did not ask the artist how their social experiences shaped the work.

#### SLO assessment conclusion

To help students better analyze the social experiences of an artist, I will alter the assignment in the future and require students to make explicit comparison of the artist's work with a work previously discussed in class on the basis of social function. And since most students choose to interview artists who do not sell their work and do not, accordingly, work for patrons, I will encourage students to ask artists this question: "In what ways have social experiences shaped your work?" My hope is that this question will open a door to discussion about alternative aspects of an artist's social experiences.

2. A strategy that's being considered is one where disciplined leader would assess SLO's that fall under their courses with part-time faculty. Gather data which would be aggregated into a master document that could then be shared among the other disciplines under the department. This aligns with our mission of empowering students and deepening students' understanding regarding our disciplines. The SLO assessments and reflections foster improvement and a means to improve student outcomes.

### Dean/Manager Comments

N/A

**STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.**

This form is completed and ready for acceptance.