I. Program Description

    A. What is the primary mission of your program (check all that apply):

           [X] Basic Skills   [X] Cultural and Personal Enrichment

           [X] Transfer   [ ] Academic Support/Learning Resources

           [X] Career/Technical

    B. Program Description

         If applicable, note the number of certificates and degrees that have been awarded in the previous academic year.

           http://www.research.fhda.edu/factbook/deanzadegrees/dadivisions.htm

         CTE programs refer CTE Program Review Addenda reports   *www.deanza.edu/gov/IPBT/resources.html*

         1   [3] # of Certificates of Achievement

                  [2] # of Certificates of Achievement-Advanced

                  [2] # of AA, AS Degrees

         2   If the program serves staff or students in a capacity *other that traditional instruction*, e.g. tutorial support, please answer the following two questions. Otherwise, skip to section **II** below:

           a. How many people are served?

              [ ] # of Students   [ ] # of Staff

              [ ] # of Faculty

           b. Number of employees associated with the program?

              [ ] # of Students   [ ] # of Faculty

              [ ] # of Staff   [ ] # of Part-Time Faculty

II. Methods of Evaluation and Assessment

    A. Attach the "Program Review Data Sheet". Briefly, address student success data relative to your program by answering the items listed below (refer to the link):

         http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm

         1   Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

Explanation:	Since the year 2007/2008, there has been a substantial enrollment growth in all the underrepresented groups. Hispanic students from 495 to 504, 2% increase, Black students from 70 to 101, 2% increase, Filipino students from 186 to 285, 5% increase. Pacific Islanders also increased from 25 to 33, 1% increase. Over a two-year period, success rates of students of African Ancestry increased by 1 %, Pacific Islander increased by 35%, Native American increased by 14%. Hispanic student success rate increased by 3 % and Filipino increased by 11%.

         2   Trends related to closing the student equity gap relative to college's stated goals: (refer to

           http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p16)

Explanation:	Examples of individual efforts to retain students and close equity gap:
	ARTS 17-Introduction to Muralism:Democracy in Action has been added to the classes students can take in order to fulfill their arts requirement in order to transfer to the CSU or UC systems. This class addresses closing the equity gap by broadening the traditional arts canon to include buried and often omitted histories in its syllabus. I have also taught a class linked with our First Year Experience program to also address underrepresented students. This class also can be used for transfer to the CSU or UC systems.
	The Art History Program has been expanded in recent years to include diverse topics in curricula, such as an Arts of Africa class, to help attract and retain students of color. Art History faculty have participated in workshops and conferences addressing pedagogy and underrepresented students, such as the Partners in Learning Conference, 2011, at De Anza. An Art History faculty member is working with the Impact AAPI faculty to plan an event on Hawaiian art spring quarter, 2011, to address the needs of Pacific Islanders.
	DeAnza College Ceramics is a remarkable program for training students in the ceramic arts and the study of the ceramics of many different cultures. Traditionally we have 5 classes each quarter
	Our fundamental skills course 18A is a transferable class for all art majors to CSU and UC. Students learn skills for hand building and wheel throwing. More importantly they learn life skills because they must work together and help each other learn about kiln firing and finishing their class projects. Additionally we have an advanced hand building class Arts 18D also transferable.
	DeAnza has three wheel throwing ceramic classes where students learn that form and function have integral roles for ceramic work made. Our three classes Beginning, intermediate and advanced art taught at the same time so students have access to fundamental wheel skills and advanced project design it they so choose.
	DeAnza ceramics has also continued to integrate many visiting artists into its course schedule. There have been 61 ceramic artists and craftspeople from Russia, Great Brittan, Australia, New Zealand, China, Korea, Japan, France, as well as people from many parts of the United States. We truly are an international study center for ceramics. Our students also like the rest of DeAnza share their culture and ideas in class as they design their work and integrate it into their class projects.
	Our program also offers class selections in glaze calculation, kiln building, primitive firing, porcelain, earthenware, raku and ceramic decoration.
	The Three Dimensional Design sculpture program, ARTS 37 A introduced a mixed media sculpture assignment which asked each student to incorporate something from their individual cultural background, combined with their definition or statement of what it means to be a resident of the State of California or a student at De Anza College. The project is intended to engage students from a variety of cultural backgrounds and to explore our commonalities and differences.

3   What progress or achievement has the program made relative to the plans stated in the 2008 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap?   See:

http://www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

Explanation:	The Art Dept has made excellent progress in closing the student equity gap for students of African Ancestry, Pacific Islander and Native American students. Percent of success for some targeted groups, Hispanic and Filipino, remain the same over a two-year period. Faculty are working to close the equity gap for these two remaining ethnic groups by actively participating in appropriate campus programs, such as Puente, Lead, and Impact AAPI. As stated above in II, #B&C new classes are being written to insure even greater success rates for all under resented groups. I have also participated in outreach projects for greater enrollment of African-American and Latino students in conjunction with the outreach office headed by Rob Mieso. I have also participated in mentoring Latino students in conjunction with our Puente office headed by Alicia Cortez. I have every intention in continuing with all these endeavors as well as others that can be drafted and implemented as soon as possible.

4   Overall enrollment growth or decline of all student populations

Explanation:	For all underrepresented groups there has been substantial growth. Overall growth has been shown for the Arts. The increase is from 4,655 in 2007-08 to 5,396 in 2009-10. This growth occurred despite the cuts in sections made over the last year due to budget constraints.

B.   Did your program implement any curriculum, program reorganization, etc. changes 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?

Change:	No changes were necessary.
Explanation:	All classes in the painting program have been updated to address De Anza's new mission statement as well as strategic planning initiatives.

C.   Based on the 2008-09 Comprehensive Program Review, Section I.C., "Main Areas of Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.

 See: *http://www.deanza.edu/gov/IPBT/program_review_files.html*, "Program Review Reports, 2009"

Explanation:	As stated above in II, #A2 new classes have been implemented to insure greater success for all underrepresented groups and three new class are currently being written to insure even success rates for the above mentioned groups as well as all De Anza Students. In the 2008-09 Program Review, the main area of improvement suggested for the Art History Program was implementation of current technology appropriate for class instruction in a new state-of-the-art Art History classroom. Faculty dedicated many hours of work to convert class lessons from slide to digital imagery, incorporate online sources, develop faculty websites with online reading and resources as well as devoting time to working with Part-time Art History instructors and ETS staff to make the new VPAC classroom a success. Other areas for improvement included the need for continuation of faculty participation in campus activities devoted to student success. Faculty involvement in such programs is noted above. In the 2008-09 Program Review, the main area of improvement suggested for the Art History Program was implementation of current technology appropriate for class instruction in a new state-of-the-art Art History classroom. Faculty dedicated many hours of work to convert class lessons from slide to digital imagery, incorporate online sources, develop faculty websites with online reading and resources as well as devoting time to working with Part-time Art History instructors and ETS staff to make the new VPAC classroom a success. Other areas for improvement included the need for continuation of faculty participation in campus activities devoted to student success. Faculty involvement in such programs is noted above.

D.   Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics; please see "CTE Program Review Addenda" at:

   www.deanza.edu/gov/IPBT/resources.html

Identify any significant trends that may affect your program relative to:
1   Curriculum content,
2   Future plans for your program e.g. enrollment management plans.

X	No significant change
Impact:	
Explanation:	Curriculum currently updated and program offerings and schedule revealed no significant change required.

E.   *Career Technical Education* (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.). Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.

X	No significant change
Impact:	
Explanation:	Advisory Board for Graphic Design is scheduled to meet Spring 2011-recommendations will be addressed.

III   Select IIIA or IIIB below:

Note instructions and materials for this section can be found at: *https:// www.deanza.edu/slo*

A.   For programs whose primarily align to the Institutional Core Competencies, ICCs: attach the 2010-11 "Mapping Program Level Outcomes to Institutional Core Competencies" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s)

1   Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

X course-embedded   ☐ surveys
Other, describe here:

2   Review the ECMS-SLO Summary Report or SSLO Summary Report *(Division Deans shall be sent that report).* What percentage of courses that should undergo a SLOAC process are:

☐ NA   100 complete   ☐ in progress   ☐ scheduled to be assessed

3   Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

Workshops were held and as a result there was substantial conversation about the definite need to communicate the interconnectedness of all Creative Arts programs and curricula to insure greater success, particularly for underrepresented groups as well as for all De Anza students.

Art instructors have engaged in discussion in order to create and begin assessing data in the SLOAC process. All SLOs for Art courses have been written, data has been posted and the SLOAC process completed for several SLOs in various Art courses.

4   What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize result:	All classes will continue to be updated for greater student success. Successful use of rubrics in 10 Art History sections. Data collected for successful completion of research paper assignments in 8	plan/enhancement:	Further workshops will be scheduled to keep the conversation going in order to make sure that De Anza has an arts curriculum in line with the mission statement as well as the strategic planning initiatives. Successful use of rubrics in 10 Art History sections.
summarize result:	Art History sections.	plan/enhancement:	Several Art History faculty met and discussed the collection and use of data to assess the success rate of students' completion of research paper assignments.

B. For programs whose PLOs primarily align to the <u>Strategic Initiatives</u>: Attach the 2010-11 "Mapping Program Level Outcomes to Strategic Initiatives" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s):

     1   Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

         ☐ course-embedded   ☐ surveys

         Other, describe here:

     2   Review the ECMS-SLO Summary Report or SSLO Summary Report *(Division Deans shall be sent that report)*. What percentage of courses that should undergo a SLOAC process are:

         ☐ NA   ☐ complete   ☐ in progress   ☐ scheduled to be assessed

     3   Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

> SLOAC are completed for the courses for Michael Cole, Moto Ohtake. Workshops were held and as a result there was substantial conversation about the definite need to communicate the interconnectedness of all Creative Arts programs and curricula to insure greater success, particularly for underrepresented groups as well as for all De Anza students.
>
> Art History instructors have engaged in discussion in order to create and begin assessing data in the SLOAC process. All SLOs for Art History courses have been written, data has been posted and the SLOAC process completed for several SLOs in various Art History courses.

     4   What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize result:		plan/enhancement:	
summarize result:		plan/enhancement:	

Department Summary

IV. **Attach 2008-09 Comprehensive Program Review Budget Data Form. Add a column of data that lists the amounts allocated for the 2010-11 academic year.**

    See: *http://www.deanza.edu/gov/IPBT/program_review_files.html*, "Program Review Reports, 2009"

V. **Resource requests include: staff, faculty, materials, "B" Budget, faculty refresh, Measure C equipment**

   A. Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

1	Rank	2	Replace		Growth
Position:		Visual Arts Instructor / Euphrat Museum -Graphic Instructor to replace pending retirement -Ceramic Instructor to replace pending retirement			
Department:	Art		Contact person	Nancy Canter	extension	8315

1   Visual Arts Instructor/Euphrat Museum   In order to succeed in today's art world it is imperative that our students have as much as possible a well-rounded education that includes the components of technical expertise of

Statement:	Visual Arts Instructor/Euphrat Museum In order to succeed in today's art world it is imperative that our students have as much as possible a well-rounded education that includes the components of technical expertise of their craft, public speaking experience, critical thinking skillls, mature writing skills, exhibition/curationg experieince and a professional portfolio presentation. In addition to all of this, our students must be able to understand the fast changing nature of today's global culture. The new position stated above would insure that students graduating from De Anza would be able to compete on the global art stage with a first-rate foundations degree. This new instructor with all their new ideas for implementing new curriculum would of course fold into their pedagogy and teaching methodology the campus mission statement, ICC's and our new program goals. We need a replacement to maintain our current standards and growth. -Graphis Design to replace pending retirement The Graphic Design Programs at De Anza are the only graphic design programs at the Foothill/De Anza Community College District. The programs service and support both university transfer and technical education certificates in graphic and interactive design. We are the only program in the Art Department with 2 full time faculty members that offer all courses for graduation within a 1 year sequence and we have no part time instructors. With that said, to maintain current standards in the field and growth we need a replacement for retiring faculty member Bill Nagel, who currently teaches half of the courses required for graduation in our programs. Students will not be able to graduate with a degree or certificate in 2 years in the event Bill Nagle's position is not replaced. Ceramic instructor to replace pending retirement Maintain status quo of Ceramic program

2   Highlight FTE, PT/FTE ratios, and WSCH that support your request below:

Painting/Euphrat
Over the last three years our enrollment and WSCH have increased substantially. However our FTEF has declined.

3   If applicable, discuss PLOAC assessment results that support the program need for this resource below:

4	Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next Comprehensive Program Review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program below:

Increased enrollment as well as increased success rates. All of this would of course include success rates for the college's underrepresented groups. As stated above, we would need this replacement to maintain current standards and growth.

B. As applicable, list your requests for:

Materials, "B" Budget, faculty refresh, Measure C equipment

refer to: *http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf*

Please submit materials, "B" Budget, faculty refresh, Measure C equipment, requests below in ranked order: (copy this section as needed.) List 3 here, keep a prioritized list of all items on hand.

1	Rank		Replace		Growth
Item Description:	1 Stools 2 Jointer to up grade the woodshop's milling capability for 3-D classes. 3 Software and hardware upgrades				
Cost Estimate:					
Contact person:	1-Eugene Rodriguz 2 Moto Ohtake 3 Bill Nagel		extension		

1	Briefly state below how this resource will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

All of the above mentioned equipment is necessary in order to accommodate the growth rates of the last three years.

2	Highlight FTE, PT/FTE ratios and WSCH that support your request below:

Same as above

3	If applicable, discuss PLOAC outcome assessment results that support the program need for this resource below:

4	Please note: It is an expectation that all resource that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional resource to your program below:

Criteria: Same as above

Dean's Summary

VI. **Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment**

A. Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

	Rank		Replace		Growth
Position:					
Department:					
Contact person:				extension	

1. In addition to the Department's rationale and from a <u>dean's perspective</u>, briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

2. Address FTE, PT/FTE ratios and WSCH that support your request below:

3. In light of the department's statements about assessment results, describe any additional need or service to the College this person may bring to the Division below:

4. It is an expectation that resource allocations (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, <u>as the Dean</u>, may use to assess the effect of this additional staff/faculty position to your program below:

   Criteria:

B. As applicable, list your requests for:

   Materials, "B" Budget, faculty refresh, Measure C equipment

   refer to: *http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf*

   Please submit materials, "B" Budget, faculty refresh, Measure C equipment, requests below in ranked order: (copy this section as needed.) List 3 here, keep a prioritized list of all items on hand.

	Rank		Replace		Growth
Item Description:					
Cost Estimate:					
Contact person:				extension:	

1. From a <u>Dean's perspective</u>, are there additional factors to add to the Department's rationale for this resource request? How will the addition of this resource enhance or maintain the status quo of this program's plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program Goals? Use the following three sections below to state:

   Rational here:

2. Highlight FTE, PR/FTE ratios and WSCH that support the request below:

3. If applicable, discuss PLOAC outcome assessment results that support the program need for this resource below:

4   Please note: It is an expectation that all resources that are allocated (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, <u>as a Dean</u>, may use to assess the effect of this additional staff/faculty position to your program below: