

PROGRAM REVIEW* 2008-2011

Division: Creative Arts and Intercultural/International Studies

Department or Program: Art Department

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*This document is the result of merging Program Reviews written by each specific area within the Art Department that are available upon request.

I. **Description and Mission of the Program**

Which area(s) does this program considerably address (check all that apply):

Basic Skills Transfer Career/Technical Other (describe)

- A. The Art Department is comprised of distinct areas that work in concert to provide a strong foundation in the arts. The Studio Arts Program, which includes Ceramics, Graphic Design, Painting & Drawing, and Sculpture, emphasizes the teaching of both strong technical and conceptual skills. Traditional approaches to study are complemented by training in the use of current technologies. Each spring, students show their work at the Annual Student Art Show at De Anza's Euphrat Museum of Art. The Art History Program is an interdisciplinary program serving the departments of Art, Women's Studies, Intercultural Studies, and International Studies. Faculty members from both the Creative Arts Division as well as the International/Intercultural Studies division teach introductory, topic-based, and history of art courses, all of which fulfill General Education requirements.

The department serves a broad range of students who wish to build a firm foundation of fundamentals, theory, practice, and history. Our courses nurture each individual's creativity and artistic development while satisfying De Anza's institutional core competencies such as Critical Thinking, Communication and Expression.

The Art Department's mission is to provide excellence in teaching, and foster a creative learning environment so that students of every background have access to arts education. We encourage students to be active participants in the aesthetic expressions of humankind, whether it is through design, art-making, writing, research or community service. Our team of eight full-time faculty, sixteen part-time faculty and three staff serve over 4600 students. The Art Department at De Anza has long served as a beacon, both locally and internationally, in attracting diverse students, sustaining community involvement, and the recruitment efforts of universities and industry.

- B. The main strengths of the Art Department are evidenced by the most recent retention and student success rates of 92% and 83%. The Art Department's greatest area of strength is in teaching and learning through multiple intelligences to meet the needs of underserved populations. Art programs have long utilized the different learning modalities (Verbal-Linguistic, Logical-Mathematical, Kinesthetic, Visual-Spatial) of our diverse students. The increasing demand for classes, strong enrollment, and consistently growing retention rates reflect the active recruitment and retention efforts in the following areas:

Faculty & Staff

- All faculty are experts in the field as practicing artists, designers, historians
- One-on-one mentorship to students through Special Projects classes
- Participation in Cultural Competency Seminar series
- Participation in New Student/Parent Nights & outreach to local high schools
- Faculty training at conferences such as Great Teachers Seminar, College Arts Association, MacWorld
- Staff training at seminars such as National Association of Photoshop Professionals, Apple Training Courses, Lynda.com online training
- Faculty members awarded as a Distinguished Educators
- Faculty member teaches in the First Year Experience
- Faculty organized a Portfolio Workshop designed to assist transfer students

- Involvement in advising student organizations & clubs like DASB, Asian Cultural Expressions (ACE), and LEAD
- Addressing real-world applications of the arts through students creating murals on campus, volunteering design & illustration skills to for campus wide groups such as Women's History Month, De Anza's Marketing department, La Voz & The Red Wheelbarrow Magazine

Curriculum

- 98% of Art Department courses are transferable
- 100% of Art Department courses are degree applicable
- 90% of Art Department courses are vocational
- New courses such as Arts 74: Representational Drawing, designed to maximize transfer credits to CSU & UC
- Art history offerings are general education courses
- Both studio and art history courses incorporate diverse sources: Asian, African, European, Islamic, Meso-American, world-wide indigenous cultures, and multicultural U.S. art and architecture
- Participation as a designated ICCE Community Service Learning course
- Visiting Artists lecture series

Facilities

- Opening of the new Visual & Performing Arts Center (VPAC) situated facing Stevens Creek boulevard, gives exposure to De Anza as an arts destination
- New art history classroom in the VPAC building facilitates diverse approaches to pedagogy; allowing "workshop-style" learning
- New Euphrat Museum of Art space in the VPAC building will accommodate more student artwork and collaborative art projects
- Current editions of the latest software in the computer labs
- New state-of-the-art computer lab for art and photo students opens in Spring
- New ergonomic furniture in some classrooms
- New, updated equipment in sculpture studio promoting safety

C. The Art Department seeks to improve in the following areas:

Utilizing current technologies for teaching & learning

- Create a more detailed web presence for both the department and specific areas providing students with information on upcoming events & classes
- Offer more courses that reflect the shift towards digital media
- Provide smart classroom technology for all classes in department

Meeting increased enrollment & demand for classes

- New full-time Art History faculty position in order to be closer to compliance with the targeted state goal of 75/25% ratio between full and part time faculty
- New full-time Painting faculty position with focus on digital media
- Add more sections of the most popular and frequently waitlisted classes
- Increase current part-time ceramics tech position to full-time status

Decreasing gaps in student equity and success

- Provide faculty trainings and discussions on ideas to increase success rate of specific target populations
- Pursue community collaborations reaches out to target populations

- Assess and improve current curricula to reflect campus-wide Strategic Planning Initiatives

D. The student learning outcomes while specific to each area within the Art Department, contribute to a strong foundation in Art. Our learning outcomes are designed to make transfer, career, certificate and degree goals attainable for students. Graphic Design courses train students to apply basic design skills in the application of print, film/TV, World-Wide Web and motion graphics. Painting & Drawing courses provide students with an understanding of two-dimensional elements, principles and relationships. Sculpture and Ceramics courses provide students with an understanding of three-dimensional elements, principles and relationships. Art History students develop strong writing and analytical skills to prepare for transfer as well as for careers in the art world.

Students with the goal of transferring to a four-year arts program rely on the expertise and assistance of our faculty in the application process, especially when a visual portfolio is required. Amongst Bay Area four-year institutions, De Anza holds a strong reputation for producing students that are well prepared in foundation skills and adapt easily to the rigors of a four-year or graduate level program.

Certificate or degree seeking students have choice of an Associate of Arts degree, Certificate of Achievement or Certificate of Advanced Achievement in Art History, Graphic Design, Ceramics, Painting, and Sculpture. These focused certificate program degrees are designed for students seeking a high degree of specialization, often preparing for a career shift, or upgrading their job skills.

The primary expected outcome for students in Art are to use the “basic skills” of a foundational art program like ours toward their own individual goals. Life-long learners may seek classes that are for their own personal enrichment whereas students with full-time jobs are working toward changing their careers. The Art department offers a wide range of classes representing many disciplines within the art field in order to satisfy the variety of goals of our students.

II. Retention and Growth

A. The Art Department served 4,657 students during the academic year, 2007-2008, an increase from 4,393 in 2005-2006, improving its overall retention of students from the 2006-2007 to the 2007-2008 academic year by 2% (92% retention overall compared to 90% the previous year). Our programs provide students with state-of-the-art facilities well maintained by staff, such as a computer lab that includes all current software, hardware and color output as used in the industry for the Graphic Design Program and a new Art History classroom with the most current digital projection system available. Several faculty have designed new websites to increase exposure of Art Department programs.

The Art Department faculty believe that to offer students courses in which they see themselves reflected culturally we will have a stronger retention rate. Faculty members integrate diverse approaches to pedagogy and culturally diverse examples into arts courses. For example, we have developed a strong and diverse curriculum, including the following cultures in the History of Art series: Europe, the U.S., Asia, Meso- and South America, worldwide Indigenous cultures, Islam, and Africa. Faculty members have participated in international institutes and workshops in countries such as Peru and China, allowing expansion of curricula to address the needs and interests of a diverse student population.

- B. We are very excited that the retention of African Ancestry, Latino/a, and Filipino/a students has, in terms of growth from the 2006-2007 to the 2007-2008 academic year, exceeded the percentage of students retained in Art Department courses overall (3% in the target areas rather than 2% overall). The Art Department has been particularly successful increasing retention and success rates for Filipino/a students: Increasing from 86 to 95 % from 2006-2007 to 2007-2008. We also anticipate that the number of students retained in the target areas will increase during the present quarter due to the participation of two Art History Program courses in the First Year Experience Program, which is setting record numbers in retention, especially among Latino/a students.

Several Art Department faculty (in the areas of Sculpture, Painting, Drawing and Art History) have been active in staff development addressing cultural competency and pedagogy designed for multiple learning styles, including workshops and conferences (on campus as well as community and State-wide events) addressing student equity. The recent increase in student retention of targeted populations reflects the determination of Art Department faculty to engage in new teaching strategies to improve student success among targeted populations.

- C. Art classes address the basic skills needs of students through its methods of instruction and assessment. Assignments in most studio art classes require basic math, reading and writing skills. Mathematical concepts such as the Golden rule of proportion and the division of two-dimensional and three-dimensional space for composition are essential to art making and analysis. Art history classes cover the use of math principles as applied to art, architecture, and design. Studio classes require reading comprehension for assignment instructions and background research. All courses in the Art History Program help students to develop strong writing and analytical skills, since the courses meet general education requirements.

All art classes require a critique, whether written or oral, in assessing a student's progress or analyzing a work of art. The combination of hands-on demonstrations, slide shows, physical samples of artwork lend itself to the visual, kinesthetic and auditory learning essential to ESL skills. Art classes serve ESL learners by providing opportunities for the practical use of terminology related to materials, equipment, and techniques. Language acquisition requires seeing and doing; not just textbook learning. Art is a shared visual language that can bridge communication barriers and facilitate understanding.

III. **Student Equity**

- A. In the targeted areas, student success is rising among Filipino/a and Latino/a students, while remaining the same among African Ancestry students from the 2006-2007 to the 2007-2008 academic year. As of last year, only 2% of a success rate separated Filipino/a students from Asian students in the art department, and both groups exceeded the success rates of white students. Hispanic students and black students are achieving at lower success rates than the aforementioned groups, however, although only 4% separated the success rates of Latino/a students and white students. The percentage of students who withdrew from classes in the Art Department is lower than that for the Creative Arts Division for the following groups; Filipino, Latino/a, and Native American. For African American students the number was the same and for Pacific Islander students the number was slightly lower. The fact that the Art History Program offers the only course in the Creative Arts Division devoted to the study of gender equity may play a part in accounting for the fact that female students perform at 5% higher success rates than male students.

- B. The Art Department is committed to decreasing the student equity gap. We continue to reexamine our course offerings in order to design courses and curricula, which meet the needs of our African Ancestry, Latino/a, and Filipino/a students. We will continue in our efforts to achieve high rates of student success among these groups by linking with other programs on campus that share this goal, including Puente and ¡Lead! Department meetings will be held to discuss the most strategic and creative ways to develop a plan for meeting equity among all groups. Some ideas are; increased awareness to new pedagogies and methodologies in the arts, continue attending conferences that address student equity in the arts, researching other schools for new ideas, and writing new, innovative, cross-disciplinary curricula that addresses the topic first and foremost.
- C. The main challenge facing the Art Department and its need to address student equity is time and resources. FTE carried by full-time faculty accounts for only 44% of the total FTE for the Art Department, making evident the fact that the Department relies too heavily upon part-time instruction and requires more full-time faculty to meet the demands outlined above under section III.B. As stated earlier, hiring two new full-time faculty members would double our faculty resources, increasing opportunities for instructors to link with other programs on campus.

IV. Budget Limitations

- A. Limited funding for the Art Department has deprived students of access to arts education. The department has been unable to respond to the increased demand for classes by offering more sections due to limited funding. The recent college-wide policy of eliminating classes not meeting an enrollment of 20 students weeks before the first day of class, was a disservice to many of our underserved populations. Students who juggle the demands of school, work, parenthood and other obligations often are unable to commit to classes until these other areas of their lives are scheduled. Funding for classes with the most demand or wait lists in the double digits should be prioritized.

The Art department has been in need of additional faculty and staff to serve the growing needs of our students. For more than fifteen years the program has needed, and requested, a half-time visual resources professional to oversee the development and maintenance of the program's visual resources collection for the benefit of multiple departments. The collection contains approximately fifty thousand high quality slide images, many of which are sorely in need of repair and digitization. The current half-time ceramics tech position should be lengthened to full-time in order to ensure safety in the kiln yard and documentation of hazardous waste. The classified staff position, Ceramics Laboratory Technician directly influences and coordinates ceramic studio safety, tool operation and repair as well as hazardous material disposal and handling. Consistent safe kiln operation and kiln maintenance is also a large part of the duties in this position. Material inventory and purchasing related to glaze manufacture for all ceramic classes is also work performed in this position.

- B. The consequences of a reduced or eliminated Art Department would most negatively impact students. Students rely on a community college such as De Anza for foundational art skills to prepare them for transfer, degree attainment, career advancement or personal enrichment. Transfer students majoring in Studio Art, Sculpture, Ceramics, Art History, Graphic Design, Industrial Design, Interior Design, Interactive Design, Animation, Fashion, Architecture, Interior Architecture, Illustration, Arts Education, or any other arts related major would not fulfill the transfer

requirements for their major and be unprepared in their area. Students wishing to advance or change careers would not have the training and certification they may need for entry into an arts-related job market, a major source of revenue in the U.S.

To dismantle the Art History Program would result in the elimination of the Creative Arts Division's only course designed around gender equity. It would remove from students one of the most popular general education offerings. It would significantly reduce the WSCH numbers in the art department, and impact the course offerings in the women's studies, intercultural Studies, and international studies departments. It would weaken interdisciplinary relationships such as the First Year Experience Program, the Euphrat Museum of Art, the LinC Program, and the Puente Program. It would also mean the abandonment of a new, technologically sophisticated and unique facility designed specifically for teaching art history.

Many of the classes we offer cannot function without the classified staff of the Art Department that includes the Ceramics Lab Technician, Art Lab Technician and Computer Lab Technician. The Ceramics Lab Technician directly influences and coordinates ceramic studio safety, tool operation and repair as well as hazardous material disposal and handling. This position is needed for consistent safe kiln operation and kiln maintenance, as well as material inventory and purchasing related to glaze manufacture for all ceramic classes. The Art Lab Technician provides technical instruction to students, helps oversee student and shop safety and conducts open lab 22 hours a week in the wood shop and metal shop. Not only does the art lab technician support the sculpture and furniture design program, the position supports the painting department each quarter by helping the students make stretcher bars and panels. The safety demonstrations given by the technician are mandatory and help ensure the proper and safe use of all hand and power tools and machinery in the shop. The students depend on open lab hours and additional technical support to complete their projects outside of class time. The Computer Lab Technician oversees the operation and maintenance of 74 computers in three labs that serve students taking Graphic Design, Photo and Film & TV courses. This position serves students, especially low-income & target population students, with technical instruction and by providing access to the latest software and updated computers outside of class time.

The breadth of the Art programs and the Euphrat Museum at De Anza constitute a cherished intersection for the arts in the Bay Area. The elimination or reduction of which would be felt deeply throughout the community in which we serve. Our accomplished faculty, staff and students set an example to the entire nation the vital role that the Arts play in creating a diverse and culturally rich college. Our programs also serve Bay Area high school students who according to the California Department of Education are required to take a full year of visual art or a foreign language to graduate. The elimination of many high school art programs necessitates a reliance on post-secondary institutions such as De Anza to provide visual arts classes.

V. Strategic Planning Initiatives:

Community Collaborations – Several Art Department faculty have taken workshops with ICCE and new community collaborations are being established in Art Department courses. Arts 17: Intro to Muralism: Democracy in Action, is a new class that fosters community collaboration through mural making in the surrounding community. The first will take place in the spring of 2009 with MACLA (Movimiento de Arte y Cultura Latina Americana) in San Jose. An advanced class is also being developed to teach how to run a muralism business. These classes work with ICCE on campus. This year art

students participated in De Anza's Global Warming conference by hosting an "Art Jam" inviting the community to participate in a collaborative painting & drawing installation with an environmental theme.

Cultural Competency – Art Department faculty have participated in campus-wide cultural competency training. Several faculty presented workshops at the Student Equity Conference hosted by De Anza College last year. Departmental workshops are ongoing to address the topic, including a reading group working in conjunction with other groups throughout the campus on cultural competency and student equity.

Outreach – The Art Department has been working with Student Services to develop classes that serve the FYE, Puente, and Lead Students. Art History courses, such as Indigenous Arts of Mesoamerica and South America, have been incorporated into the Puente course offerings. Plans are developing to work with other programs in the SSRS.

State and Federal Mandates:

At the state level, California adopted visual and performing arts standards for pre-kindergarten through twelfth grade (California Department of Education 2001) and requires one year of either visual and performing arts or foreign language for high school graduation. Since many local high schools have eliminated an arts program, students rely on community colleges to provide arts education.

The University of California and California State University systems have established a full year of visual and performing arts for the arts course requirements for freshman admission (California Department of Education, 2003). These statewide initiatives reflect the importance of art education: