De Anza College

Program Review – Annual Update Form

1. Name of individual(s) completing the form: Marco A Marquez

2. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

Based on our previous feedback, it became clear that we were missing sufficient detail about our outcomes in relation to our goals. In this annual update, we are addressing that concern by providing more explicit data, including specific percentages and totals related to student success rates. We also have a clearer understanding of the expectations for this document, allowing us to respond in a more meaningful and nuanced way.

3. Describe any changes or updates that have occurred since you last submitted program review (program review submissions).

Since the last program review, the department has experienced several significant personnel, curricular, and facilities-related updates:

- Our full-time faculty ceramicist has returned, and the sculpture technician position has also been restored, supporting the continued stability of our 3D programs.
- The 2D area underwent a major transition with the retirement of our long-standing 2D instructor in Spring 2025. In response, we hired a new adjunct faculty member in 2D, a young, working artist whose social-justice-minded approach brings fresh energy and contemporary relevance to the program.
- We are actively planning several key curricular expansions in the 2D area this academic year, including the development of a non-credit version of Life Drawing, a three-level Life Drawing sequence, and a new Illustration course.
- In addition, we are working on the creation of a dedicated Illustration CTE pathway, building on the momentum of our newly launched CTE programs in Illustration and UI/UX Design, both of which began in Fall 2025 to strengthen our career-education offerings and align with industry demand.
- We have increased the number of in-person and hybrid class offerings to better support students who thrive in face-to-face environments, as well as international students and lifelong learners who benefit from greater on-campus access.
- The cross-listed Art History instructor retired in Spring 2025 under Article 19, and our primary Art History faculty member has announced their retirement for Spring 2026. This will impact the highest-enrolled program within the department, which historically serves the largest number of students and sections.
- A permanent Dean has been hired, providing stable administrative leadership for the division.
- The Measure G Committee has moved forward with supporting the development of a new VAD/Photo building. The project is currently in the design phase and scheduled to open in Fall 2028. This construction will result in the demolition of the A9 building, currently home to two instructional classrooms, requiring the department to relocate to temporary swing spaces during the interim.

4. Provide a summary of the progress you have made on the goals (OKRs) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
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	VAD Faculty	CTE, Counseling Services, In collaboration with Artistic Expression Pathway	**Subsidized class supplies in 2D classes** We are already not requiring students to purchase textbooks, but the cost of necessary art supplies continues to be a barrier for students. We are working to provide more classroom materials for students using lottery funds and our department budget to significantly lower the cost. In collaboration with Villages, the department has promoted unique programming tied to Latino customs and culture. The Artistic Expression Village hosted a Día de los Muertos event that guided students through creating sugar skulls and paper marigolds to place on their ofrendas, with all materials provided at no cost. The Village has also offered professional development support and opportunities, including a student exhibition showcasing exemplary work from VAD classes and a workshop on preparing for transfer into a four-year art program. This workshop	Formally, our goals are assessed by comparing student success outcomes to those of previous years. Informally, we continuously revisit these goals and work to align our efforts with them by finding creative, student-centered solutions, even when we do not have all the resources we believe would best support our community. To the best of our ability, we leverage programs such as Villages and our expanding CTE pathways to provide additional academic, cultural, and professional support for students.	The most notable change has been the rise in successful outcomes among Latinx students. When we began this program review, Latinx students represented roughly 15% of our total population by ethnicity, and their success rates were below 80%. For example, in 2020–21 the Latinx success rate was 75%, the second-lowest metric after Pacific Islander students. It is important to note, however, that Pacific Islanders accounted for only 18 students that year, compared to approximately 900 Latinx students. Given the size of the Latinx cohort, it was essential to focus on this group and identify strategies to improve outcomes. Over the past two years, success rates have steadily increased, rising to 79% in 2023–24 and 80% in

	support students in a more equitable manner. For example, proper fulltime faculty to student ratios, properly aligned course enrollment capacity.			covered portfolio development, researching programs, accessing financial aid, and writing personal statements, and was free to all students. Additionally, through Villages, we have hired student ambassadors, providing meaningful work experience and mentoring to support their professional growth and academic success. Beginning in Fall 2024, the Graphic and Interactive Design (GID) program hired two instructional assistants to support students throughout the academic year by serving as mentors, technical guides, and in-class/lab assistants. Their work has included hosting open lab hours, helping students navigate digital workflows, and supporting tangible project outcomes such as preparing files and producing printed deliverables. At the start of the 2025 academic year, two additional lab assistants were hired, expanding the program's capacity to provide hands-on support. A central goal of this initiative is to strengthen academic and professional support for students from underrepresented backgrounds, with a particular focus on better serving Latino students.		2024–25. These outcomes now align with other large ethnic groups within the department. While the Latinx cohort still trails Asian, Black, Filipino, and White students, the equity gap has narrowed significantly. If this upward trend continues, we will be positioned to shift our attention to additional student groups that may be in need of targeted support.
Improve Department Facilities	Improve, upgrade and update antiquated and obsolete instruction	VAD Faculty	College Administration Universal Governance entities such as RAPP,	In Spring 2025, Visual Art and Design, together with the Photography Department, received approval	This goals assessment is transitional, reflecting the fact that as our new building advances	Some of the changes emerging from the planning of the potential new building involve

	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.		Academic Senate, FA, CSA	for a new Visual Art and Design building to be constructed on the former Flint Center site. This decision was made in collaboration with the De Anza Measure G Committee and senior college leadership. A design-build firm has since been selected, and the facility is scheduled for completion in Fall 2028. This project directly addresses our longstanding facilities concerns by modernizing our instructional spaces and bringing all disciplines together into a unified environment that will support student learning and foster collaboration among both faculty and students. While this represents an exciting and much-needed solution, it does come with trade-offs. The new facility will likely have a smaller footprint, requiring us to develop creative strategies for operating our programs efficiently within a more compact space. Additionally, the recent retirement of three faculty members, along with the loss of our sculptor position, which has not yet been replaced, continues to strain leadership and instructional capacity across our programs. We hope the RAPP Committee will allocate the necessary faculty positions to both replace our departing instructors and provide the staffing needed to	through design, development, and ultimately completion, our long-term goals move steadily closer to being realized. The department remains highly optimistic about this progress and the potential impact on our programs. We look forward to seeing this vision come to fruition.	evaluating how our programs will fit into the redesigned space and how they may need to evolve in response to enrollment trends and efficient space utilization. For example, we have shifted our request for a dedicated 3D sculpture and design faculty position to a hybrid role that combines 3D sculpture and 2D art. As the design process continues, we anticipate additional adjustments related to shared spaces and resource allocation. We expect that this transition will require creative and efficient solutions to position both our program and our students for long-term success.

				ensure a smooth and successful transition into the new building.		
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	In collaboration with the California History Center, students will participate in an exhibition centered on the theme of **Belonging,** specifically exploring what it means to belong in America, who is granted belonging, and who is excluded. This exhibition is scheduled for March 2026. Additionally, the department is conducting outreach to Silicon Valley Open Studios to secure exhibition space for De Anza VAD students, enabling them to participate in the 2026 Open Studios programming.	We have approached this goal, as we have with all of our goals, by framing it using SMART criteria (specific, measurable, achievable, relevant, and time-bound). We are beginning with key local and community organizations (CHC, SVOS) because of their strong presence and natural alignment with our program, making them ideal partners for collaboration. We have identified the faculty and staff who will participate, along with the steps required to carry out these partnerships.	At this point, we cannot fully assess the success of this goal because the events have not yet taken place. However, we plan to promote them widely and document the collaborations thoroughly to support future evaluation.

<mark>5. If your goals (OKRs) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.</mark>

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence will you use to monitor progress?	How will you assess achievement of the goal?

Our overarching goals have remained consistent; however, as we meet key milestones, we are refining the strategies we use to achieve them.

6. <mark>Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?</mark>

 To date, the most significant unmet resource need continues to be the 3D Sculpture full-time faculty hiring. While the department has worked strategically to maintain a reemployment pool of part-time instructors, this approach is no longer sufficient to sustain the program quality, meet enrollment demand, or support institutional initiatives. The growing reliance on part-time faculty, necessitated by previously unapproved or unfilled full-time positions, has placed the Visual Arts and Design (VAD) Department under increasing operational strain.

The impact of unapproved or delayed full-time faculty requests has been substantial. Because we have been unable to replace this vacant position, especially in specialized or underserved areas such as sculpture and 3D design, the department is increasingly limited in its ability to offer required courses at the frequency needed for timely completion. This has resulted in course cancellations, bottlenecks in student pathways, and reduced access for students across Art History Transfer Degrees, Studio Arts Transfer Degrees, Spatial Arts, and 3D Design programs. Enrollment demand in 3D Design and Sculpture has struggled as our ability to serve that demand equitably and consistently has diminished.

Recent retirements have intensified these challenges. Two full-time faculty members retired in Spring 2025, and a third has announced early retirement for Spring 2026. Combined with the long-standing vacancy in sculpture, the department is on course to lose four full-time faculty members, over half of our permanent instructional team. The lack of approved replacements has placed an inequitable burden on the remaining faculty, who must shoulder increased instructional loads alongside essential departmental, divisional, and college-wide service responsibilities. This reduced capacity directly limits our participation in shared governance, accreditation work, program review, curriculum development, and equity initiatives.

7. <mark>How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.</mark>

The lack of stable full-time faculty leadership has had a direct and disproportionate impact on our disproportionately impacted (DI) student populations, particularly within programs most affected by long-standing vacancies. The absence of full-time has compromised the continuity, coherence, and integrity of our two transfer degrees, areas in which many DI students begin their academic pathways. Without consistent instructional leadership, we are limited in our ability to update curriculum, expand course offerings, provide timely student support, and maintain clear and stable pathways that are essential to improving completion and equity outcomes.

The vacancy in 3D Design and Sculpture, unfilled since Fall 2019, has had the greatest measurable impact. Although our enrollment trends only capture the past five years, the data clearly reflect a significant decline during the period of this vacancy: unduplicated headcount has decreased by 23%, enrollment by 28%, sections by 31%, FTES by 25%, and FT Faculty Load (FFTF) by 28%. These

reductions translate into fewer access points for students, fewer entry-level opportunities, and diminished visibility for a core component of the Studio Arts program.

Latinx students represent the second largest racial/ethnic group within the 3D program, making up 32% of total enrollment. Although success rates among these students have increased from 61% in 2020-21 to 91% in 2024-25, the sharp decline in available sections has reduced their access to these courses and, by extension, to a complete and equitable educational pathway in the 3D and Spatial Arts areas. Reduced course availability creates bottlenecks that prolong time to completion, an impact felt more acutely by DI students who often balance work, family responsibilities, and limited scheduling flexibility.

Despite the lack of approved personnel resources, the department has worked with creativity and dedication to serve DI students through careful scheduling, strengthened part-time faculty support, and strategic maintenance of high-quality instruction. However, our ability to expand equity-focused practices, provide consistent mentoring, support new CTE programs, and stabilize program pathways remains significantly constrained without full-time faculty in key areas.

In summary, the persistent lack of approved full-time positions has had clear and disproportionate impacts on DI students by limiting access, reducing pathways, and diminishing long-term program stability. Addressing these vacancies is essential not only for institutional sustainability but also for ensuring equitable educational outcomes and maintaining the quality and identity of the Visual Arts and Design Department.

8. Refer back to your Comprehensive Program Review and Annual Program Review Update under the section titled Assessment Cycle as well as the SLO website (https://www.deanza.edu/slo/) for instructional programs. In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	ARTS D054 64Z The student will further develop an awareness to the computer as an effective and important mode of visual communication used by artists and designers today. The student will demonstrate the creative potential of art and design software through directed laboratory exercises
Method of Assessment of Learning Outcome	Students had access to the assignment brief (midterm) as the course started. The Midterm Project workload was broken into 3-4 weeks where the students were asked to 1-read, see and understand what an editorial image was, 2-Find a journalistic article to work on, brainstorm, sketch, and elaborate, 3-students submitted a draft, and 4-students submitted their finalized projects. In the second stage, the teacher provided feedback. In

(please elaborate)	the third stage extensive feedback was given to the students by the teacher and classmates. When the students submitted their finalized work, the work was graded against a rubric that students were introduced to 4 weeks prior.
Summary of Assessment Results	Number of students exceeding expectations 23 Number of students meeting expectations 2 Number of students approaching expectations 0 Number of students who do not meet this/these outcome(s) 3 N/A Not Applicable (withdrew, absent, ...) 3
Reflection on Results	The three students that did not meet the expectations are the ones that did not submit any work during the process (4 week work process period)
Strategies Implemented or Plan to be Implemented (aka: enhancements)	I have seen these to work well: Chunking up the work and providing feedback at each step to ensure the student is on track. Showing previous student work and allowing students to see the critique for the past work. Creating a discussion board to allow students to give feedback to each other. I also extended provided a week window for students to submit the final work. I do not know what to do to encourage the students who do not attempt the assignments.

Please email this form to your dean/manager.

9. Dean Manager Comments:
Visual Art and Design comprises most of the courses in the Creative Arts Division with strong enrollment in several disciplines: studio arts (painting, drawing, 2-D design, color theory, ceramics, and 3D design and sculpture), along with several GE Art History courses offered each quarter and a thriving Graphic and Interactive Design CTE program. Attention to equity and success of underserved and lower income students remains a priority which the department is continuously strives toward. The faculty are active and creative in their approaches to serving students; including art supplies in classrooms, along with a student-centered teaching approach, continue to have a positive impact on narrowing equity gaps of Latinx students, their largest population of at-risk students. Looking forward, it's imperative that retired positions be replaced, and the department looks to RAPP to improve the distribution of faculty college wide. Creative Arts has suffered the most crushing loss of full-time faculty, particularly in Visual Arts and Design, and we need more full-time faculty to sustain the workload, and the meaningful goals outlined in this reflection. I appreciate the department's leadership and collaboration on the

programming of the new Creative Arts building, as well as their expertise in thinking ahead to the future of the department with a new CTE program in UI/UX and Illustration. I commend the department for working on a solution to combine 3D and 2D together in both their position request and program design for the new building. Creative thinking and problem-solving are part and parcel to the Visual Arts Department; the new Creative Arts building that focuses on 2D and 3D will be a symbol of the importance of visual arts to the college and especially students and the community going forward.

10. Vice President/Associate Vice President Comments:

The Visual Arts and Design Department continues to demonstrate strong leadership in equity-centered instruction, curriculum innovation, and career pathway development. The launch of new CTE programs in Illustration and UI/UX Design strengthens workforce alignment and expands opportunities for students pursuing creative careers. The department has made measurable progress in narrowing equity gaps for Latinx students through subsidized supplies, expanded in-person and hybrid offerings, and high-touch instructional support. The planned construction of a new Visual Arts and Design building represents a transformative investment in modern learning spaces. However, multiple faculty retirements and long-standing vacancies create an urgent need for full-time hiring to sustain access, stability, and program growth.