

De Anza College

Program Review – Annual Update Form: Visual Arts and Design (VAD)

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

The feedback from the Comprehensive Program Review has been instrumental in shaping our strategic initiatives and guiding our decision-making process. Specifically, the feedback has allowed us to home in on key areas that require immediate attention, ensuring that our efforts are aligned with the program's most pressing needs. By identifying areas for improvement and highlighting strengths, the review has offered a clear path forward, helping to prioritize initiatives that will have the most significant impact on our programs and students.

The Visual Arts and Design Department remains the largest within the Creative Arts Division, demonstrating sustained excellence in both enrollment and the completion of certificate programs. The department encompasses a diverse range of specialized disciplines and programs, including Art History, Two-Dimensional Art, Ceramics, Sculpture, and Graphic and Interactive Design. To support the success and diverse needs of our students, the department offers instruction through various modalities tailored to the unique requirements of each discipline and learner.

The feedback has affirmed the strategies we have already implemented, reinforcing that our proposed solutions—such as the creation of new CTE certificates and the need for additional staffing—are aligned with institutional goals and industry trends.

These insights have strengthened our resolve and provided the necessary support to continue our programmatic improvements.

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))

Since our previous program review, several notable personnel changes have occurred:

- A full-time ceramics faculty member has commenced an annual personal leave.
- Our full-time sculpture technician has also begun an annual personal leave.
- We anticipate that our senior 2D instructor will apply for Article 19 in the near future and will transition into the emeritus program.
- High-enrollment general education (GE) Art History courses has shown significant growth. In response to increased demand, two additional Art Appreciation courses were introduced in the 2024-2025 academic year.

Additionally, the following program / curriculum change has occurred:

Two art history courses previously housed in the IIS Division have been proposed for transfer to Creative Arts: ARTS 2H: Native Arts of Mesoamerica and the Andes, and ARTS 2J: Indigenous Arts of the World: Africa, Oceania, and Native North America due to the fact that these classes fulfill requirements and articulation in Art History. They do not in International Studies. These courses are typically offered through Art History Programs and properly belong in the Art Department. Housing these courses in our department will bolster our program goals in the following ways. First, they will shift student attention to art made in the Americas and outside of Europe. This opens up additional opportunities for faculty to implement strategies to narrow the equity gap for Latinx students. Second, widening the art history curriculum will improve the department's stature by more clearly aligning with the college mission to provide an academically rich, multicultural learning environment.

The proposed transfer of ARTS 2H and ARTS 2J from the IIS Division to our department will require faculty with special expertise. Art history faculty hired to teach these courses must document graduate-level training in the respective subject areas. In addition to mandatory graduate coursework in Art History, completion of additional graduate-level classes in either Non-Western Art History or in specialized classes addressing Pre-Columbian studies (Arts 2H) or African, Oceanic or Native American studies (Arts 2J) is required. While new full-time faculty in art history may or may not demonstrate graduate-level training in these areas, the department must ensure that each full-time (or part-time) faculty member hired to teach ARTS 2H or ARTS 2J has the necessary expertise.

These developments have implications for our program's staffing and course offerings.

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

Our three primary goals demonstrate overlap in the proposed solutions. The following highlights progress made toward implementing these solutions:

- An interim Dean has been appointed to support departmental operations.
- We have initiated the development of two new Career and Technical Education (CTE) certificates in UI/UX design and illustration. These programs are expected to be available to students beginning in the 2025–2026 academic year.
- The college has endorsed plans for a new building to house Visual Arts and Design alongside other departments. The proposal to allocate funding for construction has been forwarded to the district board of directors. Although the vote has been postponed until late January, we are optimistic that approval will be granted.
- Efforts to strengthen the presence of our Arts Village have been realized through increased faculty support and enhanced student engagement. Specific measures include increased contact hours between students and instructors, as well as fostering community through student art exhibitions.
- Via CTE Perkins Funds the Graphic and Interactive Design program has reinstated the hiring of student mentors and assistants to provide in-course support and enrichment opportunities.

These advancements reflect our commitment to achieving our goals and enhancing the student experience within the program.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

Our goals remain unchanged, as we firmly believe that these identified areas of need should continue to be addressed, refined, fostered, and supported. These objectives are integral to the long-term vision and strategic direction of our department and programs, serving as the foundation for their future development and success.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) 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?

The allocation of lottery funds in the Ceramics program has proven invaluable, providing essential materials and capital resources that directly enhance student engagement and hands-on learning.

New equipment, including a belt sander, was acquired for the Sculpture program, while outdated large equipment was decommissioned and sent to surplus. These enhancements are critical to supporting students' ability to effectively practice and apply their skills in both ceramics and sculpture, ensuring a high-quality educational experience.

Additionally, GID acquired a dual drum Risograph at the end of the academic year through Perkins funds. This resource serves students in digital illustration and design courses.

Considering the recent acquisition of new equipment resources, it remains premature to assess their impact on our programs fully. However, we anticipate these resources will contribute to increased enrollment and improved instructional outcomes, as well as enhanced certificate and degree completion rates.

Despite these advancements, our longstanding request to fill the vacant full-time instructional position in sculpture and the request for a technical assistant specializing in graphic and interactive design remains unaddressed. The adverse effects of these vacancies persist, and as time progresses, the strain on the program has become increasingly evident. The absence of these critical positions hampers the program's capacity to grow, integrate, and update its curriculum effectively. Furthermore, this deficiency significantly undermines our ability to improve the student learning experience and meet evolving educational demands.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

Without the support of a full-time instructor in sculpture and 3D design, enrollment in this area has continued to decline. In contrast, all other programs within the Visual Arts and Design department—Art History, Ceramics, 2D Art and Design, and Graphic and Interactive Design—currently benefit from a dedicated full-time lead. These programs have successfully fostered growth by updating curricula and capital resources, leading to enhanced student engagement and improved learning outcomes. It is evident that without a full-time lead, the sculpture program and its students cannot receive the necessary support to thrive.

The absence of a dedicated instructor in sculpture and 3D design has prevented the curriculum from being updated to meet the evolving needs of students. This lack of support has had a detrimental effect on courses required for transfer, impacting students seeking to transfer to California State Universities (CSUs) and University of California (UC) institutions. Furthermore, staffing challenges have resulted in limited course availability, hindering students' ability to complete certificates and delaying their academic progression.

We remain deeply concerned about the lack of support for this position. Some faculty and administrators have suggested that poor outcomes in the sculpture program are due to a lack of student interest. However, given the strong enrollment and success in other programs with full-time leadership, we contend that the outcomes and enrollment in sculpture will improve significantly once this area is adequately staffed.

It is important to note that this position was previously held by a full-time instructor who retired under a golden handshake program in 2019. At that time, the Visual Arts and Design Department was assured that the position would be filled. The college should honor its commitment to this program by reinstating the promised position.

Similarly, the lack of a dedicated technician for Graphic and Interactive Design (GID) has negatively impacted the program. While the department has successfully leveraged Career and Technical Education (CTE) funding to acquire state-of-the-art equipment—such as specialized printing devices, digital illustration tablets, and monitors—these resources are underutilized due to insufficient technical staffing. The absence of a technician has placed an undue burden on instructors, who cannot troubleshoot technical issues during instruction, especially in lectures or labs with approximately 30 students.

The GID program continues to exhibit strong enrollment and high rates of certificate completion. To sustain and enhance these outcomes, it is imperative that students are provided with the appropriate technical support to complement the strong curriculum and instruction. With the anticipated addition of new CTE certificates in UI/UX design and Illustration, the demand for technical resources and support within the Visual Arts and Design department will only increase. Addressing these staffing needs is essential to ensuring the continued success and growth of these programs.

7. Refer back to your Comprehensive Program Review 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)

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p>ARTS D086.01 CRN 27077</p> <p>Modality: Face to Face</p> <p>SLO: Demonstrate a mastery with vector software in the creation and implementation of computer-generated illustration with an emphasis on style and personal expression.</p>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>Project 4 (Final Project): Emergence Two Color Illustration</p> <p>Concept: Open, must have a spirit of joy and a thematic passion.</p> <p>Goal: Illustrate a two-color illustration based on the topic selected. Must be designed with emergence in the composition.</p> <p>A holistic approach was used to assess the outcome</p> <p>The following criteria was used:</p> <ul style="list-style-type: none"> • Presentation / Discussion • Timeliness • Deliverable: Produce the appropriate deliverable. This includes file format, size, prints. • Concept • Composition • Typography • Complexity • Two Color Visual Form • Design for good topic • Professionalism
<p>Summary of Assessment Results</p>	<p>25 Students exceeding expectations</p> <p>5 Students meeting expectations</p>

	<p>0 Students approaching expectations</p> <p>0 Students who did not meet expectations.</p> <p>1 Student Withdrew</p>
Reflection on Results	<p>Student outcomes were largely exceptional, demonstrating a high level of achievement across the cohort. However, a small number of students encountered challenges with the formal presentation component, which adversely impacted their overall performance and final grades.</p>
Strategies Implemented or Plan to be Implemented (aka: enhancements)	<p>Enhancements to the project could involve increasing its rigor and complexity to challenge students more effectively. Extending the timeframe for completion may be necessary to ensure a high success rate and allow for deeper engagement with the material. Additionally, integrating the recently acquired Risograph into the project would provide a valuable opportunity to enrich the student learning experience and introduce them to advanced printing techniques.</p>

Done? Please email this form to your dean/manager.

8. Dean Manager Comments: This reflection deserves commendation for distilling the important challenges and needs of a large and diverse department while reflecting the productivity and success of their CTE and non CTE programs. I appreciate the integration of the programs here to see the potential of the department. The most salient take-away from this reflection is the immediate need for more full-time instructors. The introduction of Arts 2H and 2J require specialized study and training; these courses are vital for infusing non-Western art curricula into the department so that it is more well-rounded and representative of our students at De Anza. At present, we only have one full-time instructor in Art History, and this program is increasing substantially in enrollment. As we look toward the future and sharing our "Tops in Transfer" motto by including workforce development as a crucial mission of all community colleges, we can easily find opportunity for growth in the Sculpture department that also includes woodworking (and furniture design). However, we need a full-time faculty member who can develop curriculum, apply for CTE status, and teach woodworking as a CTE program. I hope the college will recognize the growth opportunities and potential in Visual Arts in Design both in enrollment and CTE. Finally, we are truly appreciative of the financial support from Perkins for the GID program, and I support the hiring of a technician, even on a part-time basis, to help prepare majors and students in certificate programs for success in transfer and workforce skills. I think this position is essential.