

Instructions: The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. You will be able to copy and paste or type in your information into the TracDat boxes. **SAVE OFTEN WHILE ENTERING INFO!!!! ALWAYS** keep a soft copy of your work in your files to ensure that your work is not lost. You will save program review as a pdf through the print option of your browser. This is the document you will send to your Dean and it is the document that will be posted on the De Anza website. If you have questions, please refer to your workshop handout (<http://www.deanza.edu/slo/tracdat.html>) or contact: papemary@fhda.edu.

Section I: Overall program description (including CTE)

Section II: Overall student enrollment and success

Section III: Equity

Section IV: Assessment Cycle

Section V: Resource requests

In TracDat. Limit narrative to 100 words; bullet points encouraged

| | Information Requested | Explanation of Information Requested. ? TracDat Help button will reveal the same cues (sorry no hyperlinks) | Input your answers in columns provided. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your |
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| | Program Description | | |
| | Department Name: | | ARTS |
| | Program Mission Statement: | “What are your Program Learning Outcomes? How do your Program Learning Outcomes relate to the mission of De Anza College and our Institutional Core Competencies?” (http://www.deanza.edu/about/missionandvalues.html) | The Art Program at De Anza College offers a unique blend of classes that support and help students in the field of drawing, painting, graphic design, ceramics, two-dimensional and three-dimensional design, sculpture, Euphrat Museum of Art museum studies, and art history. All of the classes cover basic skills, including theory. The classes serve to nurture student creativity and deepen their understanding of the value of art and its relevance to society, and to cultivate enhanced visual literacy for participation in a technologically complex world. |
| I.A.1 | What is the Primary Focus of Your Program? | Select Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Our department has numerous focuses to serve the needs to a diverse students body. We provide Basic Skills, Transfer. Career/Technical. |

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| I.A.2 | Choose a Secondary Focus of Your Program. | Basic Skills, Transfer, Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Personal Enrichment |
| I.B.1 | # Certificates of Achievement Awarded | If applicable, enter the number of Certificates of Achievement awarded during the current academic year. Please refer to: http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program. | 15 |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | If applicable, enter the number of Certificates of Achievement - Advanced awarded during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html . Leave blank if not applicable to your program. | 6 |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | List Associate Degree Transfer awarded by you department during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program. | |

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| I.B.4 | # AA and/or AS Degrees Awarded: | If applicable, enter the number of Associate of Arts or Associate of Science degrees awarded during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html | 11 Graphic and Interactive Design 1 Painting 1 Ceramics Total: 13 |
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| I.C.1 | CTE Programs: Impact of External Trends | <p>Career Technical Education (CTE) programs: provide regional, state, and labor market data, employment statistics. Refer to "CTE Program Review Addenda" at: https://www.deanza.edu/workforcecd/ged/</p> <p>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.</p> | <p>The Arts department has a Graphic and Interactive Design CTE program. Santa Clara County, Silicon Valley and the greater San Francisco Bay Area act as a major market for employers seeking graphic designers. Employers are hiring graphic and interactive designers for Visual, Presentation Design, Motion Graphics, Digital Illustration, Web, Interactive Design, User Interface Design, Corporate Collateral, Business Development and other Graphical Resource positions. Current job trends include an increase in experience in user interface and interactive design as well as experience in web development. For that reason the Graphic Design CTE has made numerous changes to its AA and certificates to streamline and focus students towards digital content. Curriculum has been updated to reflect employers demand for creative individuals with Web and Interactive skills. Changes include incorporating more lessons, tutorials and projects in the Graphic Design courses that focus on Problem solving, conceptual development, Motion Graphics, Presentation Design, Web and Device Graphics, as well as Web and Device Interface Design. Expanding the curriculum in these areas have resulted in an increase of projects that can be incorporated in student's portfolios. The Graphic and Interactive Design CTE program relies heavily on graphics software as well as computers and printers. Software is updated on a yearly basis to stay on pace with industry standards. Future plans include incorporating a large format networked printer into the curriculum and digital drawing tablets. Courses and curriculum will be updated with more online and hybrid offerings. These new learning tools and resources will help streamline the creative process and provide students a technological cutting edge learning experience.</p> <p>Per EMSI Market Demands for Graphic and Interactive Design, has 2463 jobs, with an increase of 6.3% between 2018-2023, which is about the national average of (3.7%). Our Market has 252 annual openings.</p> |
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January 25, 2018

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| I.C.2 | CTE Programs: Advisory Board Input: | Career Technical Education (CTE) programs: 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 | Graphic Design had an advisory with a large group of Silicon Valley Graphic Design Professionals. Board discussed student internships, and currency in software, strategies to advertise and market the departments. |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program | |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program | |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served: 0 = no | |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: Refer to your program review data sheet http://www.deanza.edu/ir/program- | 13 |
| I.E.2 | # Student Employees | State number of student employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your | In 2016-17 graphic design had 5 CTE Funded Student Employees |
| I.E.3 | Full-time to Part-time ratio % of Full-time Faculty Compared to % Part-time Faculty Teaching | Compare the changes in % of FT and PT faculty teaching in your department? 0 = no change; (- %) = decreased; % = increased; blank = not applicable to your program. Refer to your program review data sheet. http://www.deanza.edu/ir/program-review.16-17.html . | Full-time: 0 In December of 2015 the Art Department had a sudden and unplanned resignation of 1 full time faculty member. In March of 2018 we hired a full-time faculty, and pending board approval they will be starting September 2018. In 2016-17 1 full time faculty member moved to Article 18 reduced load. This will greatly impact our 2015-16 and 2016-17 FT/PT faculty. One full-time faculty under Graphic and interactive design will be completing article 19 and will no longer be a full-time faculty |
| I.E.4 | # Staff Employees | State number of staff employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program ONLY report the number of staff that directly serve your program. Deans will | Staff Employees: 0 (Aaron Baker resigned and was replaced by Alyssa VanZandt) |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease of employees/resources has impacted your program. Leave blank if not applicable to your program. | In March of 2018 we hired a new full-time foundations instructor. Pending board approval they will be starting September 2018 |
| | Enrollment | | |

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| II.A | Enrollment Trends | <p>What significant changes in enrollment have you seen in the last three years? Refer to http://www.deanza.edu/ir/program-review.16-17.html</p> | <p>Enrollment has seen a decrease of 8% the last three academic years. Enrollment has dropped from 4,371 in 2013/14, to 4,188 in 2014/15, to 4165 in 2015/16, to 4,042 in 2016/17.</p> <p>The Art department enrollment has been adversely affected by the removal of repeatability and imposed families structure. As a course of study, art has traditionally been a subject where students found skills and mastery through repetition. Student enrollment is higher in the late morning and early afternoon windows. Evening enrollment has dropped considerably. Social factors such as increased traffic, cost of living, and job commitments may be driving these enrollment trends. The financial demands of our society are pushing our younger students away from art as a course of study.</p> |
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| II.B.1 | Overall Success Rate | What significant changes in student success rates have you seen in the last three years? | The last three years we have seen an average success rate of 84%. We have grown each of the last three years respectively, 82% (2014-15), 83% (2016-17), and 86% (2015-16). |
| II.B.2 | Plan if Success Rate of Program is Below 60% | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://deanza.edu/ir/state-of-the-college-related-information/pdf/Institutional_Metrics_2016.pdf If course success rates in your | |

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| <p>II.C</p> | <p>Changes Imposed by Internal/External Regulations</p> | <p>Address program changes implemented 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? (e.g. any curriculum, program reorganization, staffing etc.)</p> | <p>The “No Repeatability” State mandate has served as a disadvantage to those students who wish to repeat coursework in order to develop an expertise in their field of interest. Students, including life long learners have been hindered in their ability to further their studies. The skills and expertise required to excel often exceed the State mandate “No Repeatability” and imposed families structure. These skills support a variety of career choices, including being a fine artist, model maker, industrial designer, furniture designer, set designer, architect, etc. and take more than 12 weeks to master. The “No Repeatability”, which disallows students to take the same class more than once as a way of gaining a deeper knowledge of the subject or improving a previous grade, hinders ones ability to succeed and reduces success rate. As instructors who wish to support all students, the “No Repeatability” and imposed families structure has been a detriment to the department and to our students.</p> <p>As a result the Art departments enrollment has been affected by the imposed families structure and State mandated termination of repeatability. Repeating students enrolled in all focuses within the dept. Courses have been consolidated with multiple sections in the same class period to maintain the required minimum enrollment levels.</p> <p>The college requirement of 12 units for student’s employees has hurt the pool of potential hires. The requirement of 12 plus units makes it very difficult for them to manage a schedule as a student employee and full course load. Navigating enrollment and dedicating time as a CTE student employee places a huge burden on these students.</p> |
| | <p>Equity</p> | | |

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| III.A | Growth and Decline of Targeted Student Populations | Briefly, address student enrollment data relative to your program’s growth or decline in targeted populations: African Americans, Latinos, Filipinos. (Refer to http://www.deanza.edu/ir/program-review.16-17.html) | <p>Arts overall enrollment is down 3% from 2015-16 to 2016-17.</p> <p>African American student enrollment rate stayed the same at 3% proportionally to the overall enrollment.</p> <p>Filipino student enrollment rate stayed the same at 6% proportionally to the overall enrollment.</p> <p>Latino/a student enrollment experienced small growth last year of 1% from 19% to 20%, proportionally to the overall enrollment.</p> |
| III.B | Closing the Student Equity Gap: | What progress or achievement has the program made relative to the plans stated in your program’s 2013 -14 Comprehensive Program Review, Section II.A.3, towards decreasing the student equity gap? See IPBT website for past program review documentation: http://deanza.edu/gov/IPBT/program_review_files.html | <p>African American success rate in 2013-14 was 68%. We have grown to 78% African American success rate as of 2016-17.</p> <p>Filipino success rate in 2013-14 was 77%. We have grown to 86% Filipino success rate as of 2016-17.</p> <p>We have seen progress for Latino/a since 2013-14. In 2013-14 Latino/a success rate was 76%, while last year 2016-17 Latino/a success rate was 80%.</p> <p>In response to the stated 2013-2014 equity plan, Arts has modified curriculum to be more diverse, efficient and streamlined towards to completion of certificates and degrees. We hope that streamlining will guide all students towards a clearer path of completion.</p> <p>The Euphrat Museum, Ceramics, and Graphic Design areas sponsored workshops a visiting artist series and industry guest lecturers. These guests were from a diverse ethnic and cultural background including our target groups.</p> <p>The graphic design CTE program has hired numerous students to act as mentors and instructional aides. The primary goal of the student mentors is to focus, help, and mentor students defined as our target populations.</p> |

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| III.C | Plan if Success Rate of Targeted Group(s) is Below 60% | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://deanza.edu/ir/state-of-the-college-related-information/pdf/Institutional_Metrics_2016.pdf Are success rates of targeted groups at or above 60%? If not, what are the | Above 60% |
| III.D | Departmental Equity Planning and Progress | What progress or achievement has the program made relative to the plans stated in your departmental 2014-15 Equity Plan? | The Art Department continues to provide personalized instruction to focus on student's individual needs during classes. Faculty manages three curriculum levels, i.e. beginning, intermediate and advanced. Our courses foster and support students in the creative, technical and conceptual process. In the Sculpture/3-D Design/Furniture Program, group projects and partnerships are practiced in support of collaborative learning, which has resulted in greater student/class participation. Individual meetings address student performance, which positively direct students throughout the course of the quarter. |

| | Assessment Cycle | | |
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| IV.A | PLOAC Summary | Give the percentage of Program Level Outcome statements assessed to date. Run Ad Hoc report entitled "XXX PLOAC Work" and scroll to the bottom of the report for counts. Then calculate #Reflections & Analysis/#PLO statement times 100. This percentage may be over 100% or 0%. All program level outcomes are to be assessed for a minimum of a second time | 50% |
| IV.B | SLOAC Summary | Give the percentage of Student Level Outcome statements assessed to date. Run Ad Hoc report titled "XXX SLOAC work- Active Only" and scroll to the bottom of the report for counts. Then calculate #(Reflections & Analysis + #Archived from ECMS) /#SLO statement times 100. (N.B. Number of SLOs assessed and archived from ECMS is the last item in Department -> General Information page.) This percentage may be over 100% or 0%. All course level outcomes are to | 81% |

| | Resource Requests | Spring 2019. | |
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| V.A | Budget Trends | Describe impact, if any, of external or internal funding trends upon the program and/or its ability to serve its students. If you don't work with budget, please ask your Division Dean to give you the information. | The "B" Budget has never changed in over 17 years. Printing budget is needed so it must not be eliminated. CTE Program and DASB funds do support department. |
| V.B | Funding Impact on Enrollment Trends | Describe the impact, if any, of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: http://www.deanza.edu/ir/program-review.16-17.html | Our classrooms and courses will always require funding of computers, software, art making equipment and maintenance. Decrease in any funding would affect program negatively as the Arts fields specifically demands experience with current technologies and techniques. Past State reductions and reduced courses have been difficult to overcome. Prior to the 2013-14 year, Visual Arts Graphic Design had 2 full-time faculty members. Currently graphic design has 1 full-time faculty member. The Visuals Arts division had 1 full-time tech that was lost to budget cuts who facilitated technical assistance in the graphic design area. The loss of these positions is affecting the ability to teach the curriculum efficiently and is impacting growth in that focus. |
| V.C1 | Faculty Position(s) Needed | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy | 1. Fulltime Art Instructor: 2D/Drawing Position. Replace due to unplanned sudden resignation of 1 full time faculty member. *This position has been filled, yet awaiting board approval. |

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| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | <p>1. As of December 2015, one of our full time faculty members who instructed in all of our 2D courses resigned. The position is critical not only to De Anza's Art Department, but is a major component of any viable art department. Drawing is a fundamental skill used as a foundation in art and design. The skills taught in drawing are absolutely essential to future artists and designers. Students require someone who is versed in the art of drawing that can direct their studies and transfer plans in line with the visual fine arts. A full time faculty member is up to date with the latest curriculum and pedagogical practices. The loss of this full-time faculty member impacts the ability to update curriculum and course materials in the 2D area.</p> <p>In Winter of 2018 the Creative Arts Department hired a 2D instructor, pending board approval the new hire will begin teaching in Fall Quarter, September of 2018,</p> |
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| <p>V.D.1</p> | <p>Staff Position(s) Needed</p> | <p>A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy Only make request for staff if relevant to your department only. Division staff requests should be in the Dean's summary.</p> | <p>1. Replace due to Vacancy. Creative Arts Division Instructional Associate, computer support. In 2013 the Arts department lost a tech due to budget reductions. The I. A. served all areas of the Creative Arts Division. The technician served as a computer technician, instructional aid, and provided oversight of all computer labs including graphic design. The tech served a major role in maintaining equipment and assisting in technical labs for students. With the idea of equity in mind the loss and lack of availability as an instructional and technical assistant, has hurt student success rates to those who lack resources and access to technology, computers, printers, equipment and resources found in our classrooms. It is our goal that this lab tech services as an additional resource to serve students during Lab hours.</p> <p>2. Growth. Fulltime Staff, Director Euphrat Museum. The Director leads an integral component of our curriculums foundation and students experience.</p> <p>3. Growth. Ceramics Lab Technician Full Time. The ceramics department is meeting the needs of over one hundred students per quarter. Some of the responsibilities of the current lab tech include, but are not limited to: Mixing glazes, slips & washes, taking in clay and material orders, servicing all kilns, and adhering to and/or fortifying all hazardous materials procedures. Due to an increase in numbers of students, we have an intensifying production of artwork, which is putting more pressure on our equipment and our lab technician. The proposed increase of hours would eliminate backups in our workflow, extend the life of our equipment, thus saving us money and labor. It would also ensure product consistency so that our students can construct work that is in alignment with their design and vision.</p> |
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| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | <p>1. A Graphic Design Instructional Associate is needed to assist in the two computer labs that have 62 computers collectively. The computers have a number of art and design software that are connected to curriculum and learning. Over ten integral software's used in our courses fall under the Adobe Creative Cloud. Furthermore, the Graphic and Interactive Design Curriucolumn has a number of peripheral equipment that need to be supported and serviced on a regular basis. This includes Printer, Plotters, Scanners, Cameras, 3D laser Printers, and finishing equipment.</p> <p>2. As a department we have worked with Diana Argabrite and the Euphrat Museum many times on projects involving countless art students. The experience of working with a museum professional has added to their knowledge of what it takes to conceptualize, curate, install, and experience. This is something that is not offered at many community colleges. The position needs to be made full-time so that these opportunities can be expanded not just for the sake of the arts faculty, but also for the college as a whole. This experience is integral to our students experience and one we should look at preserving and protecting.</p> <p>Ceramics Lab Technician Full Time. The ceramics department is meeting the needs of over one hundred students per quarter. Some of the responsibilities of the current lab tech include, but are not limited to: Mixing glazes, slips & washes, taking in clay and material orders, servicing all kilns, and adhering to and/or fortifying all hazardous materials procedures. Due to an increase in numbers of students, we have an intensifying production of artwork, which is putting more pressure on our equipment and our lab technician. The proposed increase of hours would eliminate backups in our workflow, extend the life of our equipment, thus saving us money and labor. It would also ensure product consistency so that our students can construct work that is in alignment with their design and vision.</p> |
| V.E.1 | Equipment Requests | A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested | |

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| V.E.2 | Equipment Title, Description, and Quantity | <ul style="list-style-type: none"> • Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc. • Did this request emanate from a SLOAC or PLOAC process? • Does this item require new or renovated infrastructure (e.g. wireless access, hardwire access, electric, water or heat sources . . .) | <p>Graphic Design:</p> <ol style="list-style-type: none"> 1. Qty 15 Wacom Cintiq Pro 16 pen/displays \$30000 2. JET 354170/JDP-20MF 20-Inch Floor Drill Press 3. Riso Risograph SF9450 two color with second drum and exposure sheets 4. Shimpo BW-30MC Banding Wheels DEWALT DWS779 12" Sliding Compound Miter Saw 5. Epson Large format ink jet printer 6. Digital Drawing Tablets 7. Large Format Laser Printer 8. Black and White Laser Printer 9. Color Laser Printer 10. Ipad 11. Adobe Creative Cloud Software 12. Epson SC-P7000 24" wide 13. Glowforge Pro 3D laser printer <p>(The order of priority is outlined in the Instructional Equipment Prg Rev excel document)</p> |
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| V.E.3 | Equipment Justification | <ul style="list-style-type: none"> • Do you have assessment data available to justify this request for equipment? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or Advisory Board input to support this need. If not, provide other data to support this need. • Who will use this equipment? • What would the impact be on the program with or without the equipment? • What is the life expectancy of the current equipment? • How does the request promote the college mission or strategic goals? <p>Refer to mission: http://deanza.edu/about/missionandvalues.html and strategic goals (page 15 http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf)</p> | <p>Graphic Design Wacom Cintiq Pro 16 Life Expectancy- 5 Plus Years The Cintiq's would serve as additional digital illustration and resources. Students would have access to state of the Art illustration technology commonly found in production and design agencies.</p> <p>Riso Risograph SF9450 Life Expectancy- 7 Plus Years The Cintiq's would serve as additional digital illustration, layout, color theory resources. The equipment allows students to created digital simulations of offset, and lithograph techniques. The equipment would serve as an instrument to problem solve around stacking colors in layout, in addition to resolving design problems with a minimalistic color pallet.</p> <p>Sculpture JET 354170/JDP-20MF 20-Inch Floor Drill Press Life Expectancy- 15-20 Years The current drill press has been in use since the inception of De Anza's woodworking shop, circa 1968. Over the years the bearing casing for the main column has become damaged and the table is drilled through in numerous spots. Additionally all safety features on the drill is out dated.</p> <p>DEWALT DWS779 12" Sliding Compound Miter Saw Life Expectancy- 5-10 Years The existing DeWalt Miter Saw is worn out. The brake doesn't completely stop after each operation, which causes the saw to coast for a long time. Our other miter saw, which is a Bosch sliding saw is flimsy and is unable to cut with precision.</p> <p>Ceramics Life Expectancy- 10 Plus Years Shimpo BW-30MC Banding Wheels More banding wheels are need to accommodate all of the students enrolled. They are invaluable to the efficiency and ergonomics of working in clay.</p> |
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| V.F.1 | Facility Request | <p>Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility.</p> | <p>Infrastructure need: • Christie Projectors A-92, A-65, AT101 3 @ \$35,000 (replacement of “generic” projectors used on campus). The graphics and photographic classrooms must provide exceptional projection. Work is digital and must be seen at a high quality and with exact precision.</p> <p>Infrastructure support: Rooms AT101 and A92 • Apple computers 27” “up-sped” for graphic/photographic use 62 @ \$3,000 = 186,000 (replacement)</p> |
| V.F.2 | Facility Justification | <ul style="list-style-type: none"> • Do you have assessment data available to justify this request? If so, provide the SLO/PLO | <p>Christie Projectors: The current projectors do not provide adequate resolution and image accuracy for the size of the classrooms. Those who sit in the back half of the room suffer by not being able to see the software instruction, project critiques, and digital presentations due to the poor image quality. This affects the quality of instruction and the learning environment. Current software have many small icons that are rendered unrecognizable due to the lack of the current projection quality.</p> |

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| | | <p>assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.</p> <ul style="list-style-type: none"> • Who will use this facility? • What would the impact be on the program with or without the facility? • What is the life expectancy of the current facility? • How does the request promote the college mission or strategic goals? | |
| V.G. | Equity Planning and Support | Has this work generated any need for resources? If, so what is your request? | Not at this time |
| V.H.1 | Other Needed Resources | List resource needs other than faculty, staff, facility, and equipment needs. For instance, assistance in working with counselors, finding tutors to work with students, support for assessment projects. | Specific counselor(s) needed for the Creative Arts Division. Specialized advice to assist students in CA Division offerings (Degrees, Certificates, Transfers, etc.) |
| V.H.2 | Other Needed Resources Justification | Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | <p>In general the Art department could benefit by having a specific counselor assigned to our students. Students need counseling and the counselor needs to be fully informed on Creative Arts Division. "General" counseling has often been inadequate when serving art dept. students.</p> <p>The 3D sculpture area lost a contractor who came in periodically to maintain and clean our dust collection system. This service needs to be renewed. In order to maintain the wood shop's clean air environment standards, it is critical that the dust collection system be well maintained and periodically cleaned in order to provide a safe working environment for our students, faculty, and staff.</p> |
| V.J. | "B" Budget Augmentation | <p>How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? Refer to mission: http://deanza.edu/about/missionandvalues.html and strategic goals (page 15 http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf)</p> <p>State the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need.</p> <p>If you do not deal with the B budget directly, you can use the comment: "please refer to the</p> | B Budget funding is an integral part of our department. |

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| V.K.1 | Staff Development Needs | What would the impact be on the program with or without meeting this need? How does the request promote the college mission or strategic goals? Refer to mission: http://deanza.edu/about/missionandvalues.html and strategic goals (page 15 http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf) | Staff development is an integral part of maintaining relevancy in the faculties' specific fields of study. It is important for student success that faculty continue to refine their level of expertise within their fields. Students directly benefit from the integration of new technologies, processes and theories learned through training. This includes training in current technologies and college administrative software. Lack of training would create a lack of competency. |
| V.K.2 | Staff Development Needs Justification | Do you have assessment data available to justify this request for staff development? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need | All new equipment and technologies need some research (conferences, seminars) and training. Conferences have also supported networking and enhanced department's community (outside exhibitions and guest lecturers). |
| VI. | Closing the Loop | How do you plan to reassess the outcomes after receiving each of the additional resources requested above? N.B. For the Comprehensive Program Review the question becomes "What were the assessments showing the results of receiving the requested resources over the last five years?" | We will look for increased success rates and increased number of certificates and awards. |
| | Submitted by: | APRU writer's name, email address, phone ext. | Rocky Lewycky Lewckyjonathon@fhda.edu 5865 |
| | Last Updated: | Give date of latest update (Set next box to YES when done and ready for Dean review). | 3-22-18 |