

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Art and Art History

Response Types: All Responses Types

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1	Executive Summary
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0	Executive Summary
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Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

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Response Detail

No Response Information to Display

Narrative

STRENGTHS

The Art and Art History Department provides quality in instruction in Art History and Studio Art to a diverse population. We serve transfer students, general education students, those seeking an introduction or a furthering of their skills, as well as students in related design arts programs needing the fine arts skills and knowledge that we provide. The high level of student retention and success of this department is evidence of the quality of education.

The department offers the AA and AA--T degrees in both in Art History and in Studio Art, having gained state approval for these programs.

Enrollments in Art History have stayed strong through the recent period when the college saw a reduction in enrollments and courses offerings. We also have excellent community support.

The Cañada Art Gallery has offered outstanding art exhibitions of San Francisco Bay area artists, as another way to engage our students with the arts. The level of the art shown is of the highest quality. The Cañada Art Gallery and the Main Theatre gallery also showcase the work of students and faculty in the Art and the Multimedia departments.

OPPORTUNITIES/CHALLENGES

The period of lower enrollments in the college has also seen a drop in Studio Art enrollments, with courses being cancelled or not offered. Adding to this, our Photography Darkroom has been shut down by the district due to venting and storage not up to code. Also, our Color course, ART 214, has lost enrollments due to the fact that the Digital Arts Program now has their own color course, and their students were previously enrolling in our course as a selective. Both of these are important facets of our program and TMC. Activity classes in the arts, in general, are being hurt system-wide. UC and CSU have become more restrictive in the courses they will accept for the Arts General Education Requirements, eliminating course that are primarily activity, as opposed to lecture. With the emphasis on moving students through more efficiently, it becomes difficult for students to include a studio art course in their schedule.

We have strong support for the Art History Program among lifelong learners in our community. They are excellent students, and we wish to seek ways to develop and maintain their interest and involvement in the arts at Cañada. They are eager to enroll in Art History courses, but want to go beyond the standard surveys. We have created (and continue to create) academically challenging new courses which have developed a very strong following with large enrollments. But our challenge is in constantly creating new curriculum with new course numbers. A course which has been offered in the past could be taught again to incorporate new material supporting current exhibitions at our art museums. But the rule prohibiting students from repeating a course number (which is the bane of every art program in the state) is a major problem and a huge hurdle. We depend upon the support of our Curriculum Committee to support us, but it is an ongoing challenge.

Furthermore, the explosion of new museums with important collections in the Bay Area provides us with opportunities to create new classes in museum studies. But once again, justifying our courses which go beyond the standard survey classes requires a challenging curriculum process.

ACTION PLANS

- Continue to participate as leaders in the Arts Task Force to mobilize college-wide support of the Art Studio and Art History programs, if the Task Force is revived
 - Continue to persist in getting administrative support for an Arts Coordinator to facilitate and support curriculum development, planning, community outreach, and marketing
 - Continue to support an active marketing plan to increase awareness of the presence and quality of the art program, and the excellence of the art gallery
 - Continue to work with the counselors to clarify and strengthen the message to students about the value of art classes for their education and careers
 - Research Museum Studies programs in the Bay Area to see how we can help meet the growing demand for a museum work force
 - Begin to develop an Arts and Culture GE Pathway
 - Develop Great Museums courses to support a museum studies certificate
 - Attend the 2019 College Art Association Conference in New York to research new trends in pedagogy and scholarship
- Improve the space facilities of studio art classes by converting former darkroom into a viable painting storage space for students.

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Suggested Follow Ups

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No Suggested Follow Ups to Display

2 Program Context

1 Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

Response Detail

No Response Information to Display

Narrative

The Art Department is committed to providing quality instruction in studio art and art history to the diverse population served by the college. The Art Department focuses on students' personal development and academic success. The courses in the department are primarily transfer courses, but they also serve Lifelong Learning, and the Studio Art courses provide career technical skills to students in the fine arts as well as the design arts. Student engagement with the arts is fostered in a supportive environment, which promotes critical thinking and communication skills.

Suggested Follow Ups

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No Suggested Follow Ups to Display

2 Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Response Detail

No Response Information to Display

Narrative

No known changes.

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3 Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

Response Detail

No Response Information to Display

Narrative

No known changes.

Suggested Follow Ups

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No Suggested Follow Ups to Display

3 Looking Back

4 Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Response Detail

No Response Information to Display

Narrative

We have added three new courses in Art History: Art 113 (Museums of America), Art 128 (Museums of California), and Art 115 (Art, Music and Ideas). These strengthen our program as we focus on preparing our students for museum studies programs and jobs in the burgeoning museum culture of our area. They also strengthen our program for enrolling life-long learners. Our new GE Pathways Program now includes Art 101 and Art 104 in the Sustainability Pathway, and Art 102 and Art 103 in the Social Justice Pathway.

In Studio Art we have implemented ART 213, Life Drawing II, which has helped us sustain that area of our program.

The photography program in Studio Art has ended because we no longer have a darkroom. This was closed down by the District because of storage and venting were not up to code. The District Office has decided not to upgrade the venting.

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5.A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Response Detail

No Response Information to Display

Narrative

The recommendations we received were asking for further description, information and even data. We believe that in most cases the information was sufficient.

Suggested Follow Ups

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No Suggested Follow Ups to Display

5.B. Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

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Narrative

“ACTION PLANS from last program review.

.. Participate as leaders in the Arts Task Force to mobilize college---wide support of the Art Studio and Art History programs. The Arts Task Force no longer exists (or has become dormant for lack of administrative support).

.. Persist in getting administrative support for an Arts Coordinator to facilitate and support curriculum development, planning, community outreach, and marketing. The Arts Coordinator position was funded for two semesters, but did not receive support for funding this year.

.. Initiate an active marketing plan to increase awareness of the presence and quality of the art program, and the excellence of the art gallery.

Again, the Arts Coordinator position would have been leading this effort. Difficult to do without that position.

.. Re---brand the Art Program by creating an Arts Honors Certificate, which raises the profile of all the arts at Cañada, and draws students from other colleges.

We are continuing to work on this, but it would include all the arts, it is difficult to do without an Arts Coordinator with time to work on the Certificate process, which is very time consuming.

.. Work with the counselors to clarify and strengthen the message to students about the value of art classes for their education and careers.

This is an ongoing process, and the art department enjoys an excellent rapport with the counselors.

.. Research ways to comply with state guidelines for our Art Studio classes to articulate for GE credit. This is an ongoing process.

.. Research Museum Studies programs in the Bay Area to see how we can help meet the growing demand for a museum work force.

This is an ongoing process.

.. Attend the 2018 College Art Association Conference in Los Angeles to research new trends in pedagogy and scholarship

- This has just been very successfully accomplished.

Improve the space and facilities of the photography and art studio classes to improve instruction

The administration decided the cost to bring the photography darkroom up to code (primarily improving the venting) was too expensive so, we have had to discontinue offering photography.

Suggested Follow Ups

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No Suggested Follow Ups to Display

6.A. Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

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Narrative

We previously had requested, a document camera and wireless pen tablet, as well as folding chairs for the studio art program; a strobe light kit and lens filters for the enlargers in the the film photography area, painting and water damage repair in the art studio 3-260, and a permanent door stop into the art history lecture room, 3-148.

In 3-260 the wall were repaired and painted, and new folding chairs were purchased. This helped to improve the environment in that room, which had the look of being neglected before.

The document camera and wireless pen table were approved but not purchased because the specific equipment were not supported by the District, and there were no appropriate alternatives.

The photography equipment was not purchased as the District Office chose to close down our photography darkroom and end that program. The cost to improve the venting in that room was considered too expensive.

We are still awaiting a permanent door stop in 3-148. We do not know why this has not been done.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

The loss of an Arts Coordinator position, serving the Art, Theater, Music, and Dance departments to facilitate and support curriculum development, planning, community outreach, and marketing is unfortunate. We really needed this support from the administration for the growth of the fledgling Arts Task Force, and to support the Arts Program at Cañada. We are a program which is diverse (four disciplines), so it needs coordination. We have a great impact on the community and draw many community members to the college, but for each area to have an individual faculty member struggling on their own to market their program, while also struggling to create a coherent arts program at Cañada, isn't a productive solution. This has a negative impact on our program.

As previously requested, we would like that the Art Gallery assistant position not be limited to Work-Study recipients. We need funding for this position to enable us to find an interested student who can work during the morning and midday. Since this is when most students are at school, it is the ideal time to have the art gallery open. But, it also means that there are fewer students available to work during these hours.

Suggested Follow Ups

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No Suggested Follow Ups to Display

4 Current State of the Program

7 Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

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Narrative

In Studio Art overall enrollments have continued to drop although our fill rate (efficiency) is constant at over 70% (see PROductivity-ART). The loss of the photography darkroom has eliminated that part of our program. Although our classes are well received by students, the narrow range of offerings makes it difficult to attract Studio Art majors. Therefore, we have not been able to offer 2 of our core courses, ART 301 2D Design and Art 306 3D Design, as these appeal primarily to art majors. The current offerings are scheduled to maximize enrollments.

We appreciate that Studio Art and Art History are finally separated in the data report. The productivity of Art History is very strong. It has become an area in which many students fulfill their GE requirement in Arts and Humanities. We appreciate the support of the counselors in making students aware of Art History. We try to offer a different class in a particular time slot each semester so that students with a work schedule are able to take more Art History classes.

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Narrative

- 1) The establishment of an Arts Coordinator position is of vital importance in our area. With only one fulltime faculty in each area, there is little time to be marketing and advertising our offerings, on campus and off.
- 2) We need (have?) a commitment from the administration to assist us in marketing our program. We will be meeting with the college head of marketing this semester to begin this process.
- 3) We also will need to have the newly formed College Arts Task Force address this situation
- 4) We will have a new Arts Honors certificate that we anticipate will increase enrollments.
- 5) Getting some studio art courses to satisfy the CSU GE requirement in the Arts. We will meet with the college articulation officer to investigate on the feasibility of this.
- 6) Art History enrollments and student success are strong. Adding the new Museum Studies component should strengthen the program as a career path. We plan on adding a "Great Museums of California" course to the curriculum. Also, we will study partnerships with local CSU Museum Studies programs, and internship possibilities for our students with local museums.
- 7) Communication with the Counseling Department to help them understand the importance of the arts for students, regardless of their area of study. The present emphasis on moving students through as quickly as possible has proven to be detrimental to the arts.
- 8) Resolve the photography darkroom situation so that we can return to offering ART 351 & 352, B & W Photography I & II. This involves getting a firm commitment from the administration to resolve what needs to be improved in the darkroom and to begin implement these improvements.

Suggested Follow Ups

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No Suggested Follow Ups to Display

8-A. Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Response Detail

No Response Information to Display

Narrative

Program Access Rates: The data show a -5.1% Equity Gap among Asian students.
Course Completion Rates: -6.9% Equity Gap for male students; -21% Equity Gap for Black, Non-Hispanic Students (2 students to close the gap); -11.5% equity gap for Hispanic Students. (See EQU-ART)
The Studio Art and Art History are distinct programs, in that Art History courses are lecture courses while Studio Art courses are primarily activity courses that require a heavier time commitment in attendance. The data provided does not show us the difference in these areas between the two programs. Without this data it is impossible to make suggestions.

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8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

Not applicable.

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Response Detail

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Narrative

Student success and retention are strong. We plan to continue to provide quality teaching and support to our students.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

9.A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

Up until Fall 2017, all active courses were being assessed EVERY SEMESTER. We now have a 3-year cycle which began with Fall 2

ART 101 was assessed in Fall 2017

ART 103 will be assessed in Spring 2018

ART 204 and ART 214 were assessed Fall 2017

ART 207 and ART 213 will be assessed Spring 2018

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

9.B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

Since Art Studio and Art History are both disciplines (related but different) where there is only one faculty member in each discipline, the dialogue is one that we really have with ourselves. I enjoy the opportunity to team teach the Art History 104 class in the fall with a Music 115 class, where the professor and I both lecture and use media, so our courses use similar strategies. This provides us with an excellent opportunity to share our SLO assessments as we share our students in different disciplines. This also overlaps with our PLOs. This has the added benefit of observing each other's lecture styles, and students' responses as we evaluate our SLO's.

Suggested Follow Ups

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No Suggested Follow Ups to Display

10 PLO Assessment

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Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail

No Response Information to Display

Narrative

We have planned on doing PLO assessments by personally interviewing our Art Studio and Art History majors, but we realize we don't have enough majors to really make this a meaningful process. We are discussing creating an online interview with our students who are interested in becoming majors or wish to pursue some aspect of art in their transfer goals. We will try to include a component which will allow us to follow our students and receive feedback from their future experiences. GE Pathways may be able to assist us if they are able to add an Arts and Culture Pathway.

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5 Looking Ahead

11 Program Planning

Construct Planning Objectives (through the Associated Planning Objectives field below) that describe your plans for program improvement over the upcoming two-years. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Add Action Plans and Resource Requests for any research, training, equipment or facilities improvements that will be needed in order to achieve your objectives.

Response Detail

No Response Information to Display

Narrative

- **Design two new classes for Art History: The Art History of Rome
Renaissance and Baroque in Northern Europe**
- **Plan new courses in museum studies**
- **Accelerate the process of digitizing the slide collection for the future**
- **Plan for how the Art Program will be positioned in the new Guided Pathways**
- **Continue to seek support for an Arts Coordinator**
- **Attend the College Art Association conferences**
- **Convert the old photography darkroom into storage for student artwork with racks for paintings**

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

12 Personnel Projections

Describe your recent history requesting new faculty/staff positions. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display