

# 2019-2020 Program Review



## CAN Program Review (Instructional) - Art & Art History (Odd Year)

### Program Review Narratives

2019-2020

#### **Instructional Program Review (IPR)**

**Lead Contact Person:** \*William Morales

**Writing Team:** \*Denise Erickson and William Morales

#### **Executive Summary**

##### **0. Executive Summary: STRENGTHS**

The Art Department provides quality 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, and students seeking a career in museums, business, and fine arts education. 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.

#### **Program Context**

**1. Mission:** 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. The Studio Art courses provide Career Technical skills to students in the Fine Arts as well as the Design Arts. The Art History courses offer students a solid foundation for careers in museums, business, and education. Student engagement with the arts is fostered in a supportive environment, which promotes critical thinking and communication skills.

**2. Articulation:** No known changes.

**3. Community & Labor Needs:** No known changes.

#### **Looking Back**

**4. Curricular Changes:** Studio Art – ART 214 (Color) is a course that has been offered every other semester. It was not offered in 2018-2019 due to declining enrollments the previous year. This semester (Fall 2019) we decided to try to offer it again and were able to get a better enrollment.

Art History – The Art History program has proposed a new course: ART 120 Art Goes to the Movies.

The rationale for this course is to broaden the appeal of Art History using new pedagogical methods and techniques current in this constantly evolving field. Art 120 uses new films (based on current scholarship and technology) to illustrate the creative process, and create a context for the work and lives of important artists and their influence. The course content addresses the subject of the role of women artists and artists of color, who are not currently covered in the standard survey courses. The Art Department is attempting to get this approved by the Curriculum Committee.

**5A. Progress Report - IPC Feedback:** -9B. SLO Assessment Impact ;Recommendations/ Information needed: Strategies

implemented/plan to implement, and 2) Specific examples. Comments: "What specific strategies have you implemented or plan to implement based on the results of your SLO assessment?"-

Based on the SLO assessments and results, there are no trends that point to a need for curricular changes, whether in a specific course or program wise. In the Studio Arts courses, since one can assess success in an area as it happens, the instructor will usually respond with more emphasis in one concept or skill development during the term. Each section, each semester, we see variance in student abilities and skill level.

In Art History the strategies and results are explained in the SLO reports. As in the Art Studio area, there are no trends that point to a need for curricular changes. The ongoing challenge, shared across disciplines, is that students are less and less prepared for college level work. Since Art History courses are GE transferrable, we consider it our responsibility to prepare students in learning skills and habits of mind that will carry over in their four year college experience. This is a challenge addressed in the SLO reports.

10. PLO Assessment: Recommendations / Information needed: 1) Evidence of Assessment Plan, and 2) Further description of assessment plan. COMMENTS: "A definite, implemented PLO Assessment Plan is needed. All PLOs need to be assessed once during the 3-year cycle."

The PLO's are a special challenge for the Art Department, because of the complexity of how a "program" is defined in our area. The PLO's were originally determined based on the concept of an "Arts Program", which includes Art Studio, Art History, Music, Drama, and Dance. These are all very different disciplines with very different strategies and outcomes. We have struggled with this for a long time, and hoped to have institutional support with a position for an Arts Coordinator. This hasn't happened. Therefore, we find ourselves in the Art Department trying to assess our program according to a much more broadly based definition than what we are actually able to assess in our classes.

After much deliberation (and unsuccessful attempts to resolve a meaningful way to assess our classes, which also have very diverse approaches to learning and success), we have decided to interview our Art Studio majors and our Art History majors at the end of every semester. We will present them with the Arts Program PLO's, and ask them to evaluate how successful their experience was in fulfilling the outcomes of the PLO's.

We did this in Art History this semester, and the results were not very revealing, except that they enthusiastically answered "yes" to whether they felt the Art Program PLO's had been successfully achieved for them. We learned that our students felt their experience in our arts program was exceptional. One of them was accepted as an entering Art History major at UC Berkeley, UCLA, UCSB, (and everywhere else she applied), and when she interviewed with the Art History faculty at each of these institutions, they were very impressed by her program of study at Canada College.

We plan on consulting with our PLO Assessment Coordinator about more effective ways to assess our PLO's, and to capture anecdotal information in a formal, institutional way.

OVERALL RECOMMENDATIONS : "As you work with PRIE to get more appropriate data, move toward using this data more in your planning and decision-making processes. Work with the Assessment Coordinator to develop a PLO Assessment Plan."

We can work with the Assessment Coordinator, but this will have to be in concert with our colleagues in Music, Drama, and Dance, if we continue to be organized this way in the academic structure.

**5B. Progress Report - Prior 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."

The Task Force no longer exists, as funding for a Coordinator was denied by the IPC.

· "Continue to persist in getting administrative support for an Arts Coordinator to facilitate and support curriculum development, planning, community outreach, and marketing."

We applied for this position. It was denied.

· "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."

Please see our excellent flyers for Art Gallery exhibitions, and Art History courses. Also, please see the GE Pathways posters and Honors Program posters where the Art History courses are featured.

· "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"

This is an on-going endeavor. We believe the work we do with counselors on committees such as the Honors Advisory Committee, GE Pathways, and Guided Pathways maintains a strong presence of our art program.

· "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 on-going endeavor.

- "Begin to develop an Arts and Culture GE Pathway."

This has been put "on hold" because of the new Guided Pathways initiative. We have taken a leadership position in determining what the Interest Areas (Meta-Majors) will be. Once that is completed, we can begin the process of exploring thematic pathways within the Interest Areas. Arts and Culture would be an excellent theme, and we will be working to support that idea.

- "Develop Great Museums courses to support a museum studies certificate"

We now have Art 113 (Great Museums of America), and Art 128 (Great Museums of California) approved by the curriculum committee, approved by the UC's and the CSU's, and offered as part of our Art History AA and AA-T degrees. They were taught with very high levels of enrollment and success.

After our research, we determined that pursuing an Art History Certificate would not result in a substantial enough number of students who would benefit from the certificate than are already benefiting from using the courses for the AA and AA-T.

· "Attend the 2019 College Art Association Conference in New York to research new trends in pedagogy and scholarship."

Although we attended the 2017 Conference in New York and the 2018 Conference in Los Angeles, our commitment to Guided Pathways work this year did not permit us to attend this conference in New York. However, we were able to visit New York this July for a thorough tour of current museum and gallery offerings.

"Improve the space facilities of studio art classes by converting former darkroom into a viable painting storage space for students.

This space has been taken over by another department to use as storage.

#### **6A. Impact of Resource Applications: 2015-2016**

Painting of walls in 3-260:

-This was done and greatly improved the overall atmosphere of the studio. The walls had not been painted in over 25 years, even after extensive water damage.

Renovating and updating the photo darkroom:

-The District eventually decided that it would cost too much to clean and update this space. Impact: we now longer have a photography program in the Art Department, reducing the Studio Art Program substantially.

Photographic equipment. Lighting and Lens Filters: Not needed since darkroom was not upgraded and Photography cannot be offered.

Elmo Interactive Document Camera and Wireless Pen and Tablet

-: Not ordered because the District will not support products from this company. This can greatly improve the ability to demonstrate drawing and painting techniques in the Studio Arts courses. Other models cannot be used with a pen and tablet. Will order a different less expensive document camera, but which will improve on the one currently being used, (which is often not used because of poor quality).

2017-2018

Cleaning and Providing Storage Racks in 3-261 (former Photography Darkroom) for the storage of student artwork:

-This was not done. It appears this is presently being used as a storage space for other departments outside of Academic Programs. At present we are limited in the size of artwork student can work on and the storage in the studio is cause for more crowding in that space.

**6B. Impact of Staffing Changes:** 1) The loss of a coordinator for the Arts Task Force means we have no Arts Task Force. This makes it more difficult to promote our programs, as we are all so busy just teaching our classes and doing the duties we do to keep the programs going.

2) With the elimination of the darkroom, we no longer have a photography program. This makes it nearly impossible for a student to be a Studio Art major, as with our few offerings, it is that much harder for a student to get enough studio art courses on our campus.

### **Current State of the Program**

**7. Enrollment Trends:** The latest data available is for 2017-2018. What we see is that our enrollments, load, and number of sections is unchanged from 2016-2017, and in going back to the previous year as well. We feel that our scheduling works well. In

the past, experimenting with evening sections, Friday classes, and multiple sections in the same time slot have not worked. We would like more marketing but do not have time, staffing, and resources do this, especially without an Arts Coordinator.

**8-A. Access & Completion:** Our program does not have an Equity Supplement in the data packets, therefore, there is not a disproportionate equity gap.

**8-B. Completion - Success Online:** Not applicable

**9A. SLO Assessment - Compliance:** All Studio Art courses are up to date. There are currently 6 courses being offered, all sections taught by Bill Morales. All have been assessed in accordance with 3-year cycle. Any courses not assessed were not offered over the past three years.

All Art History courses are up to date. All courses are taught by Denise Erickson. All have been assessed in accordance with the 3-year cycle.

**9B. SLO Assessment - Impact:** The results of our SLO assessments do not call for changes in courses to be implemented in that all meet success criterion.

**10. PLO Assessment:** The PLO's are a special challenge for the Art Department, because of the complexity of how a "program" is defined in our area. The PLO's were originally determined based on the concept of an "Arts Program", which includes Art Studio, Art History, Music, Drama, and Dance. These are all very different disciplines with very different strategies and outcomes. We have struggled with this for a long time, and hoped to have institutional support with a position for an Arts Coordinator. This hasn't happened. Therefore, we find ourselves in the Art Department trying to assess our program according to a much more broadly based definition than what we are actually able to assess in our classes.

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We plan on consulting with our PLO Assessment Coordinator about more effective ways

### **Looking Ahead**

**11. Program Planning:** Objectives:

- Continue to Maintain the quality of teaching and facilities in the studio art program. This includes updating equipment and facilities when needed because of obsolescence, end of usefulness, and newer teaching aids.
- Restoration of the Art Gallery in Building 9. Because of the repairs to Building 9, it was agreed that the Art Gallery would be temporarily closed while work was done on that side of the building. Consequently, it became office space for people who had to move out of their office, also due to the work being done. This was not part of the agreement. The work on that side of Building 9 has been completed but the Art Gallery is still being used as offices. The Gallery is an important vital to the Art Program and to the College as a whole, by exposing students to professional and quality art from the Bay Area.

**Program Review Narrative Status:** In Progress

## **Objective: Maintain Studio Art facilities and teaching equipment**

- Continue to Maintain the quality of teaching and facilities in the studio art program. This includes updating equipment and facilities when needed because of obsolescence, end of usefulness, and newer teaching aids. The maintenance of facilities and equipment in the Studio Art area are critical in conveying our quality of education, equal access for all students, and an environment that supports student success and respect for all.

**Objective Status:** 2 - Continuing (PR)

**Objective Year:** 2019-2020, 2020-2021

**Estimated Start Date:** 10/01/2019

**Estimated Completion Date:** 10/01/2020

**Please select the college goals with which this objective aligns.:** Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

**Please select the district goals with which this objective aligns.:** District Goal #3 - Increase Program Delivery Options, Including the

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Expanded Use of Instructional Technology, to Support Student Learning and Success, District Goal #4 - Ensure Necessary Resources Are Available To Implement This Strategic Plan Through Sound Fiscal Planning And Management Of Allocations. Protect Community-supported Status And Undertake The Development Of Innovative Sources Of Revenue That Support Educational Programs Beyond That Which Is Available From Community And State Allocations.

## Action Plans

**2019-2020** - Facilities: Replace the venetian blinds in 3-260 with sturdy and easy to use blinds that can block out the light and darken the room sufficiently to view projections of artwork on the screen. These will be constantly raised and lowered so they must be of lasting quality. (Active)

**2018-2019** - DOCUMENT CAMERA in 3-260 for teacher demonstrations. The present equipment is of such low quality that its use is very limited. Without it, students have trouble really seeing what the instructor is doing in a demonstration, especially when it come to technique and handling of the painting and drawing media.  
(Active)

## Objective: Restoration of the Art Gallery in Building 9

- Restoration of the Art Gallery in Building 9. Because of the repairs to Building 9, it was agreed that the Art Gallery would be temporarily closed while work was done on that side of the building. Consequently, it became office space for people who had to move out of their office, also due to the work being done. This was not part of the agreement. The work on that side of Building 9 has been completed but the Art Gallery is still being used as offices.

The Gallery is an important and vital resource for the Art Department. Through our program of exhibiting student work from the Art Department and the Digital Arts Department, it gives exposure and support to these students and introduces their work to the college as a whole. Also, our program of exhibiting works of significant Bay Area artists, it provides students and the wider College Community with the unique opportunity to engage with the arts on campus. These programs also help to raise the visibility of the arts on campus, and in the community.

**Objective Status:** 2 - Continuing (PR)

**Objective Year:** 2019-2020

**Estimated Start Date:** 12/16/2019

**Estimated Completion Date:** 02/01/2020

**Please select the college goals with which this objective aligns.:** Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

**Please select the district goals with which this objective aligns.:** District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #2 - Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In San Mateo County, District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success, District Goal #4 - Ensure Necessary Resources Are Available To Implement This Strategic Plan Through Sound Fiscal Planning And Management Of Allocations. Protect Community-supported Status And Undertake The Development Of Innovative Sources Of Revenue That Support Educational Programs Beyond That Which Is Available From Community And State Allocations.

## Action Plans

**2018-2019** - Work with invested and responsible administrators of get this space back to the Art Department for use as a gallery.  
(Active)