Instructional Program Review Update Template

Directions: Enter your narrative responses after the questions. Upload report(s) that you reference in each narrative.

Submitter: Tiffany Schmierer Submission Date: 11/15/2021

DIVISION: Social Science and Creative Arts PROGRAM NAME: Art Program

1.A. STATUS OF PRIOR GOAL – Goal # 1

Complete the section of questions for each goal, for instance 1.A. for the first goal, 1.B. for the second, and so on. If there are more than five goals, please contact the Office of Planning, Research, and Institutional Effectiveness (PRIE) to add sections.
GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

GOAL #1: Increase enrollment, student course success and transfer/career success with upgraded lab facilities to keep pace with best pedagogical and safety standards in lab design, technology, and equipment.

In order to attract and retain students, the Art Program needs to establish concurrency with our transfer and feeder institutions by providing 21st-century facilities. To meet this goal, upgraded facilities have been requested including increased number and size of studio art labs, increased support personnel, and upgrades to lab spaces and equipment. This has been a long term and outstanding goal throughout changes from the plan for a new Building 1 to renovation of the existing building. Despite the limitations of our current facility, we project a period of several years to achieve our goal in the current space to increase transfer and career success rates. Success is achieved when we fully meet current pedagogical, health and safety standards for Art facilities that provide the best learning environment for each art discipline area lab. Success is measured by increased enrollment and strong retention in our lab courses.

STATUS: ☒ Ongoing ☐ Revised for this cycle ☐ New ☐ Completed ☐ Discontinued
SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS (*Recommend length: not to exceed 250 words*)
- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?
    b) What has been accomplished thus far?
    c) What has been the impact of resources that were provided? ☐ Not Applicable
    d) What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?

- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

We are at approximately 60% completion for finished and in-progress projects to renovate current space. However, additional dedicated lab spaces for Design and Printmaking have not been realized. Since the last APP, the Art Program has: **Achieved:** 1. Hiring of a temporary studio lab coordinator, keeping with best standard practices for art studio maintenance and safety. A permanent position was approved by the SMCCD board and permanent hiring is planned to happen F21, and we are currently waiting for that hiring process to begin. 2. Upgrades to several art lab facilities, increasing safety and improving teaching and learning environments including increased space and updated equipment in the Ceramics lab; a new floor, electrical drop-downs, and equipment in the Sculpture lab; and a new Digital Art lab which has been relocated from Building 2 to B1, with new Smart Classroom technology. 3. Upgrades in health and safety equipment: eyewash sinks/stations for the 2-D and 3-D labs, a sawdust collector for the Sculpture lab, and a fine particle air filter for Ceramics lab. 4. Improved marketing: increased signage including campus tv monitors and sandwich boards, and website support for the gallery. The Art Program has new support from the SS/CA Program Service Coordinator to assist with this, and we now have sandwich boards dedicated to the Art Program.

Since the last APP, the Art Program facilities goals **In-Progress are:** 1. Hiring of a permanent studio lab coordinator, which is in keeping with best standard practices for art studio maintenance and safety. This position was approved by the SMCCD board and permanent hiring is planned for F21. 2. Photo lab construction, relocated from Building 2 as part of the Building 1 renovation; identifying additional storage areas for supplies and chemicals because the new space is much smaller. 3. A gallery lighting upgrade to improve reliability and safety as part of the Building 1 renovation. 4. Upgrades to the Gallery entrance and other outside entrances with improved signage and walkways as part of the Building 1 renovation. 5. Construction of a new ceramic kiln garage to improve accessibility for students, protect equipment, and improve safety. 6. Upgrades to Smart Classroom technology in the Painting, Drawing, Photography, Sculpture, and Ceramics Labs: Replacement of projectors on carts with large Smart TVS that are wall mounted or on rollers.

Since the last APP, the Art Program has **Not Achieved**:
1. **Photo lab improvements requested but not achieved:** Relocation of the photography studio art lab from Building 2 to Building 1 resulted in a significant reduction of space. In the required move we did not achieve equivalent space and lost approximately 2/3 of darkroom capacity. This also resulted in a loss of critical storage space for artwork and supplies, and of the lecture area for Photo. We would like access to a lecture room adjacent to the new Photo space for use

during Photo class times, and additional storage spaces as they become available with transitions out of Building 1 (such as the Workforce Development space on the 3rd floor).

2. **Sculpture Studio lab improvements requested but not achieved**: A full-studio industrial ventilation system for the health and safety of students and faculty.

3. **Painting Studio lab improvements requested but not achieved:** An industrial fume ventilation system for student and faculty health and safety. Proper ventilation for use of solvents, volatile materials, and specialized equipment. An upgraded lighting and electrical system for improved safety. Additional storage area for equipment and materials due to loss of existing space. A critique wall in the Painting Studio lab.

4. **Drawing Studio Lab improvement needed:** Upgrades to storage to replace existing storage space that has been lost, replacement of ceiling lighting in the drawing lab which is old and does not meet current electrical and safety standards. Electrical upgrades and increases for wall outlets to avoid extension cords causing both fire and trip hazards. Proper ventilation for use of solvents, volatile materials, and specialized equipment.

5. **Digital Lab improvement needed**: In the relocation of the Digital Arts Lab storage space was lost for equipment and tools. Identify more storage options, including hallway cabinets, and spaces that become available.

6. **Art Gallery improvements requested but not achieved:** Artwork storage furniture, a reception desk and donation container, an accessible phone, and an art prep and cleanup sink. Refinishing of the gallery floors and resurfacing of sheetrock walls to remove years of damage and wear. Technology: a computer, printer, short throw projector, and large flat-screen monitors. A dedicated annual budget. An expanded gallery director position with increased faculty release time. These basic needs will enable the gallery to host and feature the artwork of students, faculty, and regional artists. The gallery is a significant public-facing venue at the college, and these renovations will enable the gallery to represent the college well while in use for art exhibitions and the many other college events that are hosted by the gallery each year.

7. An increase in the number and size of studio art labs, including an additional studio for printmaking and design. We advocate for additional rooms, as programs from Building 1 are relocated to Building 2.

> A.   **Design lab:** A dedicated digital studio art lab that integrates with all studio art disciplines, is appropriate in size, and safely allows for the integration of all digital equipment: a 3-D printer, a laser cutter, 2-D and 3-D scanners, a plotter, large format digital printers, and storage cabinets for equipment and supplies.

> B.   **A dedicated Printmaking Studio lab that would provide the following improvements has been requested but not achieved:** A dedicated printmaking space is necessary to fully implement a printmaking curriculum per best practices exemplified by our transfer institutions. Similar to sculpture and ceramics, printmaking has highly specialized tools and equipment which are large, heavy, and stationary. This equipment can present a safety issue if they are not allocated the proper amount of space. In the current situation, instructors are required to sacrifice significant amounts of teaching time to set up and take down vastly different types of equipment, furniture, tools, and supplies for different course needs in a shared multi-disciplinary studio space. Increased

student access to studio space and equipment required for each discipline. Reduction in repeated studio art lab reconfigurations that impact the health and safety of students and faculty. If we cannot secure a dedicated lab, we will need to bank the Printmaking courses. This is due to the impact that the current Printmaking equipment set-up has on the function of the other 2D courses offered in the Painting lab.

IMPLEMENTATION STEP(S) AND TIMELINE – FOR ONLY *ONGOING*, *REVISED*, & *NEW* GOAL(S)
List *remaining* and/or *new* implementation steps and timelines for ongoing and/or revised goals.
List implementation step(s) to achieve new goals, which can include intended changes, professional development, and/or further inquiry.

With the significant change from planning for a new Building 1 to the renovation of the current building, Art Program faculty have continued to work with the administration and facilities to make progress in improvements to teaching facilities and health and safety in the current building. We have researched and prioritized areas needing upgrades and are working with equipment requests to advocate for new items to replace outdated or missing equipment in order to meet program objectives. We serve on planning teams for design and construction planning for renovations. We will continue to identify and advocate for potential areas that art programs can use as lab and lecture spaces as they become available in Building 1 with the transition of other programs to new locations in the coming years. We will continue to track developments in the art field, and continuously update teaching standards for our specialized labs as this is an ongoing process.

GOAL ALIGNMENT WITH COLLEGE VALUE(S) – FOR ONLY *NEW* GOAL(S)
☐ Social Justice
☒ Campus Climate
☐ Open Access
☒ Student Success and Equity
☒ Academic Excellence
☐ Community Partnership
☐ Participatory Governance
☐ Sustainability
RESOURCE REQUEST RATIONALES FOR *ONGOING*, *REVISED*, & *NEW* GOALS
(*Recommended length: not to exceed 150 words for each goal*)
☐ No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

To meet this goal, we request resources in the categories of renovations to labs spaces as outlined above, an increase in dedicated lab spaces for the art program, completion of hiring for the permanent Lab Coordinator position (already approved), and funding for specialized equipment and small tools to improve student safety, access, and success rates. The Art Program resource request has an itemized list and priorities by area.

1.B.   STATUS OF PRIOR GOAL – Goal # 2

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

GOAL #2: Increase equity and access to the study of Visual Arts and Culture by eliminating barriers, improving curricula with a focus on inclusion, High Impact Practices (HIPs), and college initiatives.

The Art Program identified equity as a goal in the 2018/2019 CPR and continues to work on this goal. The Art Program faculty are committed to creating a learning environment with a global and anti-racist perspective through culturally diverse curricula and programs. We seek to ensure that students gain cultural fluency and recognize themselves as contributors to a larger global community.

Given the disparity in enrollment and success statistics for specific ethnicity groups, the Art Program is committed to closing the equity gap. One barrier to increasing enrollment is income and economic class. This negatively impacts enrollment because students cannot afford to buy art materials required in studio art courses.

STATUS: ☒ Ongoing ☒ Revised for this cycle ☐ New ☐ Completed ☐ Discontinued
SUPPORTING NARRATIVE FOR EACH GOALS' STATUS (*Recommend length: not to exceed 250 words*)
- Ongoing
  a) Roughly how much of the goal has been implemented – 25/50/75%?
  b) What has been accomplished thus far?

Last updated on October 4,2021

    c) What has been the impact of resources that were provided? ☐ Not Applicable

    d) What are challenges not already documented? ☐ Not Applicable

- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

Eliminating Barriers: The Art Program creatively partners with multiple entities and funding sources to support the success of students with financial need. Over the years, we have secured a PIF grant, work with Promise Scholars and Guardian Scholars, and work with vendors on and off campus to increase access to supplies and textbooks. For example, the Art Program collaborates with the bookstore and outside vendors to create comprehensive art supply kits that are paid for by Promise Scholars funding. Second, we have added items that can be used over several semesters to the Art Program's equipment orders, including photographic equipment, small tools, and artwork frames. This relieves students of incurring these costs. Third, we have successfully implemented OER/ZTC in a majority of our course offerings. Our goal is to have 100% of our courses adopt/use OER/ZTC over the next few years. By increasing the level of access to equipment and textbooks, the Art Program has enabled students to begin course work immediately, thereby greatly impacting their course success.

Curriculum Improvements: Art faculty are actively engaged in diversifying curriculum and art exhibitions to center groups who are represented in the Skyline community but often sidelined by power structures that influence mainstream culture. Art faculty are active participants in shared governance committees, equity workshops, college curriculum redesign, Dual Enrollment Program, and other Skyline College initiatives.

We have expanded our program faculty to include a full-time Art Historian who has expertise in Asia, the Americas and Africa to better reflect our student body. Updates are being made to Art History CORs, for example ART 105: Arts of Asia, to align with the C-ID. Online Art History courses are being developed with a focus on diversity and to highlight the historical interconnectedness of religious and cultural groups. This work is being done in an effort to make the relevance of history more obvious to contemporary students.

A vast majority of our courses now have approved DE addendums and have been successfully developed with accessibility, online best practices, and innovative pedagogies. We created new GE courses that meet C1 transfer requirements, for example Art 171: Visual Theory and Practice: Black and White Photography. In collaboration with the EAC and Accessibility guidelines we have made materials more ADA compliant by using closed captions and alt text

for example. Art faculty have developed and offered thematic curriculum and projects on Sustainability, for example: Art 130: Art Appreciation and Art 405: Sculpture.

Art Department faculty are actively engaged in partnership with the Strategic Partnerships and Workforce Development Division to implement and develop dual enrollment pathways from high school to community college for high school students identified as likely to be underrepresented in higher education.

The Art Program continues to develop and present art gallery exhibitions promoting marginalized artists, cultures, and social justice issues, including "Art of Palestine," "Pandemic Polarity," and a solo exhibition by St. Louis and Bay Area based artist Christopher Burch "Maroon Melodies (Soliloquies of a Slick Sound)." Christopher Burch was the inaugural artist in the Visiting Artist Program. In addition to the exhibition, Burch taught workshops organized by the Art Program and Gallery in partnership with Skyline College Women's Mentoring and Leadership Academy (WMLA).

IMPLEMENTATION STEP(S) AND TIMELINE

In the upcoming CPR cycle, we will continue to implement the following:
1. Further diversify the Art History curriculum to align and support the Ethnic Studies program.
2. Continue to strengthen online and hybrid courses. 3. Increase accessibility for digital arts students with new course offerings, online course offerings, specialized equipment, internships, and open lab hours. 4. Increase offerings that fulfill GE for Arts and Humanities for CSU and UC. 5. Increase offerings in cross-disciplinary art courses. 6. Work with the SS/CA Dean to get our current CTE certificates approved at state level: Graphic Design, Web Design, Ceramics. 7. Work with College Redesign to align curricula with college initiatives. 8. Increase outreach to student clubs and learning communities (Puente, ASTEP, Kababayan and others) for improved participation from historically under enrolled communities. 9. Continue to advocate for the purchase of small tools and equipment that can be checked out to students and reused. 10. Work with the Promise and Guardian Scholars Program to secure additional resources for students. 11. Continue to expand OER/ZCT use in Art Courses. 12. Continue to implement and expand upon HIP in classes (experiential learning, thematic GE, innovative technology) by attending Professional Development offerings and revising teaching strategies. 13. Develop a lecture series for Art and Art History. 14. Diversify the art history adjunct teaching pool with professors who have expertise in the art histories of cultures represented by our student body, including Asia and the Americas. 15. To create object kits for Art History courses to support active learning.

GOAL ALIGNMENT WITH COLELGE VALUE(S) – FOR ONLY *NEW* GOAL(S)
☒ Social Justice

☒ Campus Climate

☒ Open Access

☒ Student Success and Equity

☒ Academic Excellence

☒ Community Partnership

☐ Participatory Governance

☒ Sustainability

RESOURCE REQUEST RATIONALES FOR *ONGOING*, *REVISED*, & *NEW* GOALS

(*Recommended length: not to exceed 150 words for each goal*)

☐ Not Applicable

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

1. Supplies of handheld tools and equipment to provide equitable access to all students. 2. Purchase of tangible objects for experiential learning related to Art History lessons. 3. Technology to implement HIPS. 3. Request for expanded release time for the faculty gallery director 4. The Art Program resource request has an itemized list and priorities by area.

1.C. STATUS OF PRIOR GOAL – Goal # 3

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

GOAL #3: Maintain and increase comprehensive community connection:

The Art Program has developed and maintained strong community connections, both on campus and in the local area, to provide shared educational experiences in the Visual Arts. This outreach serves to promote the Skyline College mission and values. The COVID-19 pandemic necessitated a reimagining of some of these projects, but we have adapted and are transitioning the projects back to continue to build our community programs and connections while adapting as needed to current public health conditions. Success is evidenced by maintaining and increasing our community presence. This is a continuously updated priority for our program and goals.

Last updated on October 4,2021

STATUS: ☒ Ongoing ☒ Revised for this cycle ☐ New ☐ Completed ☐ Discontinued
SUPPORTING NARRATIVE FOR EACH GOALS' STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?
    b) What has been accomplished thus far?
    c) What has been the impact of resources that were provided? ☐ Not Applicable
    d) What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

Since our last APP, **we achieved**:

1. Expanded high school outreach, including dual enrollment with local high schools, and collaboration with Capuchino High School on the 'Empty Bowls' fundraising event. 2. Expanded community outreach, including a Skyline College art student exhibition at Society of Western Artists Gallery and BAEC in downtown San Bruno, The Skyline College Art Exhibition at the California Conference for the Advancement of Ceramic Art, and public art projects in collaboration with the City of Daly City. 3. Enhanced engagement with Skyline students through art clubs, including Photography and Ceramics. 4. Continued participation in school wide events such as 'Meet Your Major', CTE for connection to arts industry, CIPHER learning community 'Rock the School Bells' and public art murals, collaboration with the Language Arts Division to help design, curate, and solicit student artwork submissions for the annual Talisman Literary Journal. 5. Development of school-wide events, including panel discussions, artist workshops, visiting artist demonstrations and lectures, and a biennial Empty Bowls fundraiser project. 6. Diverse, museum-quality art gallery exhibition presentations such as: Art of Palestine, an art exhibition, free Arab music concert in the Theater, and fundraiser for a variety of aid organizations for children in Gaza. This major cultural event was developed in partnership with a group of significant community organizations: Zawaya (San Mateo), The Middle East Children's Alliance (Berkeley), and Rebuilding Alliance (Redwood City); Pandemic Polarity, an exhibition which asked four artists: Alanis Forde (Barbados), Tim Maxwell (New York), Tom Mueske (Iowa), and Joseph Pascual (California) to re-contextualize Covid-19 data to turn the tragic pandemic into visually something tragic into something beautiful work; Skyline College 50th Anniversary Exhibition featuring graphic design materials, artifacts, photographs going back to 1968, Plusartworks from many past Skyline College Art Gallery exhibitions.; 7.

Last updated on October 4,2021

Increased regular and ongoing marketing with MCPR: including screen ads on district and campus TV monitors and websites, sandwich board advertisements in key locations to promote gallery exhibitions and art events; and marketing posters and flyers. 8. A president's innovation funds (PIF) grant to fund a new mural in San Mateo County in a collaboration with the mural painting class. 9. Online gallery exhibition platform and student participation application for increased accessibility. 10. Faculty participation in Skyline College's film festival "Stories of Transformation." 11. Celebration of student success and increased access to student artwork through an online juried exhibition

Since our last APP these are in progress: 1. Art program webpage improvements; we are in the planning stages and anticipate updates this year working with our SS/CA Program Service Coordinator. We have already developed a new web presence for the art gallery and mural class, which includes an interactive form for community partners to request mural collaborations. 2. Implementation of a new community mural project with our Painting 1 students, and promotional video funded by a PIF grant for SP22. 3.Development of a speaker series involving Skyline College faculty on non-Western Art History topics for the Sanchez Art Center in Pacifica.

Since our last APP, not achieved: 1. Create a dedicated budget to Improved marketing and visibility for the Art Program, Art Gallery, and accompanying art and cultural events. More off-campus advertisements to specifically target the local community. In partnership with MCPR produce a comprehensive marketing strategy to highlight the Art programs curriculum, events, and community outreach projects.

IMPLEMENTATION STEP(S) AND TIMELINE
In the upcoming CPR cycle, we will continue to implement the following:
1. Work to safely transition our annual community programs while continuing to maintain the high level of community events in upcoming years. 2. Work with the SS/CA Division Programs Coordinator to increase our community visibility. 3. Work with MCPR in strategizing promotional materials highlighting our offerings. 4. Increasing virtual Art Gallery access to increase audience for exhibitions. 5. Seek out new community partnerships to increase connections, for example: The Sanchez Art Center in Pacifica, SFMOMA's Collections Center and research facility in South San Francisco, and the Peninsula Art Foundation in San Bruno. 6. Continue to reach out and engage with new community partners on the Peninsula to help facilitate our mural painting course.

GOAL ALIGNMENT WITH COLELGE VALUE(S) – FOR ONLY *NEW* GOAL(S)
☒ Social Justice
☒ Campus Climate
☒ Open Access

Last updated on October 4,2021

☒ Student Success and Equity

☒ Academic Excellence

☒ Community Partnership

☐ Participatory Governance

☐ Sustainability

RESOURCE REQUEST RATIONALES FOR *ONGOING*, *REVISED*, & *NEW* GOALS

(*Recommended length: not to exceed 150 words for each goal*)

☐ Not Applicable

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

1. A dedicated art marketing budget to increase visibility of the Art programs courses offered and cultural events. 2. A dedicated annual operational budget for the art gallery. 3. Request for expanded release time for the faculty gallery director 4. Increased display cases in building 1 to showcase student artwork and projects from 2D/Photography and Art History courses. 5. The Art Program resource request has an itemized list and priorities by area.

1.D. STATUS OF PRIOR GOAL – Goal # 4

   GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

GOAL #4: Increase Online Retention and Student Success

This goal was initiated in our last CPR 2018/19 where we discovered that face-to-face retention and success was higher than online. At that time, we identified that the Art Program's hybrid and online success rates were lower than the colleges. With the emergency move to online courses with the pandemic, this is an even more critical area of focus. The Art Program's success and retention outcomes now consistently track higher by one to three percent than those college wide, according to PRIE data. This is a change from the last AP (2019/2020), and is due to art faculty's concerted effort to shift teaching modalities from face-to-face to online during the pandemic, while continuing to maintain high standards for success and retention.

Instructional Program Review Update Template

STATUS: ☒ Ongoing ☐ Revised for this cycle ☐ New ☐ Completed ☐ Discontinued

SUPPORTING NARRATIVE FOR EACH GOALS' STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
  a) Roughly how much of the goal has been implemented – 25/50/75%?
  b) What has been accomplished thus far?
  c) What has been the impact of resources that were provided? ☐ Not Applicable
  d) What are challenges not already documented? ☐ Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

We have taken major steps to offer engaging and successful online instruction in excess of 80% of our goal. These include: 1. Art faculty have been certified in the CTTL Quality Online Teaching and Learning (QOTL) Course. 2. Art faculty have attended professional development workshops on specific online teaching tools and strategies, and worked with CTTL support on developing best practices. 3. Specific time was allocated at our department meetings for Art faculty to share successful online practices and tools and areas of challenge to get peer feedback. We set up an art resource sharing page on the Division Canvas module and have a goal of creating more ways to share resources specific to online art education. 4. We have surveyed students in our Art classes, gathering input on their online experience and suggestions for improvements we can make. 5. We use OER/ZTC resources for online courses and provide kits and small equipment to students for several lab classes. 6. We have created itemized and prioritized resource requests for the procurement of teaching and learning technologies.

IMPLEMENTATION STEP(S) AND TIMELINE

In the upcoming CPR cycle, we will continue to implement the following:

1. Continue to participate in flex and CTTL workshops to gain knowledge of more online tools and teaching strategies. 2. Analyze data to see which courses thrive online in comparison to face to face. 3. Expand online offerings for classes that are successful online to increase program access. 4. Identifying specific courses for improvement based on success and retention data. 5. Review and improvement of DE assessment tools that target assessment methods specific to online art courses. 6. Faculty consultation with the CTTL/DE coordinator to provide strategies for increased student success. 7. Encouraged attendance at professional development workshops and conferences that are specific to online pedagogy and technologies, as appropriate.

GOAL ALIGNMENT WITH COLELGE VALUE(S) – FOR ONLY *NEW* GOAL(S)

☐ Social Justice
☐ Campus Climate
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☐ Sustainability

RESOURCE REQUEST RATIONALES FOR *ONGOING*, *REVISED*, & *NEW* GOALS

(*Recommended length: not to exceed 150 words for each goal*)

☐ Not Applicable

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

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1.Resources to mitigate student barriers to acquiring technology, equipment, and materials. 2. The Art Program resource request has an itemized list and priorities by area. 3. Given the performative nature of teaching studio art classes, enhanced technology and training for making professional quality videos and technique demonstrations, including lighting kits, multiple webcams, and audio equipment.

1.E.   STATUS OF PRIOR GOAL – Goal # 5

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

STATUS: ☐ Ongoing ☐ Revised for this cycle ☐ New ☐ Completed ☐ Discontinued
SUPPORTING NARRATIVE FOR EACH GOALS' STATUS (*Recommend length: not to exceed 250 words*)

- Ongoing
    a) Roughly how much of the goal has been implemented – 25/50/75%?
    b) What has been accomplished thus far?
    c) What has been the impact of resources that were provided? ☐ Not Applicable
    d) What are challenges not already documented? ☐ Not Applicable

- Revised – Explain how and why the goal has been revised: implementation plan? timelines? measures of success?
- New – Briefly explain the need for the goal, and how it aligns with the College Values.
- Completed – Note the accomplishments and to what extent the measure of success was met.
- Discontinued – Explain why.

IMPLEMENTATION STEP(S) AND TIMELINE

GOAL ALIGNMENT WITH COLELGE VALUE(S) – FOR ONLY *NEW* GOAL(S)
☐ Social Justice
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☐ Sustainability

RESOURCE REQUEST RATIONALES FOR *ONGOING*, *REVISED*, & *NEW* GOALS
(*Recommended length: not to exceed 150 words for each goal*)
☐ Not Applicable
Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?
Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

2. **COURSE SLO RESULTS**

    Upload the relevant *Improve* (formerly *Tracdat*) SLO reports with the last three years of course SLO results. If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.).

3. **INSTITUTIONAL SLO RESULTS**

    When possible, concurrently assess course SLOs and ISLOs.
    Report on the last three years of ISLO results which you'll receive from PRIE. Indicate if the results met the benchmark or were inconclusive. Additional commentary is optional.

Instructional Program Review Update Template

ISLO	YEAR(S) ASSESSED	COURSE(S) TO ASSESS THE ISLO	RESULTS
CITIZENSHIP			
CRITICAL THINKING			
EFFECTIVE COMMUNICATION			
INFORMATION LITERACTY			
LIFELONG WELLNESS	2019	Art 430, 351, 204, 411	Criteria met, with 79% or more showing some proficiency and higher on the rubric for resilience, persistence, challenges, and life-long learning behaviors. In our next ISLO assessment we will be sure to apply the rubric in a more standardized way as we realized our scores were decreased as some instructors put no/limited proficiency if the project was missing, rather than evaluating only the projects that were submitted.

Drawing from 2 and 3, what notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Which course results led to action(s) that were planned or taken, if any? What efforts, if any, have been made to enhance student learning in those courses (e.g., curricular and pedagogical changes to the course; course sequencing, including complementary general education courses; adoption of OER/ZTC texts; assessment design; collaborations with other areas of campus, etc.)? (*Recommended length: not to exceed 250 words*).

SLO ASSESSMENT: Our analysis of course SLO data for the last year shows that our courses are meeting our SLO benchmarks. One apparent trend is that technique and skills rank a little higher than the ability of students to communicate about their artwork. As a result, we have been implementing new strategies to improve student self-reflection, oral interpretation, use

of art terminology, and communication skills. A summary of action items that came out of this assessment and our faculty SLO reflection meeting are:

- Increase in-progress critiques/discussions, opportunities for self-reflection, and group ideation exercises
- Increase creative written/verbal exercises and assignments for students to practice using art terminology.
- Create a shared Art resource OER that addresses vocabulary, video tutorials, resource links, and more.
- Focus even more on the connection between artwork and context to address ethnocentric and egocentric perspectives.
- Continue to increase interactive tools and support for online teaching
- Continue to increase student support, via tutorials for Canvas
- Increase the use of student surveys throughout classes to capture students' needs for resources and support. Create a standardized art course survey to capture student needs for online learning.
- Increase student confidence in presenting and discussing artwork with more practice and informal opportunities.
- Expand the modeling of safe practices and standards in the studio
- Recruit and retain students by maintaining parity and with the goal of exceeding our regional art programs in the quality of our labs and facilities and equipment available to students.
- Advocate to increase the use of instructional technology in the classroom including Smart Screens, improved Wi-Fi, and sound systems for A/V presentations
- Continue to increase collaborative projects and the use of High Impact Practices (HIPs)
- Continue to increase diverse representation of artists and artworks in course presentations to be inclusive and representative of our student population
- Include more examples of professionals working in art careers
- Close the equity gap for students in terms of access to technology and equipment by providing more small equipment and computers to check out, and providing access to printers and computers with the design software to all students through a dedicated art computer lab or increased access to available computer labs
- Not assessed due to COVID:
  During COVID we did not offer Photography II, III, Sculpture III: Metal Casting or Printmaking. We are waiting for the completion of the photography lab to offer the full range of Photo courses. We want to rotate Printmaking into a two-year cycle but need to secure more space and equipment to fully realize the medium If we cannot secure a dedicated lab, we will need to bank the Printmaking courses. This is due to the impact that the current Printmaking equipment set-up has on the function of the other 2D courses offered in the Painting lab.

Our course SLOs are directly mapped to the PSLOs. All courses are on track for the 3-year assessment unless they were not offered due to COVID.

ISLO Assessment:

Lifelong Wellness:

Four full-time art faculty participated in the assessment of the ISLO for Lifelong Wellness in the Fall of 2019. Faculty assessed studio art projects that investigated: Personal Development: Self-awareness, Resilience: Effort, Resilience: Persistence, Resilience: Challenges, and Lifelong Learning Behaviors. We met as a department to help standardize use the rubric using a sequence of 2 projects along with sketchbook reflections. The highest rates for Some to High Proficiency were in Effort and Resilience: Persistence at 84%. Resilience: Challenges and Lifelong Learning behaviors were a little lower at 79%. We presented key questions at the ISLO Town Hall Forum in Spring 2020, including strategies for how we foster reliance and life-long learning skills in the arts (this is detailed in our AP 19/20).

- **Insights on Assessment process:**
  - In analyzing our results, we realized that a few classes scored students who missed the project or did not continue class as No/Limited proficiency. For a more accurate result we should have left these blank, as no projects were assessed in these cases.
  - Evaluating between Some Proficiency and Proficiency was hard for some. We wondered whether decreasing the rubric categories might be more effective in producing a useful measurement. We made this change on our student surveys.
  - The standardizations process revealed it is harder to establish the middle criteria, but easier to establish High Proficiency. We had good conversations about how to evaluate and build these skills.

- **Ideas for improvement:**
  - Add more specific reflection questions and discussion sessions related to resilience.
  - Increase opportunities to connect resilience with personal success, achievement, and positive social change.
  - Expand discussions about successful leaders and key figures in the field beyond what they accomplished, to include the personal strengths they possessed and the hardships they overcame to reach their goals. Help students learn to see themselves and their own strengths through these success stories.
  -We looked at 2 projects in sequence for aspects of growth, resilience, reflection, and lifelong learning behaviors, but it might be better to do 3 projects and review a larger series of works.

Piloting of Creative Thinking and expanded Creative Skills language to ISLOs: One of our art faculty is leading a pilot with faculty from other disciplines to add a Creative Thinking component to the Critical Thinking ISLO. In addition, we are working to expand creative language in the other ISLOs, which has been endorsed by the I.E.C.

Last updated on October 4,2021

4. **CURRICULUM**

Please check the boxes to indicate that the following tasks have been completed:

☒ Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness

☒ Updated *Improve* with new or changed SLOs, and requested from PRIE the addition of new courses in order to input SLOs
☐ Not Applicable

☐ Updated new or changed PSLOs on the program website after they are published in the College Catalog
☒ Not Applicable

☒ Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee
☐ Not Applicable

*Reviewed and submitted updates/suggested revisions to the Interim Director of Guided Pathways and Comprehensive Redesign, Ernesto Hernandez as directed.

5. **ADDITIONAL INFORMATION**

☒ Not Applicable
Please note anything else that has not been captured above that is relevant to program accomplishments, challenges, and resource needs. Explain and document your response as needed.

APPROVAL AND SIGNATURE

This document has been reviewed and approved by: Click or tap here to enter text. on Click or tap to enter a date..