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Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

Art

Q2 Lead Author and Participants: Please list any person who participated in the preparation of this report.

Josh Eggleton, Xuchi Eggleton

Q3 Dean/Manager:

Alicia Munoz

Q4 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

The Art Department continues to increase and fill sections consistently. We have cancelled only 2 sections, in F18, over the course of the last year. Our retention rate remains strong at 90% and our student success rate is at 82% exceeding the college wide success rate. The Art Department hosted the Spring Student Art Show with over 300 faculty, students, and guests in attendance. Community and Institutional organizations, including the Cuyamaca College President, VP of Instruction, Dean of the division, Vejas, Caroline Cox Scholarship, John Abel, Bem's Fine Art, East County Fine Art Association, Fine Arts Department, Graphic Design, and the Cuyamaca Student Art Club, generously provided \$1950.00 dollars in student awards. The Fall19 Faculty Show was also a success with 75 students, faculty, and guests were in attendance. We partnered again with the Ornamental Horticulture to present "Art Alive," floral displays inspired by, and in direct response to the faculty artworks exhibited. The Cuyamaca Student Art Club partnered with the Pathway Academy to create a large-scale mural on the outside of Annex 2. John Abel's solo exhibition of recent artworks focused on the current social and political climate and generated an ongoing public dialogue. John Abel also published a career retrospective of his illustrative work and donated all proceeds as in the form of a student award in discipline of illustration. Art Department Faculty continue to be actively involved in the arts community including gallery exhibitions at the San Diego Art Institute, Hyde Gallery, Kruglak Gallery, Southwestern College Art Gallery, LAArtcore Gallery, The Lyceum Theater Gallery, Vishuddha Creatives, Burning Beard, and InterChange through the Property Business Improvement District. In the Spring, one of our faculty members, Lisa Karmel, exhibited at the Womanmade Gallery, in Chicago, where she was awarded 2nd prize. Additionally, Xuchi Eggleton was the Artist in Residence at the San Diego Art Institute during the Fall of 2018. The Art Department has identified new avenues for curriculum based on careers in the arts focused on digital technology: Illustration, Concept Design, and Game Design. Courses in the Digital Arts continue to be in demand among students but course availability is relatively new and should be considered emerging. The Art Department continues to create and offer new curriculum focused on creating a bridge with the Graphic Design department. Namely a multi-level Illustration course, begun in 2016 and a Digital Drawing and Painting course begun in 2018. New adjunct Art Department faculty have been hired and current faculty also have migrated to the Graphic Design department to teach Digital Painting and Digital Illustration to increase fluidity between both departments. However, this has been challenging because, although we do see a clear need for growth in this area, students are confused about their options when coming into Cuyamaca College due to a lack of a clear pathway for them to follow. It was with bittersweet news Marie Ramos retired at the end of Fall19, her leadership and presence within the department and the college will be sorely missed. This will be a challenge for the department going forward since implementation of all program goals will be left to adjunct faculty. Even so, the Art Department with help from our classified departmental assistant, Gini Gomez, will come together and step in where needed to create minimal impact on students and remain focused on departmental growth. Our Dean, Alicia Munoz and her Assistant, Dalea Kanno have shown outstanding leadership and support throughout this transition and deserve a tremendous amount of credit and thanks.

Page 2: II. Assessment and Student Achievement

Q5 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **Yes**

Q6 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission. **Respondent skipped this question**

Q7 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

All SLOs were assessed in F18. There are two SLO categories for instruction: A. Art History and B. Art Studio. A summary of pertinent data is as follows:

A. Art History SLOs:

1. Use art vocabulary to identify and analyze the formal and aesthetic components in works of art or the processes by which they are made
2. Identify artistic qualities, major works, and significant individuals in art from various historical periods
3. Identify the diverse, social, political, economic, or cultural perspectives that affect art

B. Studio SLOs:

1. Create artworks that demonstrate and apply both the principles of design and the elements of specific course level data.
2. Identify artistic qualities, major works, or significant individuals in art from various historical periods.

After analyzing faculty feedback, in regards to SLO data in all Art History courses, changes in language will be made to include the phrases "identify, evaluate, discuss, and analyze" because they include higher order thinking and will more clearly align with all program curriculum, including online learning. For example:

Art History SLOs:

- Use art vocabulary to identify and analyze the formal and aesthetic components in works of art or the processes by which they are made.
- Evaluate, discuss, and analyze the artistic qualities, major works, and significant individuals in art from various historical periods
- Identify, evaluate, discuss, and analyze the diverse, social, political, economic, or cultural perspectives that affect art.

Note: We have also identified the need to add SLO information that align with both current PLOs listed in the catalogue and the ILO "Professional Responsibility: Students will practice ethical and civil conduct in professional environments, as well as resolve conflict and build alliances." As a department, we need to further discuss how to incorporate professional responsibility at a student level in our department curriculum. We need more collaborative feedback from department faculty to determine how this can be integrated. It will be added to the agenda for F20 department meeting.

Q8 3. Does your department or discipline offer any degrees and/or certificates? **Yes**

Page 3: II. Assessment and Student Achievement

Q9 4. How are you currently assessing your PLOs?

PLO's are assessed by using the SLO assessment results as mapped to the PLOs (active).

Q10 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives? To access the College Catalog Associate Degree Programs and Certificates section, click here. **Yes**

Q11 6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu **Yes**

Page 4: II. Assessment and Student Achievement

Q12 Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

The overall success rate of the Art Department has remained steady over the last 5 years. The success rate has dropped slightly from 82% in Fall of 2014 to 80% in 2018. It peaked in 2015 at 82%. However, our enrollment numbers for Fall increased by 33% during that 5-year-period. The success rate for Spring increased from 81% in Spring of 2014 to 82% in Spring of 2019. It peaked in Spring 2016 at 85%. Spring enrollment numbers increased 25% overall during the last 5 years.

Q13 Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

The Art Department success rate currently stands at 81% overall, exceeding the college's goal of 77%. We intend to implement several departmental workshops, led by faculty, on careers in the Art which will be open to all Cuyamaca students. We intend to discuss implantation and scheduling during our January meeting. In addition, we intend to train online faculty on the new student outreach features available through the Canvas LMS, in an attempt to increase retention and success rates for our distance learners.

Q14 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

The success rates within the Art Department for the most part range from 75% to 100%, so we are generally satisfied with the success rates for all students. The success rates for female students is generally higher than male students, but only slightly higher. For example, the success rate for male students during the Spring overall was 81%, and 82% for female students. The difference in success rates is higher by 7%-8% when compared to the campus wide statistics in this category. The Success rate for African American students ranged from 79% in the Fall of 2014 to 68% in the Spring of 2019, with a high of 88% in the Spring of 2017. Even though these success rates are in line with campus wide statistics, these success rates are clearly much lower than what we would like to see in the Art department. Instructors in the Art department remain focused on Equity, cultural diversity, and inclusion in our classrooms. In January of 2016 the department declared itself a campus safe zone, posting statements of inclusion in our classrooms. We currently incorporate examples of historical documents, articles, images, and examples of multi-racial issues including those related to African Americans. We discuss issues related to the global practices of genocide, slavery, segregation, Civil Rights history, and in current events in Art History courses. We also identify specific artists whose work is historically and culturally relevant in our studio art classes. In the past five years we have seen increases in Latinx students in our classrooms. The success rate for Latinx students is at 78% for the last five years. We will revisit our commitment to inclusion in our January 2020 meeting as well as discuss new methods of connecting with students focused on outreach, early intervention and retention.

Q15 What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

Our current success rates are on par or above the campus wide statistics in this category. However, although our faculty pool is very diverse, the Art Department does not currently have any African American instructors. Although there is no specific way to address this disparity, it is worth pointing out. We would like to study this equity gap in our student/faculty pool further and plan to examine national data included in the Hechinger Report better understand national trends and develop potential solutions.

Q16 What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

The Art Department developed an optional confidential intake form that allows all students to provide us with a snapshot of their individual needs. The optional intake form addresses housing, transportation, food insecurity, gender pronoun preference, mental health, and other disabilities. Our goal is to provide instructors with a student-centered foundation from the first day of class. We have also seen a significant increase in non-binary students within our department. We plan design and provide a map of all the campus gender-neutral restrooms posted outside the third floor B building restrooms. The B building currently has no designated gender-neutral restrooms, the closest one is in the campus gym. We will also continue to request presentations and food baskets from Cuyamaca Cares.

Q17 How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

The Art Department remains committed to racial identity development which aligns with the college mission of student validation and engagement. Department Faculty have voiced interest in attending becoming more involved in the campus UMOJA community, a critical resource dedicated to enhancing the cultural and educational careers of African American and other students, and the forthcoming UMOJA retreat in Summer 2020.

Q18 In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

Currently we partner with the Graphic Design department to cross promote curriculum. Currently there are faculty that teach in both areas simultaneously. We have invited members of the Graphic Design and the Ornamental Horticulture department to participate in department meetings and the Faculty and Student Art shows.

This coming semester the Art department is offering workshops focused on career development in the arts. We also plan to reach out to the STEM disciplines to forge a STEAM focused partnership. We intend to research the STEAM goals of other colleges. All with the goal of creating campus-wide STEAM awareness. In SP20 Joshua Eggleton (Art), Tom Bugzavich (Graphic Design), and Miriam Simpson (Engineering/Earth Science) have begun to explore the possibility of developing an Industrial Design degree or certificate articulated with Cal State Long Beach. Courses in an Industrial Design degree or focus relate to all three departments, Engineering, Art, and Graphic Design.

Q19 OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Page 5: II. Assessment and Student Achievement

Q20 Do you offer distance education (online) courses?

Yes

Page 6: II. Assessment and Student Achievement

Q21 Are there differences in success rates for distance education (online) versus in-person sections?

Respondent skipped this question

Q22 If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address these disparities?

Currently the Art Department success rates over a 5-year-period are on-campus learning are totaled at Spring 83% and Fall 82% versus online learning Spring 80% and Fall 77%. The gap in success rates for online when compared to on-campus ranges between 3%-5%. In January the Art Department plans to train online faculty to use the new student outreach features available through the Canvas LMS, in an attempt to increase retention and success rates for our distance learners. These features allow faculty to email all students who have missing, late, or incomplete assignments directly from their course gradebooks. We will also recommend that faculty build reminder announcements into their courses 48-hours-prior to due dates on any high-value assignments.

Q23 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

The Art Department currently abides by the college's Guide to Best Practices in Online Teaching, co-authored by department faculty member Steve Schlichtenmyer. All online instructors have been certified to teach in compliance with Title 5 § 55204. During the Art department meeting, online faculty are given a presentation of CC Faculty Canvas Resources program including the "What's new in Spring/Fall XXXX" Module.

Page 7: III. Previous Goals: Update (If Applicable)

Q24 Would you like to provide an update for your previous program review goal(s)? **Yes**

Page 8: III. Previous Goals: Update (If Applicable) continued

Q25 Previous Goal 1:

Replace all previous goals with a Call to Action. How to continue building and maintaining the ARTS.

Q26 Which College Strategic Goal does this department goal most directly support? **Organizational Health**

Q27 Please describe how this goal advances the college strategic goal identified above.

A Call to ACTION! Replacing a FT Art Instructor prior to retirement is imperative! Sharing the day-to-day responsibilities and all the other activities that lead to increase enrollments and FTEs. The Art dept. will keep pressure on and at every opportunity show that "Art and Graphic Design Students Matter."

Q28 Goal Status **Deleted**

Page 9: III. Previous Goals: Update (If Applicable) continued

Q29 Please describe the results or explain the reason for deletion/completion of the goal:

Although need for FT faculty within our department has increased, since Marie Ramos' retirement, it will be addressed in the correct area of the annual program review update. There is no way to evaluate this goal because it is contingent on a position that cannot be created on a departmental level.

Q30 Do you have another goal to update? **No**

Page 10: III. Previous Goals: Update (If Applicable) continued

Q31 Please describe action steps for the year: **Respondent skipped this question**

Q32 How will this goal be evaluated? **Respondent skipped this question**

Q33 Do you have another goal to update? **Respondent skipped this question**

Page 11: III. Previous Goals: Update (If Applicable) continued

Q34 Previous Goal 2: **Respondent skipped this question**

Q35 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q36 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q37 Goal Status **Respondent skipped this question**

Page 12: III. Previous Goals: Update (If Applicable) continued

Q38 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q39 Do you have another goal to update? **Respondent skipped this question**

Page 13: III. Previous Goals: Update (If Applicable) continued

Q40 Please describe action steps for the year: **Respondent skipped this question**

Q41 How will this goal be evaluated? Respondent skipped this question

Q42 Do you have another goal to update? Respondent skipped this question

Page 14: III. Previous Goals: Update (If Applicable) continued

Q43 Previous Goal 3: Respondent skipped this question

Q44 Which College Strategic Goal does this department goal most directly support? Respondent skipped this question

Q45 Please describe how this goal advances the college strategic goal identified above. Respondent skipped this question

Q46 Goal Status Respondent skipped this question

Page 15: III. Previous Goals: Update (If Applicable) continued

Q47 Please describe the results or explain the reason for deletion/completion of the goal: Respondent skipped this question

Q48 Do you have another goal to update? Respondent skipped this question

Page 16: III. Previous Goals: Update (If Applicable) continued

Q49 Please describe action steps for the year: Respondent skipped this question

Q50 How will this goal be evaluated? Respondent skipped this question

Q51 Do you have another goal to update? Respondent skipped this question

Page 17: III. Previous Goals: Update (If Applicable) continued

Q52 Previous Goal 4: Respondent skipped this question

Q53 Which College Strategic Goal does this department goal most directly support? Respondent skipped this question

Q54 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q55 Goal Status **Respondent skipped this question**

Page 18: III. Previous Goals: Update (If Applicable) continued

Q56 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q57 Do you have another goal to update? **Respondent skipped this question**

Page 19: III. Previous Goals: Update (If Applicable) continued

Q58 Please describe action steps for the year: **Respondent skipped this question**

Q59 How will this goal be evaluated? **Respondent skipped this question**

Q60 Do you have another goal to update? **Respondent skipped this question**

Page 20: III. Previous Goals: Update (If Applicable) continued

Q61 Previous Goal 5: **Respondent skipped this question**

Q62 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q63 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q64 Goal Status **Respondent skipped this question**

Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q65 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q66 Please describe action steps for the year:

Respondent skipped this question

Q67 How will this goal be evaluated?

Respondent skipped this question

Page 23: IV. New Goals (If Applicable)

Q68 Would you like to propose any new goal(s)?

Yes

Page 24: IV. New Goals (If Applicable) continued

Q69 New Goal 1:

Research ways to reduce Equity gaps within the Art Department

Q70 Which College Strategic Goal does this department goal most directly support?

Student Validation and Engagement

Q71 Please describe how this goal advances the college strategic goal(s) identified above.

Researching Equity gaps with the Art Department directly relates to directly to the Cuyamaca College' strategic plan for equitable access. (Student validation and Engagement)

Q72 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

SLO data indicates that there is an equity gap among students that identify as Black, African, or African American that is 7%-10% lower when compared with overall program level success rates.

Q73 Action steps for this year:

- a. As of SP20, we have established this goal as a standing agenda item for review into our Art Department meetings to ensure the ongoing development of equity-minded teaching practices in both in person and on-line levels of instruction.
 - b. Two faculty have signed up for the EMTLI's upcoming cohort in F20.
 - c. Set up a partnership with campus UMOJA Coordinator Camille Jack from Counseling. We are reaching out to Student Services for information and guidance in this area.
-

Q74 How will this goal be evaluated?

- a. Equity-minded teaching strategies discussed during department meetings should be considered ongoing and summarized in the next program review update.
 - b. The findings of faculty that participate in the Equity Minded Teaching and Learning Institute (EMTLI) will be summarized and shared with the department upon completion.
 - c. A summary of steps taken as a result our partnership with UMOJA will be provided in the next program review.
-

Q75 Do you have another new goal? **Yes**

Page 25: IV. New Goals (If Applicable) continued

Q76 New Goal 2:

Improve relationships across instruction targeting STEM

Q77 Which College Strategic Goal does this department goal most directly support? **Student Validation and Engagement**

Q78 Please describe how this goal advances the college strategic goal(s) identified above.

By improving relationships with other departments focused STEM, the Art Department through increased presence can add an "A" to create STEAM. This addition will add to the college's goal of creativity and innovation. (Student validation and Engagement)

Q79 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Art Department SLOs are currently tied to "processes, historical periods, cultural perspectives, and principals of design" which already relate to the Sciences, Technology, Engineering, and Mathematics. Historically artists have always been multifaceted individuals that fell into multiple categories in what the institution currently has identified as STEM. For example, Michelangelo, who is well-known for painting the ceiling of the Sistine Chapel, was also a mathematician, chemist, architect, engineer, and sculptor simultaneously. The phrase "Renaissance" person refers to one who is a Polymath, a person whose expertise spans a significant number of various subject areas, referring to the renaissance period.

Q80 Action steps for this year:

Reach out to across instruction to Stem Programs. workshops the highlight the relationships across instruction between the arts and STEM for students. Form cross-collaborative displays in the H and B buildings that demonstrate the ways in which the arts and STEM overlap. As of SP20, the Art/Graphic Design Departments have already been in contact with Miriam Simpson (Engineering/Earth Sciences Chair), Robert Anness (Chemistry Chair), and Tammi Marshall (Mathematics Chair) to discuss ways in which to create, develop, and accomplish this goal. This goal was directly inspired by MIT professor Neri Oxman, who runs the MIT Media Lab, where she leads the Mediated Matter research group.

Q81 How will this goal be evaluated?

We will create a student survey designed for to be filled out at the end of workshops to measure awareness of the interrelationships that exist across disciplines in STEM, Design, and the Arts.

Q82 Do you have another new goal? **Yes**

Page 26: IV. New Goals (If Applicable) continued

Q83 New Goal 3:

Research ways to serve the needs of students in the Digital Arts (Continuation of Comprehensive PR goals)

Q84 Which College Strategic Goal does this department goal most directly support? **Guided Student Pathways**

Q85 Please describe how this goal advances the college strategic goal(s) identified above.

By researching ways to better serve the needs of students interested in careers in the Digital Arts we can help to provide a clear roadmap for students interested in transfer majors and certificates in this growing field. (Guided Student Pathways)

Q86 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Enrollment data indicates that courses that are offered either in Art or GD, that target digital art, suffer from low student enrollment and/or cancelation which affects acceleration. Art 241/242-Illustration, Art177-Digital Drawing and Painting, GD225-Digital Illustration are all listed in the 2019-2020 catalogue as either part of core curriculum or elective coursework for transfer. All of these courses are relatively new additions to our combined course offerings and should be considered emerging.

Q87 Action steps for this year:

2019 data from American Institute of Graphic Arts (AIGA) indicates the lack of accessibility to design education programs offered, a lack of awareness of design's impact, designers not having a seat at the table, and lack of diversity in design and tech are some of the most important issues facing designers today. All the more reason to reach out across institutional disciplines to create awareness and foster growth our instructional area. In SP19 Art and Graphic Design hired a new adjunct faculty member who is a working industry professional fluent in the areas of art direction, illustration (both digital and traditional), concept design (both digital and traditional), gaming, and app development. We need to continue to recruit more adjunct talent with cross-disciplinary skills in both Art and Graphic Design, to increase the quality and frequency courses in the digital arts that are offered. We will continue to cross promote our departments by creating a series of Art and Design centered workshops for students that highlight careers in the arts. We need to research if and how our current major/certificates for transfer align with CSU and UC requirements in the digital arts.

Q88 How will this goal be evaluated?

We will create a student survey designed for to be filled out at the end of workshops to measure awareness of the interrelationships that exist across disciplines in Graphic Design and the Arts.

Q89 Do you have another new goal? **No**

Page 27: IV. New Goals (If Applicable) continued

Q90 New Goal 4: **Respondent skipped this question**

Q91 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q92 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q93 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

Q94 Action steps for this year: **Respondent skipped this question**

Q95 How will this goal be evaluated? **Respondent skipped this question**

Page 28: V. Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs) **Yes**

Page 29: VI. Faculty Resource Needs

Q97 Are you requesting one or more Faculty Positions to achieve this program goal(s)? **Yes**

Page 31: VIII. Classified Staff Resource Needs

Q98 Are you requesting one or more Classified Positions to achieve this goal? **No**

Page 33: X. Technology Resource Needs

Q99 Are you requesting technology resources to achieve this goal? **Yes**

Page 35: XIV. Supplies/Equipment Resource Needs

Q100 Are you requesting supplies and/or equipment resources to achieve this goal? **Yes**

Page 37: XVI. Facilities Resource Needs

Q101 Are you requesting facilities resources to achieve this goal(s)? **No**

Page 39: Final Check

Q102 Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next." **I am ready to submit my program review**
