

1. Executive Summary

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STRENGTHS

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

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

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

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

OPPORTUNITIES/CHALLENGES

The period of lower enrollments in the college has also seen a drop in Studio Art enrollments, with courses being cancelled or not offered. Adding to this, our Photography Darkroom has been shut down by the district due to safety concerns. We are unable to offer Photography crippling an important facet of our program and TMC. Activity classes in the arts, in general, are being hurt system-wide. UC and CSU have become more restrictive in the courses they will accept for the Arts General Education Requirements, eliminating course that are primarily activity, as opposed to lecture. With the emphasis on moving students through more efficiently, it becomes difficult for students to include a studio art course in their schedule. These are challenges we are prepared to address in the following ways:

ACTION PLANS

- Participate as leaders in the Arts Task Force to mobilize college-wide support of the Art Studio and Art History programs
- Persist in getting administrative support for an Arts Coordinator to facilitate and support curriculum development, planning, community outreach, and marketing
- Initiate an active marketing plan to increase awareness of the presence and quality of the art program, and the excellence of the art gallery
- Re-brand the Art Program by creating an Arts Honors Certificate, which raises the profile of all the arts at Cañada, and draws students from other colleges
- Work with the counselors to clarify and strengthen the message to students about the value of art classes for their education and careers
- Research ways to comply with state guidelines for our Art Studio classes to articulate for GE credit

- Research Museum Studies programs in the Bay Area to see how we can help meet the growing demand for a museum work force
- Attend the 2017 College Art Association Conference in New York to research new trends in pedagogy and scholarship
- Improve the space and facilities of the photography and art studio classes to improve instruction

2. Program Context

1. **Mission:** How does your program align with the college's mission? If your program has a mission statement, include it here.

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 in general, transfer, and career education. Student engagement with the arts is fostered in a supportive environment, which promotes critical thinking and communication skills.

2. **Articulation:** Describe how your program's articulation may be impacted by changes in curriculum and degree requirements at high schools and 4-year institutions. Describe your efforts to accommodate these changes.

The Studio Art Program developed the new AA-T in Studio Art, which was approved in 2014. This entailed developing a new course, ART 306, 3D Design, which was needed as part of the core curriculum. However, when it was first offered, it was cancelled due to low enrollment. Another important course that is part of the TMC in Studio Art not offered the past two semesters is ART 351, Basic Black and White Photography. The District Office shut down the darkroom due to improper storage of photo chemicals but there has been no action to help us resolve this issue. Without these two courses being offered, students are not able to complete the AA-T in Studio Art.

Enrollments in Studio Art have also been adversely affected in that our studio art courses do not satisfy General Education requirements in the Arts for CSU and IGETC transfer. The CSU system has been more restrictive recently, in classifying studio art course as being primarily skill development and not containing enough theory. As students are guided more and more by these transfer requirements, the existence of a Studio Art program on this campus is being threatened.

I plan to meet with the Articulation Officer and review the latest requirements for CSU GE courses in area C (Arts and Humanities) to see if it is possible to revise some of our courses to fulfill the newer standards without compromising the educational integrity of our offerings. I would also like to meet with head of counseling to discuss the importance of studio arts and the benefit for students beyond fulfilling requirements to get matriculated as quickly as possible.

The Art History Program developed a new AA-T which has a provisional approval from the state. We anticipate receiving full approval this year.

3. Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group? recommendations for your program.

As in many other areas of the college, enrollments go down when unemployment in the area is down, as there is not as much need for job training. Also, people have less time to pursue education. Our studio art courses are also taken by students in various MART certificate and transfer programs. As their enrollments (MART) may lessen because of the jobs situation, so it also affects us.

In Art History, we have an opportunity to take advantage of the recent explosion in new Bay Area public and private art museums. The Anderson Collection at Stanford, the new Berkeley Art Museum, and the soon-to-open San Francisco Museum of Modern Art all provide a wealth of opportunities for jobs for our students. In response to this new trend, we are creating new courses focusing on Museum Studies.

3. Looking Back

4. Curricular Changes: List any significant changes that have occurred in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

The Studio Art Program developed a new course, ART 306, 3D Design, which was needed to offer the AA-T degree in Studio Art. (2013-2015).

In 2015 we developed three new courses: ART 213 -Life Drawing II, ART 231- Watercolor I, and ART 232 - Watercolor II.

ART 213 -Life Drawing II. Allows students to take a second semester in the important discipline of Life Drawing. This second semester is especially valuable for Studio Art majors and Animation students as one can only touch upon the basics in one semester.

ART 231- Watercolor I and ART 232 - Watercolor II. This expands our studio art offerings and is a subject popular with non-art majors.

Cañada Studio Art Courses at area high schools. ART 201 and ART 204 have been taught at East Palo Alto Academy, a charter high school, by Anthony Munoz since Fall 2014.

ART 351 & ART 352, Black and White Photography I & II, have not been offered since Fall 2014. The darkroom was shut down by the district Spring 2015 because of improper storage of supplies used for film photography. Because of this, we are unable to offer students this important component of our department, major and TMC.

Due to low enrollments we are also offering 2 less courses here on campus. In addition, courses have been canceled before the start of the semester due to low enrollments. This semester we are running 4 courses. The past two semesters we offered only 3 courses. This is down from the usual 7 courses we had been running. We anticipate an increase in enrollment with new marketing support provided by the administration, and the newly created Arts Task Force.

In Art History we have four new course offerings, and a new Art History Certificate:

Certificate of Achievement in Art History - The Certificate in Art History is designed to provide a structured and broad program of study for those students who are not pursuing the AA-T or Associate in Arts degree but who have a strong interest in the history of art, possibly leading to a minor in art history.

New courses which support the certificate, the AA, and the AA-T are:

Art 113 – Great Museums of America

Art 114 – The Art History of Paris

Art 116 – The Art of Great Britain

Art 118 – The Art of Spain

Three of our survey courses are now offered for Honors credit:

Art 102

Art 103

Art 104

This enriches our Art History Transfer program, and the Honors Program. The Art 104 Honors course will be offered every fall semester in conjunction with Mus.115 Honors to offer students an exceptional arts experience, including field trips and special arts experiences. We are working with the Stanford Arts Initiative on a partnership for our arts students and our arts programs.

5. (A) Progress Report-IPC Feedback: Provide your responses to all recommendations received in your last program review cycle.

Responses are reflected in this report.

(B) Progress Report-Prior Action Plans: Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

- 2014-2015 Participated in Majors Day by having Art faculty attend table with department information
- Studio Art instructors have been advertising our courses to students with printed flyers and ads on the active screens on campus.
- Instructors have been taking time during our courses to explain the following semester's offering at the appropriate time.
- We are offering the Arts honors as a transferrable class (Art 104) for three units instead of two, which has increased enrollment and strengthened arts honors
- We are have developed a Certificate in Art History, approved by the Curriculum Committee
- We requested and received funding from the President's office to assist our students in attending museums and performances for the arts honors class, and for all art history classes

6. (A) Impact of Resources Allocation: Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence.

If no resources have been recently requested, please write not applicable.

The purchase of the Slide Scanner has facilitated the beginning of converting from analog slides to digital images.

Lightweight folding tables for the painting and drawing studio (3-260) has made it much easier to use table for the various needs we have: work surface, presentations, etc.

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

At present it looks like we have lost 2 or 3 part-time positions in Studio Art. We are hoping this is only temporary. Obviously, this means we are offering fewer courses. This is not due to lack of staffing but because those sections were cut or not offered because of low enrollments.

Staffing the College Art Gallery in building 9 continues to be a problem. It has been almost impossible to find Work-Study students for the gallery assistant position who are responsible and can work during the hours when most students are in class. We need funding for this position that is not tied to Work-Study.

4. Current State of the Program

7. (A) Connection & Entry-Observation: Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and identify the specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

Enrollments have dropped in the period covered by the recent data packets, from a high of 410 students (265 Art History, 145 Studio Art) at census Fall 2010, to a low of 265 (179 Art History, 86 Studio Art) in Spring 2015. See Table 9. Productivity by Courses by Semester

This reflects the drop in Studio Art courses which have been cut due to low enrollment. The drop in numbers for Art History are due to offering one less class each semester for the Art History professor to fulfill her re-assigned time duties. Also, we were offering Honors Art History as a dedicated honors course, so the enrollments were lower. We are now offering the course as a dual CRN, so the enrollment numbers will rise. However, the enrollment numbers in Art History remain steady and healthy.

(B) Connection & Entry-Evaluation: Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends in enrollment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

1) The establishment of an Arts Coordinator position is of vital importance in our area. With only one fulltime faculty in each area, there is little time to be marketing and advertising our offerings, on campus and off.

2) We need (have?) a commitment from the administration to assist us in marketing our program. We will be meeting with the college head of marketing this semester to begin this process.

3) We also will need to have the newly formed College Arts Task Force address this situation

4) We will have a new Arts Honors certificate that we anticipate will increase enrollments.

5) Getting some studio art courses to satisfy the CSU GE requirement in the Arts. We will meet with the college articulation officer to investigate on the feasibility of this.

6) Art History enrollments and student success are strong. Adding the new Museum Studies component should strengthen the program as a career path. We plan on adding a "Great Museums of California" course to the curriculum. Also, we will study partnerships with local CSU Museum Studies programs, and internship possibilities for our students with local museums.

7) Communication with the Counseling Department to help them understand the importance of the arts for students, regardless of their area of study. The present emphasis on moving students through as quickly as possible has proven to be detrimental to the arts.

8) Resolve the photography darkroom situation so that we can return to offering ART 351 & 352, B & W Photography I & II. This involves getting a firm commitment from the administration to resolve what needs to be improved in the darkroom and to begin implement these improvements.

8. (A) Progress & Completion-Observation: Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and identify specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

The Art Department, both Studio Art and Art History, have exceeded the goals for student success and retention in all areas listed in the data.

(B) Progress & Completion Online-Observation: Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses.

N/A

(C) Progress & Completion-Evaluation: Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

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

9. (A) SLO Assessment-Compliance: Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time

Bill Morales does SLO assessment in the Studio Art area. All courses are systematically assessed at least once every 4 years.

Denise Erickson does SLO assessment in the Art History area. All courses are systematically assessed at least once every 4 years.

(B) SLO Assessment-Impact: Summarize the dialogue that has resulted from these course SLO assessments. What are some improvements in your courses that have been implemented through SLO assessment? How has student learning been improved by changes in teaching? Cite specific examples

Art 101 (Fall 2014) I expanded this portion of the final exam by adding more questions using terminology to identify objects and monuments. These terms were added to the Study Guide, and students were instructed to use the glossary in their textbook. Most of the students (75%) performed well on this portion of the exam.

In the future, I may give a “definitions” assignment requiring use of the textbook glossary to help students master the language of art history in preparation for the exam.

Art 101 (Spring 2015) This semester I tried something new. Instead of assigning an essay comparing and contrasting two monuments (e.g., compare the Stepped Pyramid of King Zoser to the Ziggurat of Ur), I assigned four articles for them to read about the current crisis in Syria and Iraq where ISIS is destroying ancient sites for political purposes. The sites were ones we studied in class. They reported on the articles, discussed the monuments, and included a reflection concerning what this means for the study of art history.

These essays were much stronger than on the other kind of standard essay. A large majority of students had something meaningful to say, and engaged with the history of the cultures represented at a deeper level. I am going to pursue this approach.

10. (A) PLO Assessment-Plan: Describe your program's Program Learning Outcomes assessment plan. Please specify whether you are using direct or indirect measurements of assessment.

PLOs have all been aligned with a variety of course SLOs, and indirect assessment has been used. PLOs will be affected by the cancellation of courses that have SLOs that align with the relevant PLOs.

(B) PLO Assessment-Impact: Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

We are just beginning to develop and implement PLO assessment so we have no findings yet. Because we are part of a program that includes Music, Theater, Art History and Studio Art, the diversity of the various components of our program make it difficult to simplify. If we are able to have a program coordinator, the process will be substantially improved. We are working on developing an assessment tool.

5. Looking Ahead

11. Program Improvement Initiatives:

N/A