



Art & Art History

Program Review - Comprehensive Review

2023 - 2024

Program Context

1. Mission

Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may 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. The courses in the department are primarily transfer courses, but they also serve Lifelong Learning. The Studio Art courses provide Career Technical skills to students in the Fine Arts as well as the Design Arts. The Art History courses offer students a solid foundation for careers in museums, business, and education. Student engagement with the arts is fostered in a supportive environment, which promotes critical thinking and communication skills.

The Art Department relies heavily on the resources available to students in the college Library and Learning Center, especially in the areas of research (Library) and writing skills (Writing Center) for essays and papers.

2. Articulation

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

No known changes.

3. Community & Labor Needs

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

No known changes.

Looking Back

4. Curricular changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

The Art and Art History Department has undergone major curricular changes in modes of delivery due to the impact of the COVID pandemic.

Prior to the outbreak (and temporary college lockdown) we offered only Face-to-Face classes in both Art Studio and Art History. Overnight we pivoted to all Distance Education methods of delivery. This was very challenging, and required an immediate response from faculty to train in new methods of content delivery and instruction. During the course of the pandemic (and its gradual aftermath) the modalities of curricular offerings have changed:

- We submitted all our core courses for DE certification, and they were approved
- We now offer Art History courses Online (asynchronous), Hybrid, Face-to-Face, and Late Start Mini-mesters

Art & Art History - Comprehensive Review

- Studio Art courses were taught Online (synchronous) during the pandemic, and are currently taught Face-to-Face

A new course, Art 131 - *Art Goes to the Movies*, was offered in Spring 2023 as a Face-to-Face class. The course had a healthy enrollment (45 students), and received a very positive response. The student persistence and success rate was excellent.

5A. Progress Report - IPC Feedback

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

9B. SLO Assessment Impact; Recommendations/Information needed: Strategies implemented/plan to implement, and 2) Specific examples. Comments: "What specific strategies have you implemented or plan to implement based on the results of your SLO assessment?"-

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

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

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

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

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

We did this in Art History, and the results were not very revealing, except that they enthusiastically answered "yes" to whether they felt the Art Program PLO's had been successfully achieved for them. We learned that our students felt their experience in our arts program was exceptional. We plan on consulting with our PLO Assessment Coordinator about more effective ways to assess our PLO's, and to capture anecdotal information in a formal, institutional way.

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

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

UPDATE: Our intentions to work with the Assessment Coordinator to develop a PLO Assessment Plan were sidelined by the needs of responding to the COVID crisis, and the departure of our Studio Art full-time faculty member. We are working with our colleague in Music at the current time to seek help from the Assessment Coordinator (once the Assessment Coordinator position is filled).

Art & Art History - Comprehensive Review

5B. Progress Report - Prior Program Goals

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

Objective/Goal: Maintain Studio Art Facilities and teaching equipment

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

UPDATE: The venetian blinds have been purchased and installed. This goal has been completed.

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

UPDATE: The document camera was purchased. This goal has been completed.

Objective: Restoration of the Art Gallery in Building 9

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

UPDATE: Restoration of the Art Gallery in Building 9.

Because of the repairs to Building 9, it was agreed that the Art Gallery would be temporarily closed while work was done on that side of the building. Consequently, it became office space for people who had to move out of their office, also due to the work being done. The work on that side of Building 9 has been completed but (until recently) the Gallery continued to be used as office storage space.. The Gallery is an important and vital resource for the Art Department. Through our program of exhibiting student work from the Art Department and the Digital Arts Department, it gives exposure and support to these students and introduces their work to the college as a whole. Also, our program of exhibiting works of significant Bay Area artists provides students and the wider College Community with the unique opportunity to engage with the arts on campus. These programs also help to raise the visibility of the arts on campus, and in the community.

We are delighted to report that the Art Gallery has just re-opened. We are very excited to re-start our exhibition programs in collaboration with the Digital Arts Department.

6A. Impact of Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?

Most recently we have put to good use the 1. document camera, which was used primarily during COVID quarantine. It was essential in facilitating teacher demonstrations.

The facilities request for 2. Venetian blind replacement in the Art Studio has improved the art faculty's ability to control light exposure in order to enhance teaching and learning opportunities.

6B. Impact of Staffing Changes

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

The unanticipated retirement of our Art Studio Professor has had a major impact on our Art Program. Since we have had only one full-time Art Studio Professor and one full-time Art History Professor, we had no adjuncts to temporarily fill the gap in our Art Studio classes. Unfortunately, we had to cancel all Art Studio classes for Spring 2023 semester.

Art & Art History - Comprehensive Review

But we were able to successfully hire two new adjuncts for our Fall 2023 program, and we are welcoming a third adjunct for our Spring semester course offerings.

Replacing our full-time Art Studio faculty is essential to the survival and success not only of our Art and Art History program, but also to the overall health of the Arts Program at Canada College. The teaching, planning, curriculum work, and resource development of the Art Studio program requires the expertise of Art Studio faculty. Furthermore, the oversight and administration of the Art Gallery requires faculty with experience and skills in art exhibition management.

Current State of the Program

7A. Enrollment Trends

Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.

Enrollments in Art History have remained consistently strong. Since the period being evaluated covers the COVID-necessitated shift to online offerings, it is encouraging to see little disruption in enrollments. As we have gone from 100% Face-to-Face, to 100% online, to a combination of modality offerings, the numbers have remained consistent. There are currently higher enrollments in online courses than there are in Hybrid and Face-to-Face classes. If we offered only online courses, the collective enrollments would be higher, but the college has prioritized bringing students back to campus, and offering courses in a variety of modalities to serve the diverse needs of students. In this context, the Art History program appears to be on target.

Enrollments in Art Studio are difficult to analyze, given the unexpected need to cancel ALL Studio classes for Spring 2023 (due to the sudden departure of full-time faculty and the difficulty of last-minute staffing). This accounts for the precipitous drop in the data chart. However, enrollments this semester (not included in the data packet) have been stronger than ever, indicating great student interest in our art program. For example, the three regularly offered Art Studio classes—drawing, life drawing, and painting—have enrolled 61 students for an 80% fill rate. (Art Studio classes have a class cap of 26 due to studio space.)

7B. Significant Changes in Your Program

Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?

The only significant change (discussed in the last question) occurred in Spring 2023 when we cancelled ALL the Art Studio classes due to our inability to staff them. But this semester, when we offered our core courses in the time blocks used in the past, the enrollments came back with gusto. This is very encouraging news as we plan the future of our Art Studio staffing.

Also, the closing of the Art Gallery for such a long period of time temporarily removed the presence of art on campus. We had relied on the gallery to showcase the work of our Art Studio department. We are confident the return of the Art Gallery will renew interest in the Art Studio classes, and we are excited about our collaboration with the Digital Arts department, which will bring even further attention to the arts on campus.

7C. Planning for Your Program

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.

The greatest boost which could improve these trends would be replacing our full-time Art Studio position. The ideas about curriculum development and course scheduling which a new faculty member could provide would strengthen and re-vitalize our Studio program. We could also try offering Studio courses online, or Hybrid, and possibly evening and weekend courses.

As noted, the enrollment trends in Art History at this time are strong. We are hopeful that the return of the Art Gallery will provide another marketing boost for both of our programs.

Art & Art History - Comprehensive Review

8A. Access & Completion

Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?

The course success rate in Art is above the collegewide rate.

Art History: The majority of students taking Art History are doing so to fulfill their Arts and Humanities requirement for Transfer in a variety of majors. The student completion and success rate is very strong. We are pleased to report that the overall success rate in Art History went from 71% in 2018-2019 to a five-year high of 80% in 2020-2021, then ended at 78% in 2022-2023. Withdraw rates in Art History decreased over the last five academic years going from 29% in 2018-2019 to 22% in 2022-2023.

If students wish to major in Art History they can complete all of their required courses at Canada College except for the Art of Asia and the Near East. This course is offered at Skyline College, so our few majors have been easily taking the course there. In the spring, I will be updating our COR for this course to make sure it aligns with the course at Skyline. I have been in collaborative discussions about this with the Skyline Art History faculty. If there is an interest in this course, we may consider offering the course at Canada in the future.

Art Studio: The results for this in the data packet is skewed, due to the aforementioned cancellation of all Art Studio classes for Spring 2023. However, prior to that time, the student completion and success rates were strong. The overall success rate in Studio Art trended down for two academic years, going from 84% in 2018-2019 to a five-year low of 72% in 2020-2021. This was followed by an increase for the next two academic years ending at 86% in 2022-2023.

8B. Student Equity

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

The reason for the lower rate of students taking Art History in the "Less than part-time" category is probably accounted for because so many students are taking the class to fulfill their requirements for transfer, and therefore are taking more units. This is surprising because a lot of students take Art History for enrichment, but perhaps they are greatly outnumbered by students in a transfer path.

The lower success rate number for Hispanic Males and Veterans is a question that is difficult to answer. Art History is a field that covers diverse populations throughout history. Most of the courses include content relevant to Hispanic culture. I include the art of 16th and 17th century Spain in the Art 102 class. In Art 103 we cover Francisco Goya and the influence of Spanish art and artists on 19th century European art. In Art 104 we cover Picasso. Also, we have a unit on Mexican Muralism, and we spend a lot of time on Frida Kahlo and Diego Rivera. The final museum assignment in that class encourages students to visit (and write about) the Diego Rivera murals in San Francisco.

The data for Art Studio classes indicates there is nothing to report.

8C. Completion – Success Online

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

As noted in the data packet, there was "little difference between success rates in face-to-face sections and online sections" for Art History.

For Art Studio courses, there is an indication of somewhat greater success in face-to-face classes than in synchronous classes, but (once again) the data is skewed by the absence of class offerings in Spring 2023. Our resumed Art Studio classes are all being offered face-to-face this semester, which is appropriate to the

Art & Art History - Comprehensive Review

discipline, but we are considering, based on staffing and potential demand, offering online, evening hybrid, or Saturday courses in the near future.

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All active courses are being systematically assessed over a three-year cycle.

All Art Studio courses are up to date. There are currently 6 courses being offered. All have been assessed in accordance with the 3-year cycle.

Art History SLO's are cycled for all our core courses (Art 101, Art 102, Art 103, and Art 104) over a two-year time period. The selective courses (i.e., Art 131, Art 250) are assessed as they are taught. We teach one of these classes each academic year.

9B. SLO Assessment - Impact

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

In Art History, SLO assessments have been affected by the sudden shift in class modalities. The assessment tools used in a face-to-face Art History class (i.e., slide identification exams) aren't feasible for online classes. The learning outcomes are the same, but the manner in which they are measured have altered.

However, the consistent meeting of the success criterion for students in our classes indicates that the new modes of assessment are working.

For example, instead of the students writing an essay in class, they are now required to read articles about current pressing issues in the period of art history we are studying and evaluate (and reflect upon) how we interpret the art we are studying. The student learning outcomes about critical thinking, using the language of art history, and identifying monuments and objects are the same, but the assignments are different. What is particularly encouraging from evaluating the SLO's is that students are responding favorably to the new assignments, and the outcomes are stronger.

We are pleased that the Covid crisis pushed us to move to different modalities of teaching and learning, and we are encouraged to investigate ways to re-think assignments in both our online and face-to-face classes.

10 PLO Assessment

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

The challenges of PLO assessment for the Art and Art History Program (within the Arts Program) were discussed in question 5A. We were in the early stages of seeking guidance from the Assessment Coordinator about beginning a deep dive into re-thinking of PLO's for the Arts Program before her departure. In the absence of an Arts Coordinator, we are collaborating with our colleague in Music to take a deep dive into re-thinking how our Arts Program can be organized to allow for (perhaps new PLO's?) to reflect the inter-relatedness of the different fields of art, while acknowledging the differing strategies within different disciplines. We will be pursuing help from the new Assessment Coordinator when they are appointed. This is a major goal for the upcoming academic year, and will need the participation and input of a full-time Art Studio faculty member.

Looking Ahead

11. Planning for the future is an important part of Program Review. This is your opportunity to identify new directions for growth and improve your program. Based on your analysis of the data and your responses to the questions above, identify specific and measurable goals and action plans for achieving those goals. Consider

Art & Art History - Comprehensive Review

goals such as, but not limited to: updating curriculum, closing equity gaps, responding to student and community needs, etc. Please enter your response in the textbox below.

Goal 1: Replace the full-time Art Studio faculty position.

Action Plan: We are currently working with our H&SS Dean to create an Vacancy Replacement Request to submit to the college for this position. The goal is to have a full-time Art Studio Faculty replacement by Fall 2024.

Goal 2: Update curriculum for the Art 105 Art of Asia and the Near East class

Action Plan: We are currently working with our Art History colleague at Skyline College to make sure our Art 105 COR is in compliance with theirs. We will be updating our COR and submitting it for approval to our Curriculum Committee in Spring of 2024.

Goal 3: Resolve the PLO Assessment issue

Action Plan: We are working with our colleague in Music to revise our Arts Program PLO's. (This is discussed in Question #10). We plan on seeking the assistance of our Assessment Coordinator to help us develop assessment techniques which more accurately assess our different disciplines within the Arts Program, or possibly re-write our PLO's.

Goal 4: Explore course modality opportunities in Art Studio course offerings--asynchronous, hybrid, evening, and weekends.

Next Step: If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there. Otherwise, this is the last prompt in the comprehensive program review form.

Supporting Information

Tables & Graphs

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