

INSTITUTIONAL PROGRAM REVIEW 2014 – 2015
Program Efficacy Phase: Instruction
DUE: April 13, 2015

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each Fall, and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each Fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written (and submitted to the Dean) so that your review team can work with you at the small-group workshops (Feb 13, Feb 27, Mar 27, and Apr 10, 2015). Final documents are due to the Committee co-chair by **Friday, April 13, 2015** at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will work with the writer as they draft their documents during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. As such, the efficacy process now incorporates the EMP sheet, a curriculum report, SLO/SAO documentation already generated elsewhere. The committee continues to strive to reduce duplication of other information while maintaining a high-quality efficacy process.

Program Efficacy 2014 – 2015

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Art Department

Name of Division

Arts and Humanities

Name of Person Preparing this Report

Mandi Batalo

Extension

384-8937

Names of Department Members Consulted

David Rosales, Jim Stewart, Linda Fisher-Butterfield, Nader Gergis, Ian White, Brian Cooper, Shane Keena

Name of Reviewers

Andee Alsip, Todd Heibel, Michael Mayne

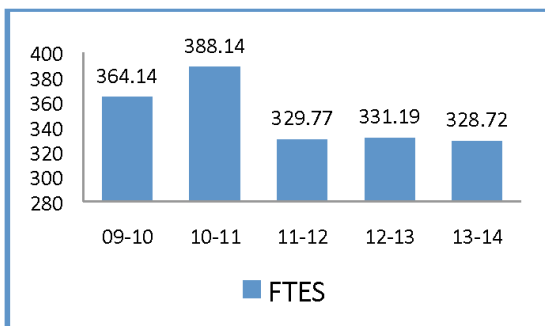
Work Flow	Due Date	Date Submitted
Date of initial meeting with department	February 23, 2015	
Final draft sent to the dean & committee		April 10, 2015
Report submitted to Program Review Team		April 10, 2015
Meeting with Review Team	Met with Nori and Guy at a workshop on Feb. 27, 2015. Our program review team was busy with other attendees. Sent Todd a draft on April 6.	
Report submitted to Program Review co-chair		April 10, 2015

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	1		
Faculty	3		16
Classified Staff		1	
Total	4	1	16

ART 2013-14



Description:

The Art Department provides quality art education to a diverse community of learners. Courses in Art are designed to serve lower division, transfer and general education students at the two-year college level, students interested in careers in graphic design, web design, computer animation and three-dimensional disciplines, and the personal interests of our community members. Art courses provide critical thinking skills and multicultural experiences that can be usefully applied in other areas of education and life.

Assessment:

Comparing the 2012-2013 and 2013-2014 academic years indicates

- There has been only a slight variance in enrollment from 2011-2012 through 2013-2014. There was a 1% decrease in enrollment during the 2013-2014 academic year.
- The numbers for duplicated enrollment increased by 1% from 2012-2013 to 2013-2014 and the WSCH per FTE decreased by less than 1% during the 2013-2014 year.
- The decline in FTEs, Duplicated Enrollment and FTEF are linked to section cuts. During the 2009-2010 the art department offered 91 sections. Eighty sections were offered during the 2013-2014 academic year.
- Success rate increased by 8% 2009-2010 to 2013-2014 and retention rate increased by 9% from 2009-10 to 2013-2014.

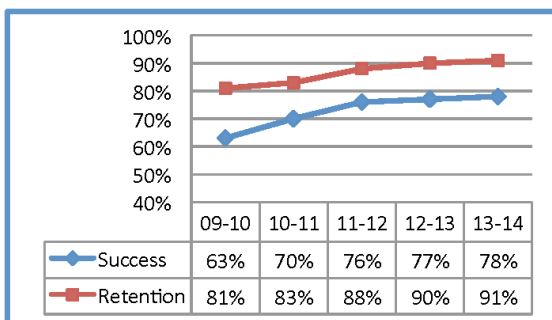
Department Goals:

- To increase the number of sections offered
- To increase online course offerings
- To evaluate and implement changes to the SLOs
- To increase the number of degrees and certificates awarded
- To develop a transferable 3-D foundations course

Challenges & Opportunities:

- The challenges are lack of full time faculty, especially an art historian. There are FTEs for nine full-time faculty, yet we are a department of only three full time faculty. Additional challenges are a decrease in sections offered and students who lack reading and math skills
- The opportunities are to develop new curriculum, improve access to classes for students who need a flexible schedule, and increase educational partnerships with transfer destinations (four-year colleges and universities)

	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	2,583	2,754	2,224	2,152	2,209
FTEF	20.26	20.66	18.12	17.66	19.00
WSCH per FTEF	539	564	546	563	519



	09-10	10-11	11-12	12-13	13-14
Sections	91	95	75	73	80
% of online enrollment	4%	4%	0%	3%	3%
Degrees awarded	6	10	13	9	16
Certificates awarded	2	3	9	9	7

Action Plan:

- Develop a strategic plan for growth
- Continue regular department meetings to discuss department goals and strategies
- Continue regular Advisory Committee meetings
- Continue to request an additional full-time faculty member through Program Review
- Continue SLO assessments and summaries and revise SLOs as necessary

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	<p>The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance.</p> <p>If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.</p>
Pattern of Service	The program's pattern of service is not related to the needs of students.	<p>The program provides <u>evidence</u> that the pattern of service or instruction meets student needs.</p> <p>If warranted, plans or activities are in place to meet a broader range of needs.</p>

Demographics - Academic Years - 2011-12 to 2013-14		
Demographic Measure	Program: Art	Campus-wide
Asian	4.0%	5.2%
African-American	14.5%	14.2%
Hispanic	60.8%	59.2%
Native American	1.0%	0.3%
Pacific Islander	0.6%	0.4%
White	16.3%	16.8%
Unknown	2.8%	3.9%
Female	57.1%	54.8%
Male	42.9%	45.1%
Disability	10.6%	5.7%
Age Min:	18	14
Age Max:	78	84
Age Mean:	28	29

The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.

Ethnicity

An analysis of the categorical demographic data for the art department reveals that the largest ethnic population represented is Hispanic (60.8%), followed by White (16.3%), African-American (14.5%), Asian (4.0%), Unknown (2.8%), Native American (1.0%), and Pacific Islander (0.6%). Ethnicities above the Campus-wide percentages are African-American (+. 3%%), Hispanic (+1.6%), Native American (+. 7%), Pacific Islander (+. 2%). Those below the Campus-wide percentages are Asian (-1.2%), White (-.5%), and Unknown (-1.1%). The variance is from +1.6% (Hispanic) to -1.2% (Asian).

To address the variance in the Asian student population the Art Department has discussed an art exhibit that may appeal to Asians students, the development of an Asian art history class, and a field trip to the Pacific Asia Museum.

Gender

The gender population of the art department closely mirrors the campus-wide population. The female population is +2.3% above the campus wide population and the male is -2.2% less than the campus-wide population. The small percentage variance in gender is not a concern of the art department.

Disability

The disabled population of the Art Department is 4.9% above the campus-wide percentage. The higher percentage of disabled population in the Art Department is an area of concern. The Art Department recognizes art classes provide a place where uniqueness and individuality are celebrated, and inclusion and collaboration are encouraged. However, for instructors to support all students in the learning environment, disabled students need the assistance of trained individuals in the arts to provide one-on-one or small group help. There is not a problem with hearing impaired students, who have interpreters to assist in their learning. Students who lack the manual dexterity or the cognitive abilities to successfully complete art projects need the assistance of trained individuals and suitable and adequate equipment to ensure their safety and success. The Art Department would like a standard procedure from DSPS whereby the disabled student can be coupled with an experienced paid individual to provide assistance during the scheduled class.

Average Age

The average minimum age of the art department's population is 18 and average maximum age is 78. The +4 difference in minimum age and the -6 year difference in maximum age are not areas of concern for the art department.

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

The Art Department's demographic profile closely reflects the college's population. An area with greater variance is in the larger percentage of disabled population. This is addressed in the Disability section.

There is smaller percentage of Asian students enrolled in art classes compared to the campus-wide population. Suggestions to increase the Asian population are addressed under the Ethnicity section.

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The program provides evidence that the pattern of service or instruction meets student needs.

The course offerings of the Art Department provide an even distribution of hours and days of operation to serve the needs of the community. The Art Department offers approximately 68 course sections during the fall and spring semesters. Each semester approximately 31 sections (46%) are offered on Mondays and Wednesdays, and 30 sections (44%) are offered on Tuesday and Thursdays. Three sections (4%) are offered on Friday mornings and one section is offered on Saturday mornings. There are 32 (47%) morning sections, 16 (24%) afternoon sections, and 18 (%) evening sections. Fourteen (26%) sections are 13-week classes. Three online art history sections (4%) are offered to those students who may need greater flexibility in their schedules. One (1%) off-campus class at Big Bear is generally offered each semester.

The enrollment section caps of all of the classes are met each semester for all of the classes, with the exception of Art 186: Interactive Web Design. Art 186 is a required for the Web/Multimedia certificate. We have discussed possible explanations and solutions. Possible reason why the course may not fill is the complexity of the class. The ever-changing environment of web design now requires basic program coding, and students are under-or unprepared for the task. Responsive design is also a current trend in web design and multimedia. Discussions are underway with the advisory board on curriculum changes for the course. Because of the trend toward lower enrollment in Art 186, the course is now offered once during the academic year.

All of the art classes are popular with the students. We have increased the number of offerings for Art 100 because the classes close quickly during registration and have full wait lists. The increase in popularity of Art 100, as well as our other art history classes may have to do with the implementation of ed plans. When the increased popularity of art history classes was discussed with a counselor it was stated that if a

student wants to transfer or is unsure if they want to transfer, counselors advise they take courses that will fulfill transfer general education requirements so they do not have to take additional units later. While the art department understands this rationale we are concerned that this plan may discourage students from exploring and experiencing the educational benefits of a studio class.

Classes in which four sections are typically offered each semester are Art 100 and 124. Three sections of Art 126, 161, and 212 are offered each semester. Three sections of Art 145 are offered for the spring semesters, and two sections of Art 148 and Art 149 are offered in fall. The rotation of the offerings allows evening students pursuing a degree or certificate in graphic design to meet the required courses. Two sections of Art 102, 103, 120, 175 are offered each semester. During Spring 2015 we offered two sections of Art 103 to meet student demand, and will do so again during Fall 2015.

Retention rates of the classes remains strong and have increased from 81% in 2009-2010 to 91% in 2013-2014. Courses that have had retention rates 90% or above for two semester during the time period of Fall 2012 to Fall 2014 are Art 100, 102, 102H, 120, 124, 126, 132, 148, 149, 175, 212, 240, 270.

In Fall of 2013 the retention rate of Art 105 was 87%. The retention rate of the course dropped to 78% in Fall 2014. This was the first time the course was offered online, and may explain why the retention rate percentage dropped. If the downward trend continues we may need to consider how to improve in the online delivery. The course has been aligned with the C-ID descriptor and we are awaiting approval from the Curriculum Committee.

Another class with varying retention rates is Art 145. In Fall 2012 the retention rate was 79%, in Spring 2013 the rate was 90%, in Fall 2013 the rate was 88%, in Spring 2014 the rate was 83% and in Fall 2014 the rate was 77%. There has been no variance in instructors of the courses. One explanation for the up and down retention rates is that students may enter the course without understanding the complexity of the computer programs and may become discouraged if they don't grasp the material early-on. A suggestion from the graphic design advisory board is to rename the course so students understand that learning software programs is a large part of graphic design.

If warranted, plans or activities are in place to meet a broader range of needs.

Art 100, Art 102, and Art 105, have been offered through distributed ed. Art 107, and Art 108 have been approved for delivery through distributed education and will be offered as such in future semesters. We have added an additional section of Art 103 to meet student demand.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete.	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete.

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

Program provides an analysis of the data which indicates progress on departmental goals.

FTES were at the highest in 2010-2011, and then decreased by 58.37 in 2011-2012. This corresponds to the decrease in section offerings by 20 from 2010-2011 to 2011-2012 due to budget cuts. The FTES for the years 2011-2012 through 2013-2014 have remained close in number, with decrease of 1.05 in 2013-2014. While seven additional sections offered in 2013-2014, the FTES were down by 3.47. The WSCH per FTEF increased by 25 from 2009-2010 to 2010-2011. The number of WSCH per FTEF in 2012-2013 showed a variance of -1 (563) from the highest number (564) in 2010-2011. The number of WSCH per FTEF dropped by 50 (519) during 2013-2014. The art department remains 15 sections below the number of sections offered in 2010-2011. The number of sections lost was due to budget cuts in 2011-2012. If the budget stabilizes and strengthens a goal is to increase the number of sections offered each semester.

Retention rates have increased with a 10% increase from 2009-2010 to 2013-2014. Success rate has increased from 63% in 2009-2010 to 78% in 2013-2014. The percentage of online enrollment has decreased by 1% from 2009-2010 to 2013-2014. This decrease in percentage of online enrollment may be because two popular online courses Art 110: History of American Cinema and Art 111: Studies in Film Appreciation are no longer part of the art program. All of our art history classes have received approval for online delivery, and Art 100, Art 102 and Art 105 are offered online. This may explain why the percentage online enrollment is increasing. Online art history courses are popular and fill quickly.

Degrees awarded have increased from six in 2009-2012 to 16 in 2013-2014, and an increase in Certificates awarded by five during the same time-period. A department goal to increase the number of degrees and certificates awarded may be accomplished by surveying students about their educational and career plans and to offer a career day for art students. Considerations include the number of students in the art program transferring to four-year institutions to complete their degrees, the number of students taking art courses to fulfill IGETC and CSUSB General Breadth Requirements, and the number of students taking art classes for personal development rather than for an educational goal.

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

An Associate Degree in Graphic Design, a Certificate in Graphic Design, and a Certificate in Multimedia/Web Design may contribute to the success rate of students. The U.S. Bureau of Labor Statistics projects the job outlook for graphic designers to increase by 7% between 2012-2022 and to increase by 20% for web designers during this period.

Data gathered from the US Bureau of Labor Statistics website indicates the number of graphic designers in 2012 was 259,500 with a projected growth rate of 7% from 2012-2022, The number of multimedia artists and animators was 68,900 in 2012, with a projected growth rate of 6% from 2012-2022. The number of web developers was 141,400 in 2012 with projected growth rate of 20% from 2012-2022.

Perkins Core indicator results for the academic years 2013-2014 and 2014-2015 below indicate college program performance percentages above or below that of State negotiated levels.

CORE INDICATORS

	2013-2014	2014-2015
1. Skill attainment	+5.97	+5.5
2. Completion	+ . 07	+2.7
3. Persistence	+10.09	+0.9
4. Employment	-8.08	-27.9
5a. NT Participation	-1.47	+22.6
5b. NT Completion	-7.37	+22.5

Curriculum updates in web design and multimedia may increase employment opportunities for students, as will remaining current with industry-standard software. A Career Day is in the planning stages to help students network and build rapport with fellow design students, industry professionals, potential employers, professional and volunteer organizations and four-year institutions. This may help with persistence, employment, non-traditional participation and completion rates.

The Art Department recently acquired equipment through Perkins funding for a photography studio to teach lighting techniques to design and photography students. In addition, we received money from an Information Communications Technology/Digital Media mini-grant and purchased a 3D printer. We are partnering with Palo Verde College in a Perkins grant to purchase a second 3D printer. Money from the grant will provide funds to write a 3D printing curriculum. Both 3D animation and 3D printing are on the

California Community Colleges State Chancellor's Office website as "Programs to Watch."

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs. **(INSERT SLO COURSE GRID)**

See [Strategic Goal 2.11](#)

Division: Arts and Humanities								
Art			Three Year Cycle					
Department	Program	Course	Last Assessed	13/14	14/15	15-16	16-17	Comments
Art	Art	098						Course has not been offered
Art	Art	100	FA/11		FA/14			
Art	Art	102	FA/11		FA/14			
Art	Art	102H		FA/13			FA/16	
Art	Art	103	SP/12		SP/15			
Art	Art	105	SP/13			SP/16		
Art	Art	107			SP/15			delay until 3 years of data
Art	Art	108			FA/14			delay until 3 years of data
Art	Art	120	SP/12		SP/15			
Art	Art	124a	SP/12		SP/15			
Art	Art	124b			SP/15			
Art	Art	124c			SP/15			
Art	Art	126a	SP/13			SP/16		
Art	Art	126b				SP/16		
Art	Art	126c				SP/16		
Art	Art	132a	SP/13			SP/16		
Art	Art	132b				SP/16		
Art	Art	132c				SP/16		
Art	Art	145	FA/13	FA/13			FA/16	
Art	Art	148	FA/13	FA/13			FA/16	
Art	Art	149	FA/13	FA/13			FA/16	
Art	Art	161	FA/13	FA/13			FA/16	
Art	Art	175a	FA/11		FA/14			
Art	Art	175b						
Art	Art	175c						
Art	Art	180	SP/13			SP/16		
Art	Art	185	SP/11	SP/14			SP/17	
Art	Art	186	SP/11	SP/14			SP/17	
Art	Art	212a	SP/09		FA/14			
Art	Art	212b				SP/16		
Art	Art	212c				SP/16		
Art	Art	212d				SP/16		
Art	Art	240a	SP/13			SP/16		
Art	Art	240b					SP/17	
Art	Art	240c					SP/17	
Art	Art	240d					SP/17	
Art	Art	270a	FA/11		FA/14			
Art	Art	270b						
Art	Art	270c						
Art	Art	270d						
		AA-Art			SP/15			
		AA-Graphic Design			SP/15			
		Certificate - Graphic Design			SP/15			
		Certificate - Web and Multimedia Design			SP/15			

All of the courses are assessed each semester, and Course Summary Reports are collected during the semester indicated in the above chart. All of the courses in the art department have been assessed with the exception of the new courses that are part of the leveling process. These are the courses indicated as B, C, or D level in the above chart.

All SLO Data Collection Sheets and Course Summary Reports are submitted to the Division Dean. Instructors late in submitting their forms are contacted by the department chair and Division Dean.

The SLOs are discussed at department meetings and between faculty who teach similar courses. The art department faculty is in agreement that the greatest challenge for students in art classes are the same challenges faced campus-wide. Students who are academically at-risk because of inadequate reading and writing skills, poor study skills, and lack the self-motivation to regularly attend classes are the students who do not meet the Student Learning Outcomes.

Faculty discussions to improve student learning have included the increased use of technology in the studio areas so that students can explore art resources on their own, recording lectures so that students may review the material multiple times, and using an assistant during lab times so that more students receive one-on-one assistance. We have also discussed contextualizing course material so that students feel that what they learn in the art class is also significant in other facets of their lives. At this time there have been no changes to the SLOs. Plans to do so will begin in Fall of 2015 as more of the B, C, and D levels have been offered. Implementing changes to the SLOs is a department goal on the EMP One Sheet.

Instructional Program SLOs. If your program offers a degree, certificate, or TMC, describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Include a discussion of how the courses are mapped to the program, and how this set of data is either being evaluated or is planned to be evaluated. If your program does not offer a degree, certificate, or TMC, this section is optional (but encouraged). **(INSERT MAPPING GRID & RECENT PROGRAM EVAL INFORMATION)**

The art department faculty worked together to define the course and program SLOs for each degree and certificate. The program SLOs are broad, and define what students should be able to think, know or do when they have completed the requirements for a degree or certificate. The mapping grid shows that each course has addressed at least one of the program SLOs.

Areas that need further faculty evaluation and discussion are contextualizing art history in to all of the degree and certificate courses and adding an SLO related to art history for all of the courses and the development of a capstone class. In a capstone class students could demonstrate competencies in the program SLOs in the

development a culminating portfolio and with a specific project. This might assist in transferability and completion rates.

See [Strategic Goal 2.11](#)

	Art Design AA Degree	will integrate drawing and design skills into their aesthetic sensibility	have an understanding of the evolution of art history	demonstrate skill in the use of basic tools, techniques, and processes to work from concept to finished product. This includes knowledge of basic materials and technical procedures in 2D and 3D media.	qualify for transfer to a four-year institution
CLASSES					
ART 100			x		x
ART 102			x		x
ART 120		x		x	x
ART 124A-D		x	x	x	x
ART 126A-D		x	x	x	x
ART 132A-D		x		x	x
ART 148		x		x	x
ART 164x4 (Replaced by Art 161)		x		x	x
ART 175x4		x		x	x
ART 212x4		x		x	x

	Graphic Design AA Degree	will integrate drawing and design skills into their aesthetic sensibility	have an understanding of the evolution of art history	demonstrate knowledge and skills in the use of basic concepts, tools and techniques of digital media to produce art works concept to finished product.	have the skills to understand and apply technical and design standards for print media	qualify for transfer to a four-year institution	qualify for work as an entry-level production artist or graphic designer
CLASSES							
ART 100			x			x	
ART 102			x			x	
ART 120		x				x	
ART 124 A-D		x				x	
ART 145		x		x		x	x
ART 148		x		x	x	x	x
ART 158x4 (replaced by Art 161)		x		x		x	

	Graphic Design AA Degree	will integrate drawing and design skills into their aesthetic sensibility	have an understanding of the evolution of art history	demonstrate knowledge and skills in the use of basic concepts, tools and techniques of digital media to produce art works concept to finished product.	have the skills to understand and apply technical and design standards for print media	qualify for transfer to a four-year institution	qualify for work as an entry-level production artist or graphic designer
CLASSES							
ART 100			x			x	
ART 102			x			x	
ART 120		x				x	
ART 124 A-D		x				x	
ART 145		x		x		x	x
ART 148		x		x	x	x	x
ART 158x4 (replaced by Art 161)		x		x		x	

	Web and Multimedia Design Certificate	integrate design skills into their aesthetic sensibility	have an understanding of the evolution of art history	demonstrate knowledge and skills in the use of basic concepts, tools and techniques of digital media to produce art works concept to finished product	demonstrate the knowledge and skill to apply technical standards in design, typography and animation on the web	qualify for work as an entry-level web designer	qualify for transfer to a four-year institution after meeting their basic academic requirements
CLASSES							
ART 100			x				x
ART 102			x				x
ART 105			x				x
ART 120		x					x
ART 148		x		x	x		x
ART 161		x		x	x		x
ART 180		x		x	x	x	x
ART 185		x		x	x	x	x
ART 186		x		x	x	x	

Institutional SLOs/Core Competencies. Complete the **Core Competency grid** below (**INSERT CORE COMPETENCY GRID**). Describe how the Institutional SLOs/Core Competencies are being used to improve student learning in your program (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs.

Program SLOs have been mapped to the Core Competencies when they were initially written. Ongoing faculty discussions at department meetings are about the role of art in the learning across all disciplines. New research and literature in the arts is emphasizing how developing an artistic perspective may also help students develop creativity, confidence, problem-solving skills, a growth mindset, communication skills, relationship building skills, accountability and adaptability. With this new information, emphasis on core competencies for individual courses needs to be revisited. We can then map any new additions to the core competencies to program SLOs, course SLOs, and assessment.

See [Strategic Goal 2.11](#)

	San Bernardino Valley College	ART 100	ART 102	ART 105	ART 107	ART 108	ART 110	ART 111	ART 120	ART 124X4	ART 126X4	ART 132X4	ART 145	ART 148	ART 149	ART 158X4	ART 175X4	ART 180	ART 181	
	Department: Art																			
	For each course, use an x to identify the core competencies that are given a major emphasis and are measured.																			
Commun.	1.1 Read and retain information	x	x	x	x	x	x	x					x	x	x	x	x	x	x	
	1.2 Write clearly																			
	1.3 Speak clearly																			
	1.4 Employ vocabulary of the subject studied								x	x	x					x	x			
	1.5 Demonstrate active listening skills	x	x	x	x	x	x	x								x				
Info Comp	2.1 Find and interpret information	x	x	x	x	x	x	x	x	x	x		x	x	x		x	x	x	
	2.2 Evaluate authority and bias of information																			
	2.3 Utilize technology to organize and present information						x						x	x	x	x		x	x	
	2.4 Demonstrate working knowledge of basic computer function						x						x	x	x			x	x	
Critical Thinking	3.1 Evaluate strengths, weaknesses and fallacies of logic																			
	3.2 Locate, evaluate and select evidence to support or discredit an argument																			
	3.3 Construct a persuasive argument																			
	3.4 Apply learned knowledge to new situations											x								
	3.5 Apply principles of scientific reasoning to solve problems																			
	3.6 Defend a logical hypothesis to explain observed phenomenon																			
Ethics	4.1 Accept responsibility for own actions											x					x			
	4.2 Demonstrate respect for a diversity of ideas and the rights of others																			
	4.3 Exhibit personal, professional and academic honesty																			
	4.4 Display behavior consistent with ethical standards w/in a discipline																			
	4.5 Apply lessons from the past to ethical issues faced in the present																			
	4.6 Evaluate own ethical beliefs in relationship to moral dilemmas																			
	4.7 Assume civic, political or social responsibilities																			
Creative Expression & Self Awareness	5.1 Recognize own strengths and weaknesses											x								
	5.2 Recognize own biases and values																			
	5.3 Recognize own learning style																			
	5.4 Give and receive constructive feedback								x	x										
	5.5 Develop time management skills																			
	5.6 Set goals for educational, personal and professional development																			
	5.7 Set goals to create balance in personal and professional life																			
	5.8 Evaluate diverse artistic works	x	x	x	x	x	x	x	x	x	x	x					x			
	5.9 Demonstrate creative thought through original expression								x	x	x	x	x	x	x	x	x	x	x	
Social Interaction & Cultural Diversity	6.1 Demonstrate etiquette in face-to-face and written interactions																			
	6.2 Work effectively in group settings																			
	6.3 Utilize conflict resolution skills																			
	6.4 Demonstrate knowledge of and respect for other cultures																			
	6.5 Demonstrate knowledge of and respect for one's own culture																			

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

The Art Department provides quality art education to a diverse community of learners. Courses in Art are designed to serve lower division, transfer and general education students at the two-year college level, students interested in careers in graphic design, web design, computer animation and three-dimensional disciplines, and the personal interests of our community members. Art courses provide critical thinking skills and multicultural experiences that can be usefully applied in other areas of education and life.

How does this purpose relate to the college mission?

The Art Department serves a diverse community of learners, with populations that closely reflect the college's populations. Full-time and adjunct instructors are committed to helping students succeed in their education and career goals. We provide access to our courses by scheduling classes throughout the day and evening, on weekends, and online. We work to align with articulation standards for transferring students and with industry standards for students seeking retraining and employment in the graphic design and multimedia fields. We

integrate technology into our curriculum through the on-going study and use of state-of-the art technologies. This includes not only computer and software technology, but also other technologies that are important in the areas of glassblowing, ceramics, painting, drawing, and design. A new technology that will be incorporated in to art classes in the near future is 3D printing.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTEF and WSCH per FTEF) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

When the art departments FTES were at a high of 388.14 in 2010-2011. At that time, 95 sections were offered. As section numbers declined in 2011-2012, so did the number of FTES. While there may be no single answer for the loss of 58.37 FTES from 2010-2011 to 2011-2012, a possible is in the number of sections offered due to budget cuts. The FTES have remained stable from 2011-2014.

When analyzing WSCH per FTEF, limited space, equipment, and safety is a consideration for the studio and lab classes. The section caps for most studio classes are from 25-30. Art History courses have a higher cap of 40. WSCH per FTEF in 2012-2013 was 563 and indicates an increase in program productivity from previous years. The WSCH per FTEF decreased to 519 in 2013-2014. The decrease may be due to lower section caps in several of the studio classes where space is limited and over-crowding is a safety concern. An additional explanation may be leveling the x4 classes. Advanced course sections were not offered during this time period. All of the x4 courses are stacked courses.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

All of the courses in the art department have undergone content review and are up to date. All of the x4 classes (Art 124, 126, 132, 175, 212, 240, and 270) have been leveled. A department decision was made that there will be no D sections for Art 124, 126, 132, and 175. Those sections need to be deleted from Curricunet.

Art 100, 102, 103, 105, 107, and 108 have been approved for online delivery.

The Associate degrees for Art and Graphic Design, and the certificates in Graphic Design and Web and Multimedia Design have been updated and approved by the Curriculum Committee.

On March 19, 2015 we received information from the articulation office that Art 100, 105, and 107 have expired from the C-ID system. These courses will be updated to match the C-ID descriptors prior to submitting an AA-T to the Curriculum Committee. An update to Art 105 was submitted in fall 2015 and is awaiting Curriculum Committee approval.

Art 132 has been approved for C-ID designation.

Plans are underway to develop a transferable 3D foundation curriculum that aligns to the C-ID system in fall 2015.

Arts & Humanities				
Art				
	Course	Status	Last Content Review	Next Review Date
	ART098 Art Work Experience	Active	11/23/2009	11/23/2015
	ART100 Art History: The Stone Age to the Middle Ages	Active	04/04/2011	04/04/2017
	ART102 Art History: Renaissance to Present	Active	04/18/2011	04/18/2017
	ART102H Art History: Renaissance to Present - Honors	Active	12/05/2011	12/05/2017
	ART103 Art Appreciation	Active	04/18/2011	04/18/2017
	ART105 History of Modern Art	Active	10/29/2012	10/29/2018
	ART107 Art History: Africa, Asia, the Americas, and Oceania	Active	04/18/2011	04/18/2017
	ART108 Art of Mexico and Mesoamerica	Active	04/18/2011	04/18/2017
	ART120 Two-Dimensional Design	Active	04/18/2011	04/18/2017
	ART124A Beginning Drawing	Active	12/10/2013	12/10/2019
	ART124B Intermediate Drawing	Active	12/10/2013	12/10/2019
	ART124C Advanced Drawing	Active	12/10/2013	12/10/2019
	ART126A Beginning Painting	Active	02/24/2014	02/24/2020
	ART126B Intermediate Painting	Active	02/24/2014	02/24/2020
	ART126C Advanced Painting	Active	02/24/2014	02/24/2020
	ART132A Beginning Life Drawing	Active	12/10/2013	12/10/2019
	ART132B Intermediate Life Drawing	Active	12/10/2013	12/10/2019
	ART132C Advanced Life Drawing	Active	12/10/2013	12/10/2019
	ART145 Fundamentals of Graphic Design	Active	10/17/2011	10/17/2017
	ART148 Beginning Computer Graphic Design	Active	04/18/2011	04/18/2017
	ART149 Intermediate Computer Graphic Design	Active	04/18/2011	04/18/2017
	ART161 Digital Photography	Active	04/18/2011	04/18/2017

	ART175A Beginning Sculpture	Active	03/31/2014	03/31/2020
	ART175B Intermediate Sculpture	Active	03/31/2014	03/31/2020
	ART175C Advanced Sculpture	Active	03/31/2014	03/31/2020
	ART180 Beginning 3D Computer Animation	Active	10/17/2011	10/17/2017
	ART185 Beginning Website Design	Active	10/01/2012	10/01/2018
	ART186 Interactive Web Design	Active	10/01/2012	10/01/2018
	ART212A Beginning Ceramics	Active	03/31/2014	03/31/2020
	ART212B Intermediate Ceramics	Active	03/31/2014	03/31/2020
	ART212C Intermediate/Advanced Ceramics	Active	03/31/2014	03/31/2020
	ART212D Advanced Ceramics	Active	03/31/2014	03/31/2020
	ART240A Beginning Glassblowing	Active	02/24/2014	02/24/2020
	ART240B Intermediate Glassblowing	Active	02/24/2014	02/24/2020
	ART240C Intermediate/Advanced Glassblowing	Active	02/24/2014	02/24/2020
	ART240D Advanced Glassblowing	Active	02/24/2014	02/24/2020
	ART270A Beginning Design in Glass	Active	03/10/2014	03/10/2020
	ART270B Intermediate Design in Glass	Active	03/10/2014	03/10/2020
	ART270C Intermediate/Advanced Design in Glass	Active	03/10/2014	03/10/2020
	ART270D Advanced Design in Glass	Active	03/10/2014	03/10/2020
	ART105 History of Modern Art	Pending	10/29/2012	10/29/2018
	ART124D Advanced Drawing	Pending	08/29/2011	08/29/2017
	ART126D Advanced Painting	Pending	08/29/2011	08/29/2017
	ART132D Advanced Life Drawing	Pending	08/29/2011	08/29/2017
	ART175D Advanced Sculpture	Launched	10/03/2011	10/03/2017

Articulation and Transfer

List Courses above 100 where articulation or transfer is <u>not</u> occurring	With CSU	With UC
Art 180		X
Art 185		X
Art 186	X	X
Art 270	X	X

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

We will work with the Articulation Officer on strategies for the courses to qualify for articulation or transfer. We will also research similar courses within the California Community College system and review their course content. The course content in Art 180, 185 and 186 may be above the 100 of the CSU system.

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

The information regarding the Associate of Art degrees for Art and Graphic Design in the 2013-2014 catalog is not accurate. Art 158x4: Basic Photography and Art 164x4: Creative Filmmaking are no longer offered by the department. The A.A. Degrees in Art and Graphic Design and the certificates in Graphic Design and Web and Multimedia Design have been updated. The updated degrees and certificates have received approval by the Curriculum Committee and the 2015-2016 catalog will reflect the changes.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.

The program incorporates substantial accomplishments and strengths into planning.

The program incorporates weaknesses and challenges into planning.

A new approach to the arts, STEAM, presents an opportunity for the art department to collaborate with the sciences and technical disciplines. This may help increase success rates as art is contextualized within other disciplines.

Art educators have to constantly keep up with what is new and relevant in contemporary culture. Those instructors in career-related fields also need to keep up with new technologies, such as 3D printing and an increased knowledge base for web designers. While Lynda.com is a professional development opportunity for the graphic design and web and multimedia instructors, professional development offerings in the studio arts needs to be explored.

Trends external to the institution that may impact student enrollment/service utilization are the state's budget and funding challenges and enrollment pressures due to educational plans, fewer course offerings, and under-prepared learners.

Another trend challenging to the department is that of not replacing retiring faculty. In 2010 the program's Art history instructor retired and was not replaced. Within one year, another faculty member may retire. This will leave only two full-time faculty for a program that has the FTEs for 10 faculty. As the enrollment numbers in art history classes grows it is a challenge not to have a full-time art historian to oversee the curriculum and growth of the classes.

These trends impact program planning by reducing the number sections available to the students, and the frequency in which courses may be offered. It is difficulty to plan for growth with fewer courses and fewer full-time faculty.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The Art department shows strength in fill rates for the classes and strong retention rates. Our community outreach is strong, and with the help of community arts organizations and exhibiting artists expand cultural awareness to our students. Industry professionals provide guidance to our career programs. Our students are given the opportunity to sell their work through the Art Club and to display and sell their work during the annual Student Art Show. The Friends of the Gallery assists in fundraising for student awards and helps to increase an awareness of the program to the local community.

The program curriculum has been updated and approved, and all x4 classes have been leveled. All of the Art history classes and the Art appreciation class have been approved for Distributed Education and the Art History classes are offered online. The new photo lighting studio and 3D printer and new

technologies and learning experiences for the students. A 3D printer may also bridge traditional sculpture and 3D design with a new technology.

We hold monthly departmental meetings for planning and to discuss concerns. We are fortunate to have stable and committed adjunct faculty who participate in the meetings. Monthly Friends of the Gallery meetings are an opportunity for faculty to discuss integrating community support and student learning. Community is a large part of the Art program, and events such as the Raku Dinner, Gresham Art Gallery receptions, bus trips to museums, and student art sales reinforce a sense of community within the department. We have online presence on Facebook to reinforce the feeling of community so important in the support of our students.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

We need to gain a clearer picture of the goals of the students enrolled in the Art program to help address not only the number of degrees and certificates awarded, but also the students' educational plans for transfer to a four-year institution. The art department needs to work more closely with four-year institutions and the college Articulation Office to ensure the transferability of course.

The career-related programs require instructors to keep up with what is new and relevant. Lynda.com has been a helpful resource for the instructors. The advisory committee also addresses planning for the career-related programs and helps us to identify trends in the industry.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets

Part V: Technology, Partnerships & Campus Climate

	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate. Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate. Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.
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Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

The use of current technologies is critical in the areas of computer graphic and multimedia design and we strive to keep the computers and software up-to-date. Design students participate in outside design competitions and intern both on and off campus to gain experience in the industry.

The technologies in the ceramics and glassblowing studios are state-of-the art, and among the best in the state. Partnerships with American Museum of Ceramic Art, workshops, and guest speakers gives students networking and learning experiences valuable to their education.

There are eight exhibitions in the Gresham Art Gallery each academic year. Through these exhibits, and the presence of outside artists, we provide a culturally rich learning environment for our students. We work with arts organizations, industry, and other educational institutions to bring new knowledge and diverse perspectives to our students. Our students are comfortable in the environment and participate in the various art activities throughout the year.

The Art Department recently acquired equipment through Perkins funding and has set up a lighting studio to teach lighting techniques to design and photography students. In addition, we received money from an Information Communications Technology/Digital Media mini-grant and purchased a 3D printer. We are partnering with Palo Verde College on a Perkins CTE Enhancement Fund grant to purchase a second 3D printer. Money from the grant will provide funds to write a 3D printing curriculum. 3D animation and 3D printing are both on the California Community Colleges Chancellor Office website as "Programs to Watch."

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received “Does Not Meet.” Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

SPECIFIC DETAILS TO BE PROVIDED BY PROGRAM REVIEW COMMITTEE

Pattern of Service: *The program discusses its overall plan for course offerings and how they are equitably distributed throughout the morning, afternoon, and evening hours and throughout the various days of the week (M W, T R, and F and Sat. classes). The data does not discuss the fill rates of these classes nor does it discuss which classes are most popular or have the best retention. This information seems more like a recitation of data than an analysis of the data.*

Student Learning Outcomes: *The program has submitted SLOs and has gathered data regarding the SLOs, however, no assessment has been made from the data. Likewise, no changes have been implemented.*

Relevance and Currency: *The curriculum process is not up to date. Most of the classes have not been articulated since 2001 – 03. They were due for articulation 2008 – 09. Again, speculation was made that things will improve and should be articulated in the near future.*