

Institutional Program Review—2018-2019
Program Efficacy Phase: Instruction
DUE: Monday, March 18, 2019 by NOON

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.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy 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 early so that your review team can work with you at the **small-group workshops:**

Friday, February 22 from 9:30 to 11:00 a.m. in NH-222

Friday, March 1 from 9:30 to 11:00 a.m. in B-204

Final documents are due to the Committee co-chairs (Paula Ferri-Milligan at pferri@sbccd.cc.ca.us and Wallace Johnson at wjohnson@sbccd.cc.ca.us) by **NOON on Monday, March 18, 2019.**

SUBMISSION FORMAT:

- 1) **Use this current efficacy form and attach as a MICROSOFT WORD DOCUMENT (do NOT convert to PDF)**
- 2) **Do NOT change the file name**

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

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric, the curriculum report (if applicable), and the SBVC demographic data. **If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at cgabriel@sbccd.cc.ca.us by February 25. If you have additional data requests, those requests must be submitted to Christie Gabriel by February 8.** Following is the link to Program Review Efficacy Resources, which will be useful as you complete your efficacy report:

[https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/17-
efficacy.php](https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/17-efficacy.php)

Program Efficacy 2018 – 2019

Program Being Evaluated

| |
|-----|
| Art |
|-----|

Name of Division

| |
|------------|
| Humanities |
|------------|

Name of Person Preparing this Report

Extension

| | |
|--------------|------|
| Mandi Batalo | 8937 |
| | |

Names of Department Members Consulted

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|---|
| Full-time Department Members: David Rosales, James Stewart Adjunct Department Members: Alexandra Tommasini, Ashley Blalock, Ron Bourbeau, John Butterfield, Rick Caughman, Tim Colbert, Brian Cooper, Dion Cuevas, Linda Fisher-Butterfield, Nader Gergis, Jon Kawa, Karlie Kawa, Kam Syphengpheth, Ross Thompson, Matt Wardell, Ian White |
|---|

Names of Reviewers

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|--|
| Wallace Johnson, Anna Tolstova, Kenny Melancon |
|--|

| Work Flow | Date Submitted |
|---|--|
| Initial meeting with department | Email requesting input sent to all full-time and adjunct faculty on Feb. 20, 2019. Art Department meeting Feb. 27, 2019 |
| Meeting with Program Review Team | Met with Kenny Melancon on March 4. |
| Report submitted to Program Review co-chair(s) & Dean | by NOON on March 18 |

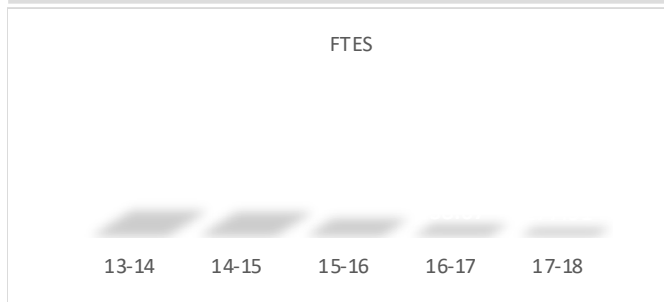
Staffing

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

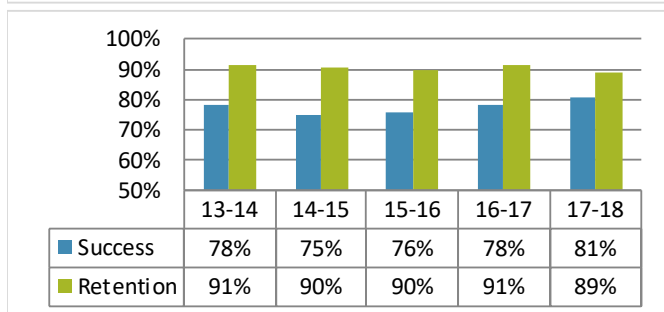
| Classification | Number Full-Time | Number Part-time, Contract | Number adjunct, short-term, hourly |
|------------------|---|----------------------------|------------------------------------|
| Managers | 1 | | |
| Faculty | 3 (One full-time faculty member is on the Faculty Early Retirement Program at one-half of his load) | | 16 |
| Classified Staff | | 1 | |
| Total | 4 | 1 | 16 |

Description: (Provide an updated overview of your program/area. 225 Words Max)

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 interest 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.



| | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |
|-----------------------|-------|-------|-------|-------|-------|
| Duplicated Enrollment | 2,209 | 2,263 | 2,177 | 2,089 | 2,030 |
| FTEF | 19.00 | 19.18 | 18.95 | 18.66 | 20.70 |
| WSCH per FTEF | 519 | 507 | 480 | 464 | 402 |



| | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |
|------------------------|-------|-------|-------|-------|-------|
| Sections | 80 | 130 | 150 | 149 | 155 |
| % of online enrollment | 3% | 4% | 5% | 7% | 9% |
| Degrees awarded | 16 | 14 | 22 | 30 | 19 |
| Certificates awarded | 7 | 7 | 6 | 18 | 12 |

Assessment: (Provide an analysis based on the data provided. As you do so, address each of the tables/charts. 225 Words Max) A comparison of the FTES between 2016-17 and 2017-2018 indicates FTES decreased by 11.16. Duplicated enrollment decreased by 59 and the WSCH per FTEF decreased by 62. The decline in FTES, Duplicated Enrollment and FTEF may be linked to campus-wide enrollment, fewer students taking art classes due to advisement by counselors, and financial aid considerations. The increase of six sections offered in 2017-18 were online classes and account for the 2% increase in percentage of online enrollment. The addition of the online classes was in response to the request to offer more art history classes. A gap in the program is that we lack a full-time art historian to help guide and grow the art history classes more efficiently. The number of degrees awarded increased from the previous year of 8 and the number of certificates increased by 12. For three years there has been targeted effort to make students more aware of career opportunities in art and design and the numbers suggest the Career Days may have helped. Success rates increased by 3% and retention rates decreased by 2%. There may be a correlation between the increase in online classes and the lower retention rate, as online students are more difficult to retain.

Progress from Last Year's Action Plan: (Provide an update on the progress made from last year's Action Plan. 225 Words Max)

A full-time Art Historian was requested through the Program Needs Assessment process. While ranked high in the process the position was not opened. Copy has been written for brochures for both studio and career art classes. There has been no time to design the brochures. The Art Gallery received a small budget through the Program Needs Assessment and Program Review processes. During the 2017-018 academic year the Art Department hosted a career-panel discussion, career-themed workshops and a portfolio review day. We also had local colleges send representatives to speak with students about transfer opportunities in the visual arts. The art department offered both Art 108 and Art 161 in a hybrid format and there was an increase in online art history offerings. Several faculty have taken advantage of professional development activities in online teaching.

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

| | Does Not Meet | Meets | Exceeds |
|---------------------------|--|---|--|
| 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 analysis of the demographic data and provides an interpretation in response to any identified variance.</p> <p>The program discusses the plans or activities that are in place to recruit and retain underserved populations as appropriate.</p> | In addition to the meets criteria, the program's analysis and plan demonstrates a need for increased resources. |
| Pattern of Service | The program's pattern of service is not related to the needs of students . | <p>The program provides evidence that the pattern of service or instruction meets student needs.</p> <p>The program discusses the plans or activities that are in place to meet a broad range of needs.</p> | In addition to the meets criteria, the program demonstrates that the pattern of service needs to be extended . |

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

| Demographics – 2015-16 to 2017-18 Academic Years | | |
|--|-----------------|-----------------|
| Demographic Measure | Program: Art | Campus- wide |
| Asian | 5.7% | 4.8% |
| African-American | 12.4% | 12.4% |
| Hispanic | 65.2% | 65.3% |
| Native American | 0.9% | 0.2% |
| Pacific Islander | 0.2% | 0.2% |
| White | 14.9% | 13.2% |
| Unknown | 0.7% | 3.9% |
| Female | 56.2% | 57.5% |
| Male | 43.6% | 42.5% |
| Disability | 3.7% | 5.4% |
| Age 19 or Less | 3.9% | 22.5% |
| Age 20 to 24 | 47.1% | 34.7% |
| Age 25 to 29 | 26.3% | 17.7% |
| Age 30 to 34 | 8.5% | 9.3% |
| Age 35 to 39 | 5.6% | 5.5% |
| Age 40 to 49 | 3.6% | 6.2% |

Demographics:

Provide an **analysis** of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

Ethnicity

An analysis of the categorical demographic data for the art department reveals that the largest ethnic population represented is Hispanic (65.2%), followed by White (14.9%), African-American (12.4%), Asian (5.7%), Native American (0.9%), Unknown (0.7%), and Pacific Islander (0.2%). Ethnicities above the Campus-wide percentages are Asian (+0.9%), Native American (+0.7), and White (+1.7%). Those below the Campus-wide percentages are Hispanic (-0.1%), and Unknown (-3.2%). To address the variance in the ethnicities below the Campus-wide percentages we will continue to offer a broad range of art exhibits and events that appeal to all ethnicities and genders.

Gender

The gender population of the art department closely mirrors the campus-wide population. The female population is -1.3% below the campus wide population and the male is +1.1% above the campus-wide population. To address the percentage variance in gender, the art department will focus on adding events and exhibits focusing on women in the visual arts.

Disability

The disabled population of the Art Department is 1.7% below the campus-wide percentage. The Art Department recognizes art classes provide a place where uniqueness and individuality are celebrated, and inclusion and collaboration are encouraged. We have worked with DSPS to address the needs of those students with disabilities and will continue to do so.

Average Age

Those age populations in the Art Department below the campus population are students 19 years or less (-18.6%), ages 30 to 34 (-0.8%) and ages 40 to 49 (-2.6). This may be because students under 19 are in their first years of college and focusing on their general education requirements and those in the age groups between 30 to 34 and 40 to 49 are in their work years and may be retraining or upgrading their current work skills.

Those age populations above the campus population are ages 20 to 24 (+12.4%), ages 25 to 29 (+8.6%), ages 35 to 39 (+0.1%) and those above 50 (+0.9%). The diversity of the age populations adds to the diversity of the learners in the classes and does not concern the art department.

Pattern of Service:

Describe how 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 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 75 course sections during the fall and spring semesters and 13 sections during the summer sessions.

Each semester approximately 37 sections (49%) are offered on Mondays and Wednesdays, and 25 sections (33%) are offered on Tuesday and Thursdays. Three sections (4%) are offered on Friday mornings and two sections (3%) are offered on Saturday mornings. There are 26 (35%) morning sections, 29 (39%) afternoon sections, and 14 (19%) evening sections. Fourteen (19%) sections are 13-week classes. Seven online art history sections (9%) 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. Courses in which five or more classes are typically offered each semester are Art 100 and 124. Three classes of Art 103, Art 126 and 212 are offered each semester. We are also offering two Art 103 classes each semester at local high schools as part of concurrent enrollment.

We have doubled the number of offerings for online art history classes and an art appreciation class to meet the needs of students requiring a flexible schedule and because art history classes often have full wait lists. The increase in of the art history courses may have to do with the ed plans and humanities transfer requirements. Students new to the college without an ed plan or non-art majors are often advised by counselors to take art history courses to fulfill general education requirements for transfer rather than consider a studio course. 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.

To meet the needs of those students pursuing a degree in graphic design or certificates in graphic design or web design two classes of Art 145, Art 148, Art 149 and Art 161 are offered each semester during morning, afternoon or evening rotations. We offered Art 161 as a hybrid course for two semesters but found that even an hour less of lab time for the students was uncomfortable for the students. They require guided lab time to successfully complete their work. We will continue to explore online or hybrid options for the graphic design and web design programs to provide greater scheduling flexibility for students. The rotation of the offerings allows evening students pursuing a degree or certificate in graphic design to meet the certificate or degree requirements. The art department is in the planning stages with the Inland Empire Media Academy to develop a Guided Pathway. Guided Pathways for the graphic design and web design programs will also be considered.

Art 121, Three-Dimensional Design has been approved and we will begin offering the course in Fall 2019. This is the one course that was missing from the TMC for Studio Art and Art History. The department can now pursue TMCs for those areas of study.

The Gresham Art Gallery is open Monday through Thursday from 10:00 am – 3:00 pm and on Fridays by appointment. The Art Gallery is open to visiting high school tours and off-campus groups by appointment. We are unable to have the Art Gallery open during evening hours, other than for receptions, or on Saturdays because of our limited staff number.

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

| | Does Not Meet | Meets | Exceeds |
|---|---|--|--|
| Data/Analysis demonstrating achievement of instructional or service success | Program does not provide an adequate analysis of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. | In addition to the meets criteria, the program uses the achievement data in concrete planning and demonstrates that it is prepared for growth. |
| Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes | Program has not demonstrated that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete . | Program has demonstrated that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs). | In addition to the meets criteria, the program demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth. |

Student Success:

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 that address Success & Retention and Degrees and Certificates Awarded")

There has been a -2% decrease in retention rates 2013-2014 to 2017-2018. Explanations for the slight decrease in retention rates may be the increase in online art history classes where retention is a greater challenge, the number of part-time students, students with family and work obligations who cannot balance these with attending school, student preparedness to succeed in college, and the reliance on part-time art faculty who may not fully grasp the entire breadth of the instructional needs of the students and the on-campus support services available to students.

Success rates increased 4% from 2013-2014 to 2017-2018. There was a 19% increase in degrees awarded 2013-2014 to 2017-2018, and a 71% increase in certificates awarded during the same time-period. Through Perkins grants from the years 2016 to 2018 the art department received funds to hold yearly career panel discussions, career workshops, portfolio workshops and a portfolio review day. Each year students participated in pre- and post-surveys regarding their goals and their interests so that we able to plan workshops and discussions of interest to the students.

Art faculty from California State University San Bernardino have made presentations to our students about art courses at CSUSB and transfer opportunities. We had other local colleges send representatives to speak to students about transfer opportunities in the visual arts. The success data and increase in the number of degrees and certificates indicates the career-related events and guest speakers may have helped with the student success rates by making students aware of the opportunities in the graphic design and web design professions and in the visual arts.

We also participate in the Supplemental Instruction program and the use of the SIs in the lab classes is a great help to those students who need added or personal assistance in their classes. We will continue to work on the TMCs in Studio Art and Art History. The TMC for graphic design remains in the draft stage at the State level.

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. A March 2019 summary from Center of Excellence, Inland Empire/Desert Region indicates:

- Employment for the graphic art and design occupational group is expected to increase 5% between 2017 and 2022 in the Inland Empire/Desert Region. A total of 1,878 job openings or 376 annual opening will be available over the five-year timeframe.
- The median wages for each of the graphic art and design occupations is above the living wage estimate of \$12.39 per hour for a single adult living in the Inland Empire/Desert Region.
- There appears to be an opportunity for program growth based on the average annual number of program completers for the selected community college programs in the region (49 annual average credentials, 56 other educational institution credentials, 105 total), and the annual openings for graphic art and design occupations across the region (376 average annual openings).

Perkins Core indicator results for the 2017-2018 year indicate college program performance percentages above or below that of State negotiated levels.

| 2017-2018 | |
|-----------------------|--------|
| 1. Skill attainment | +2.05 |
| 2. Completion | +3.42 |
| 3. Persistence | +6.59 |
| 4. Employment | -1.78 |
| 5a. NTa Participation | -6.59 |
| 5b. NTb Completion | -12.57 |

Some possible strategies to help recruit and retain nontraditional students are better marketing materials, counselor training on how to address nontraditional students when exploring career options, instructor training on how to attract and retain nontraditional students, recruitment strategies geared to nontraditional students, and exposure to nontraditional role models.

To strengthen the graphic design and web design programs we are working on an Integrated Media Curriculum. Through the use of Strong Workforce One funding we have been able to receive course development and guidance from outside professionals and our own adjunct faculty. We are also working on a Guided Pathway with the Inland Empire Media Academy. The Graphic Design and Web Design Advisory Committee provides input on our curricula and are an important part of our program development.

Funds obtained from the Strong Workforce Two grant have allowed the art department to purchase a printing press, instructor training and supplies. The printing press will serve as a bridge in means of communication from several perspectives, including the real-world physicality of print, the interaction between ink, paper, process and press. Access to printing technology assists students in acquiring skills and knowledge they may not otherwise gain through digital media alone and will expand 21st century learning skills (creative thinking, critical thinking, collaboration, communication), 21st century literature skills (technology literacy), and 21st century life skills (flexibility, initiative, social skills, productivity), as well as problem solving abilities.

Funds obtained from the 2018-2019 Perkins grant provided an opportunity for the department to develop an online training for graphic design faculty in Design Thinking. Design Thinking will become an integral part of the curriculum and teacher preparation and professional learning opportunities in design thinking will provide instructors in the graphic design and multimedia programs to learn how to formally present and implement design thinking in their classes. Graphic design education is filled with a number of challenges,

but perhaps the biggest is the challenge of creating an educational experience that improves the way students engage with and retain information and learn technology skills while developing their creative confidence and real-world problem-solving skills. Teaching students design thinking skills is an approach to address these challenges. Design thinking is a formalized method for practical, creative resolutions of problems and the creation of solutions. Through the use of design thinking students can engage in hands-on design challenges that focus on developing empathy, promoting a bias toward action, encourage ideation, develop metacognitive awareness and fostering active problem solving.

The Graphic Design/Web Design programs completed a two-year Mini-Review in 2017 and met all of the criteria in in the Program Efficacy Report.

(INSERT SLO and/or SAO and PLO DATA as appropriate FROM CURRENT REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.) (Contact Dr. Celia Huston, Co-Chair, Accreditation Committee, at chuston@valley.edu if you need assistance.) **NOTE: Do NOT include the summaries of the outcomes in this document.**

Student Learning Outcomes:

Course SLOs/SAOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

SLO data for each course are collected each semester by the art faculty. Informal data analysis takes place among those faculty teaching the same courses and there is a limited discussion of SLOs at the department meetings. What the art department lacks is a formalized process of dialogue and discussion between art faculty about the meaning of the assessment results, including weak points, common mistakes, strong points, or issues revealed in student learning. A challenge to a more formalized process, is the number of adjunct faculty who teach in the art department. While we have FTES for 10 full-time faculty, as previously explained, there are only 2.5 full-time faculty. The art department will make it a goal in the next academic year to set up a systemized way to assess courses while working with the diverse schedules of the adjunct faculty. This may include more video conferencing.

Questions for future discussions are:

- The overall SLO success rate for all classes is 82.5%. Seventy-percent has been used as the percentage for “good enough.” Does that remain the standard?
- Online classes (Sections 70-79) measured against all other classes is 83% online, 82% all other. What accounts for that 1% increase for online students? Is there anything unique we should look at?
- The art department’s 100 level courses have a SLO success rate of 81% and the 200 level courses have a SLO success rate of 90%. Are there instructional techniques being used in 200 level courses that could improve teaching and learning in 100 level courses? Are the SLOs and SLO assessment methods appropriate for the 100 level courses? If different, could the assessment methods for 200 level be applied to 100 level? If not different, should the assessment for 100 level be modified?
- The art department’s section 50 courses have a 63% success rate. The section 50 classes are usually weekend classes. What is different about the weekend classes? Why is there SLO success lower? How can teaching and learning be improved?

Program Level Outcomes:

If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). **Describe** how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 4-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

Insert describe how the program level outcomes are begin used to improve student learning outcomes at the program level (e.g., faculty discussions, SLO revisions, assessments)

What has been discussed for the SLOs is also the reason Program Level Outcomes need to also be discussed by all faculty teaching in the art department. Again, it is difficulty to have a broad range of perspectives on Program Level Outcomes with ration of full-time to part-time faculty. Adjunct faculty may feel they only need to teach their classes and not be involved in “big picture” thinking.” This is a continual challenge.

| | Art 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 102H | | | | | x |
| ART 105 | | | x | | x |
| ART 107 | | | x | | x |
| ART 108 | | | x | | x |
| ART 120 | | x | | x | x |
| ART 124A | | x | | x | x |
| ART 126A | | x | | x | x |
| ART 132A | | x | | x | x |
| ART 148 | | x | | x | x |
| Art 161 | | x | | x | x |
| ART 175A | | x | | x | x |
| ART 212A | | 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 105 | | | x | | | x | |
| ART 107 | | | x | | | x | |
| ART 108 | | | x | | | x | |
| ART 120 | | x | | x | | x | |
| ART 124A | | x | | x | | x | |
| ART 126A | | x | | x | | x | |
| ART 132A | | x | | x | | x | |
| ART 145 | | x | | x | x | x | x |
| ART 148 | | x | | x | x | x | x |
| ART 149 | | x | | x | x | x | x |
| ART 161 | | x | | x | x | x | x |
| ART 180 | | x | | x | | x | x |

| | Graphic 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 | have the skills to understand and apply technical and design standards for print media | qualify for work as an entry-level production artist or graphic 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 102H | | | x | | | | x |
| ART 105 | | | x | | | | x |
| ART 107 | | | x | | | | x |
| ART 108 | | | x | | | | x |
| ART 120 | | x | | x | | | x |
| ART 145 | | x | | x | x | x | x |
| ART 148 | | x | | x | x | x | x |
| ART 149 | | x | | x | x | x | x |
| ART 161 | | x | | x | x | x | x |
| ART 185 | | x | | 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 102H | | | x | | | | x |
| ART 105 | | | x | | | | x |
| ART 120 | | x | | | | | x |
| ART 148 | | 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 | x |

Included in this report is the map of Student Learning Outcomes to Institutional Learning Outcomes. This is a recent addition in assessing the SLOs and will be shared with faculty through email and at art department meetings.

Art Student Learning Outcomes aligned to Institutional Learning Outcomes

| Course | SLO | Communication Skills | Quantitative Skills | Critical Thinking Skills | Discipline Specific Skills | Personal, Social and Professional Responsibility |
|----------|---|----------------------|---------------------|--------------------------|----------------------------|--|
| Art 100 | When shown an image of a major work of art the student will correctly identify the name, country or place of original and date. | X | | X | X | |
| Art 100 | When asked to analyze the difference between two major works or aft, the student will effectively compare and contrast styles and themes portrayed. | X | | X | X | |
| Art 102 | When shown an image of a major work of art, the student will correctly identify the name, country or place of origin and date. | X | | X | X | |
| Art 102 | When asked to analyze the difference between two major works or aft, the student will effectively compare and contrast styles and themes portrayed. | X | | X | X | |
| Art 102H | When shown an image of a major work of art the student will correctly identify the name, country or place of original and date. | X | | X | X | |
| Art 102H | When asked to analyze the difference between two major works or aft, the student will effectively compare and contrast styles and themes portrayed. | X | | X | X | |
| Art 103 | When shown an image of a major work of art, the student will effectively describe the work in relation to the culture. | X | | X | X | |
| Art 103 | When asked to evaluate and critique works of art, the student will effectively describe his work in relation to the artist's intent. | X | | X | X | |
| Art 105 | When shown an image of a major work of art, the student will correctly identify the name, country or place of origin and date. | X | | X | X | |
| Art 105 | When shown an image of a major work of art, the student will correctly identify the name, country or place of origin and date. | X | | X | X | |
| Art 107 | When shown an image of a major work of art, the student will correctly identify the name, country or place of origin and date. | X | | X | X | |

| Course | SLO | Communication Skills | Quantitative Skills | Critical Thinking Skills | Discipline Specific Skills | Personal, Social and Professional Responsibility |
|---------------|---|-----------------------------|----------------------------|---------------------------------|-----------------------------------|---|
| Art 107 | When asked to analyze the difference between two major works or aft, the student will effectively compare and contrast styles and themes portrayed. | X | | X | X | |
| Art 108 | When shown an image of a major work of art, the student will correctly identify the name, country or place of origin and date. | X | | X | X | |
| Art 108 | When asked to analyze the difference between two major works or aft, the student will effectively compare and contrast styles and themes portrayed. | X | | X | X | |
| Art 120 | Students will understand the basic elements relative to two-dimensional design. | X | X | X | X | X |
| Art 120 | Students will understand the principles of design relative to two-dimensional design | X | X | X | X | X |
| Art 124A | Upon completion of the first semester, students should be able to: Students will learn the use of value, color theory and composition as it relates to drawing. | X | X | X | X | X |
| Art 124A | Upon completion of the first semester, students should be able to: The student will compare their artwork and working methods to historical artists, periods and styles. | X | X | X | X | X |
| Art 124B | Upon completion of the second semester, students should be able to: The student will demonstrate the use of line, proportion, and composition. | X | X | X | X | X |
| Art 124B | Upon completion of the second semester, students should be able to: The student will demonstrate the use of one, two, and three point perspective. | X | X | X | X | X |
| Art 124C | Upon completion of the third semester, students should be able to: The student will effectively choose materials and subject matter, which support the objective of the drawing. | X | X | X | X | X |
| Art 124C | Upon completion of the third semester, students should be able to: The student will demonstrate the effective use of multiple perspective, stacked perspective, and foreshortening. | X | X | X | X | X |

| Course | SLO | Communication Skills | Quantitative Skills | Critical Thinking Skills | Discipline Specific Skills | Personal, Social and Professional Responsibility |
|---------------|---|-----------------------------|----------------------------|---------------------------------|-----------------------------------|---|
| Art 126A | Upon completion of the first semester, students should be able to: The student will demonstrate the ability to use line, texture, value, color and composition to create two and three-dimensional shapes. | x | x | x | x | x |
| Art 126A | Upon completion of the first semester, students should be able to: The student will be able to compare their artwork and working methods to historical artists, periods and styles | x | x | x | x | x |
| Art 126B | Upon completion of the second semester, students should be able to: The student will demonstrate the ability to use local color, optical color, arbitrary color and symbolic color. | x | x | x | x | x |
| Art 126B | Upon completion of the second semester, students should be able to: The student will demonstrate the ability to create a painting that has personal symbolism. | x | x | x | x | x |
| Art 126C | Upon completion of the third semester, students should be able to: The student will demonstrate the ability to create a painting that has patterns and symbols common to their cultural heritage. | x | x | x | x | x |
| Art 126C | Upon completion of the third semester, students should be able to: The student will demonstrate the ability to create a painting that uses collage. | x | x | x | x | x |
| Art 132A | Upon completion of the first semester, students should be able to: The student will demonstrate the ability to draw the skeletal and muscular structure of human anatomy. | x | x | x | x | x |
| Art 132A | Upon completion of the first semester, students should be able to: The student will demonstrate the ability to create a figure drawing using charcoal, conte' crayon, pens, pencils, brush, pastels, and ink. | x | x | x | x | x |
| Art 132B | Upon completion of the second semester, students should be able to: The student will demonstrate the ability to experiment with materials to create a figure drawing | x | x | x | x | x |

| Course | SLO | Communication Skills | Quantitative Skills | Critical Thinking Skills | Discipline Specific Skills | Personal, Social and Professional Responsibility |
|----------|---|----------------------|---------------------|--------------------------|----------------------------|--|
| Art 132B | Upon completion of the second semester, students should be able to: The student will demonstrate the ability to create a figure drawing using perspective and use techniques that create the illusion of space. | X | X | X | X | X |
| Art 132C | Upon completion of the third semester, students should be able to: The student will demonstrate the ability to create a figure drawing differentiates between objective and subjective approaches. | X | X | X | X | X |
| Art 132C | Upon completion of the third semester, students should be able to: The student will demonstrate the ability to create a figure drawing multiple perspective, stacked perspective, and foreshortening. | X | X | X | X | X |
| Art 145 | The student will be able to identify the elements of design to create a visually appealing illustration or document. | X | X | X | X | X |
| Art 145 | The student will be able to identify fonts under two major categories, serif and sans serif, and use fonts within these categories convey an intended message. | X | X | X | X | X |
| Art 148 | The student will be able to demonstrate the use of the layout sequence in the construction of a printed document. | X | X | X | X | X |
| Art 148 | The student will be able to identify fonts under the major families and use fonts within these families to convey an intended message. | X | X | X | X | X |
| Art 149 | The student will demonstrate how to create a series of related digital images to various targeted audiences. | X | X | X | X | X |
| Art 149 | The student will demonstrate how to create multiple layers in a page layout program. | X | X | X | X | X |
| Art 161 | The student will be able to identify and understand the specific terminology of camera functions of their own camera. | X | X | X | X | X |

| Course | SLO | Communication Skills | Quantitative Skills | Critical Thinking Skills | Discipline Specific Skills | Personal, Social and Professional Responsibility |
|----------|--|----------------------|---------------------|--------------------------|----------------------------|--|
| Art 161 | The student will be able to manipulate the effects of camera features such as aperture, shutter speed, ISO, and image resolution to create appropriate solutions specific assignments. | x | x | x | x | x |
| Art 175A | Upon completion of the first semester, students should be able to demonstrate the ability to produce a sculpture in the round. | x | x | x | x | x |
| Art 175A | Upon completion of the first semester, students should be able to demonstrate the ability to use sculptural materials to complete a finished piece. | x | x | x | x | x |
| Art 175B | Upon completion of the second semester, students should be able to create a 12" clay sculpture. | x | x | x | x | x |
| Art 175B | Upon completion of the second semester the student should be able to create a 12" clay sculpture. | x | x | x | x | x |
| Art 175C | Upon completion of the third semester, students should be able to: The student will create five different plaster molds from found objects and original works | x | x | x | x | x |
| Art 175C | Upon completion of the third semester, students should be able to create a sculpture using multiples from five molds and combine them into one object. | x | x | x | x | x |
| Art 185 | The student will demonstrate how to build a web and multimedia interactive sites for distribution on the web or portable disc. | x | x | x | x | x |
| Art 185 | The student will to compose a multimedia site consisting of still images and small animations and Identify and use hyperlinks. | x | x | x | x | x |
| Art 186 | The student will be able to build a web and multimedia interactive site for distribution on the web or portable disk. | x | x | x | x | x |
| Art 186 | The student will demonstrate the ability to use two-dimensional animation. | x | x | x | x | x |

| Course | SLO | Communication Skills | Quantitative Skills | Critical Thinking Skills | Discipline Specific Skills | Personal, Social and Professional Responsibility |
|---------------|---|-----------------------------|----------------------------|---------------------------------|-----------------------------------|---|
| Art 212A | Upon completion of the first semester, students should be able to: The student will show and apply knowledge and learned skills through task performance while given problem/solution challenges. | X | X | X | X | X |
| Art 212A | Upon completion of the first semester, students should be able to: The student will show knowledge by identifying, understanding and producing ceramic containers. | X | X | X | X | X |
| Art 212B | Upon completion of the second semester, students should be able to: The student will create one plate, 12" in diameter minimum. | X | X | X | X | X |
| Art 212B | Upon completion of the second semester, students should be able to: The student will produce three covered jars of various clay types. | X | X | X | X | X |
| Art 212C | Upon completion of the third semester, students should be able to: The student will understand and use of good design principles. | X | X | X | X | X |
| Art 212C | Upon completion of the third semester, students should be able to: The student will know and identify conventional methods of decoration applied to green ware and viscous ware. | X | X | X | X | X |
| Art 212D | Upon completion of the fourth semester, students will be able to: The student will understand how to build large-scale works integrating multiple methods or technique | X | X | X | X | X |
| Art 212D | Upon completion of the fourth semester, students will be able to: The student will understand how to build large-scale works integrating multiple methods or techniques. | X | X | X | X | X |

| Course | SLO | Communication Skills | Quantitative Skills | Critical Thinking Skills | Discipline Specific Skills | Personal, Social and Professional Responsibility |
|---------------|---|-----------------------------|----------------------------|---------------------------------|-----------------------------------|---|
| Art 240A | The student will comprehend and design objects with an emphasis on conventional methods and materials. | X | X | X | X | X |
| Art 240A | The student will understand and demonstrate the ability to create successful, specific glass objects, both functional and aesthetic by design. | X | X | X | X | X |
| Art 240B | The student will comprehend and design objects with an emphasis on conventional methods and materials. | X | X | X | X | X |
| Art 240B | The student will understand and demonstrate the ability to create successful, specific glass objects, both functional and aesthetic by design. | X | X | X | X | X |
| Art 240C | The student will comprehend and design objects with an emphasis on conventional methods and materials. | X | X | X | X | X |
| Art 240C | The student will understand and demonstrate the ability to create successful, specific glass objects, both functional and aesthetic by design. | X | X | X | X | X |
| Art 240D | The student will comprehend and design objects with an emphasis on conventional methods and materials. | X | X | X | X | X |
| Art 240D | The student will understand and demonstrate the ability to create successful, specific glass objects, both functional and aesthetic by design. | X | X | X | X | X |
| Art 270A | Upon completion of the first semester, students should be able to: The student will demonstrate the ability to accurately measure and cut glass and understand the volume of glass. | X | X | X | X | X |
| Art 270A | Upon completion of the first semester, students should be able to: The students will understand how to create a schedule to successfully fire their work in a kiln. | X | X | X | X | X |

| Course | SLO | Communication Skills | Quantitative Skills | Critical Thinking Skills | Discipline Specific Skills | Personal, Social and Professional Responsibility |
|---------------|---|-----------------------------|----------------------------|---------------------------------|-----------------------------------|---|
| Art 270B | Upon completion of the second semester, students should be able to: The student will demonstrate the ability to create deep inside curves and irregular shapes that can't be cut by hand. | X | X | X | X | X |
| Art 270B | Upon completion of the second semester, students should be able to: The student will demonstrate the ability to create deep inside curves and irregular shapes that can't be cut by hand. | X | X | X | X | X |
| Art 270C | Upon completion of the second semester, students should be able to: The student will demonstrate the ability to create deep inside curves and irregular shapes that can't be cut by hand. | X | X | X | X | X |
| Art 270C | Upon completion of the third semester, students should be able to: The student will plan and execute a more complex firing schedule. | X | X | X | X | X |
| Art 270D | Upon completion of the third semester, students should be able to: The student will plan and execute a more complex firing schedule. | X | X | X | X | X |
| Art 270D | Upon completion of advanced level, students should be able to: The student is to create a cohesive body of work based primarily on a single concept and/or technique. | X | X | X | X | X |

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

| | Does Not Meet | Meets | Exceeds |
|------------------------------|---|--|--|
| Communication | The program does not identify data that demonstrates communication with college and community. | The program identifies data that demonstrates communication with college and community. | In addition to the meets criteria, the program demonstrates the ability to communicate more widely and effectively, describes plans for extending communication, and provides data or research that demonstrates the need for additional resources. |
| Culture & Climate | The program does not identify its impact on culture and climate or the plans are not supported by the data and information provided. | The program identifies and describes its impact on culture and climate. Program addresses how this impacts planning. | In addition to the meets criteria, the program provides data or research that demonstrates the need for additional resources. |

Communication, Culture & Climate:

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

We speak at high school career days and have presented at the high school counselors' event. Often, we have to rely on the availability of adjuncts, as we have only 2.5 full-time faculty who have limited time for outreach due to their teaching schedules, and department chair and art gallery duties. High school tours frequently visit the Gresham Art Gallery and tour our classes. We have several outside guest speakers each semester who talk to the students in the various disciplines within the department about their artwork and careers. We have hosted several events sponsored by the Arts, Lectures and Diversity Committee and the events are advertised to the entire campus.

The Gresham Art Gallery has eight shows per year. Each show is advertised to the campus through emails and on our Facebook page. The postcards are mailed to the community and other institutions and our mailing list is quite extensive. The gallery director is one of our full-time faculty members and posts information about the shows on Facebook and Instagram. We have two Facebook pages, one for the gallery and one for the art department in general.

We hosted art panel discussions, art career days, and a portfolio day from 2015-2018. The campus community and students from other schools were invited to the events. We also hosted the Animation Show of Shows in 2018 and the information was sent to the entire campus through email, posters and the campus marketing department.

The Art Club is active at campus events and has several arts sales per year on campus. The Art Club promotes their events through social media and flyers.

We send event information to our marketing department. For example, all 19 of our art faculty were recognized for their contributions to the artworld and the community by Assembly Member Eloise Gómez Reyes at the 2018 Faculty Art Show. The information and photographs of the faculty were forwarded to the marketing department. Noteworthy events are also sent to the Division Dean for inclusion in the President's Report.

Describe how your program seeks to enhance the culture and climate of the college.

There are eight exhibitions in the Gresham Art Gallery each academic year. Five of the exhibits are by professional artists, who often provide art talks for the students and community. One show is the Faculty Art Show, which highlights the work of our nineteen faculty, both full-time and adjunct. Two of the shows with a large attendance by students and the community are the Día de Muertos (Day of the Dead) Show held in the fall of each year and the Student Art Show held in the spring of each year. The Día de Muertos Show is in collaboration with Latino Faculty and other campus entities. The Student Art Show is the culminating show of the academic year and over 200 hundred pieces of student artwork are on display in the gallery. We have a reception and awards ceremony for the students and many of the families of our students are in attendance at the event.

Through these exhibits, and the presence of outside artists, we provide a culturally rich learning environment for our students. Students from English, Reading, RTVF and theater classes often visit the gallery as part of their class assignments. 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 Club has several art sales per year to raise money for student awards and sponsors Chili Bowl sales and bar-b-ques to raise funds for awards and events and increase awareness about the art department.

Each year we sponsor a bus trip to a well-known museum, such as the Los Angeles Museum of Art. The campus community, students and their friends and families are invited to the bus trip. Faculty also take students on field trips to local art walks and art nights, such as the Pasadena Art Night, and to art receptions at galleries and museums.

The Gresham Art Gallery is used as a culturally rich gathering place for other departments of the campus. The gallery has been used for receptions for management candidates, for tenure receptions, for the Phineas Magazine reception and as part of the Taste and Tour event.

Describe one or more external/internal partnerships.

The art department has partnered with:

- American Advertising Federation/Inland Empire Chapter
 - ADDY Awards exhibit
- AMOCA (American Museum of Ceramic Art)
 - Students act as docents and volunteers
- California State University San Bernardino
 - Exchange of student shows - SBVC students exhibit at CSUSB and CSUSB students exhibit at SBVC
 - Here to Career Grant - Project based learning workshops and mentorship program
 - Marketing Advisory Committee
- City of San Bernardino:
 - Art Fest - Student art exhibits
 - Generation Now - Advice and art exhibits
 - National Orange Show - Student art exhibits
 - Perris Hill Park Ceramics Studio - Providing guidance on reopening of the studio
- Colton High School, Colton/Redlands/Yucaipa ROP, Fontana High School, Rim of the World High School
 - Articulation agreements
- Colton/Redlands/Yucaipa ROP

- Advisory Committee
- Inland Empire Museum of Art
 - Art exhibits
- Garcia Center for the Arts
 - Providing guidance on developing a public glass facility
- Redlands Art Association
 - Student art exhibits and member exhibits at SBVC
- Redlands Historical Glass Museum
 - Art exhibit at SBVC
- San Bernardino Symphony
 - Pop-up art exhibit at SBVC as a fundraiser for the Symphony
- San Bernardino Valley College:
 - Culinary Arts - Food truck design wrap
 - Foundation Office - Taste and Tour Event
 - Friends of the Gallery - Bus trips and events
 - Inland Empire Media Academy - Film festivals
 - Latino Faculty Staff and Administrators Association - Día de los Muertos exhibits and receptions
 - Phineas Literary Magazine - Student artwork and receptions
 - Veterans Affairs Office - Art exhibit

What plans does your program have to further implement any of these initiatives?

We will continue to partner with outside art organizations, the American Advertising Federation, CSUSB, and San Bernardino City. We will continue to work with departments on campus and departments on campus who need assistance with design projects or art exhibits, as our time allows. With our limited number of full-time faculty, we cannot accommodate all of the requests we receive.

Colton High School students will be touring the facility in April. Plans are already underway for the next academic year and hosting the county-wide Arts Connection weekend conference is in discussion, as is an exhibition of SBVC student work at CSUSB.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

| | Does Not Meet | Meets | Exceeds |
|---------------------------------|---|---|--|
| Professional Development | The program does not identify currency in professional development activities. | Program identifies current avenues for professional development. | In addition to the meets criteria, the program shows that professional development has impacted/expanded the program and demonstrates that the program is positioning itself for growth. |

Professional Development:

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

Members of the art department maintain currency in the field by regularly attending professional development conference such as:

- College Art Association annual conference
- Online Teaching Conference
- Arts Connection annual conferences,
- Claremont Graduate University - annual conferences on leadership and creative organizations
- Glass Society Conference
- Western Positive Psychology Association – annual conference on evidence-based approaches to positive psychology and its relationship to the development of creative thinking and expression

Members of the art department attend workshops such as:

- Art Center College of Design: Crafting a Meaningful Career and Fulfilling the Dream
- Project Nature Connect: An Introduction to Eco Art Therapy
- Los Angeles Festival of Photography: Creative Artistry, iPhone Darkroom, and Creating Conceptual Art on Mobile Devices
- California State University San Bernardino: Project Based Learning Institute
- Ceramics and glass discipline workshops at CSUSB, CSUF, AMOCA and Scripps College
- SBVC art department online Design Thinking class
- SBVC Professional Development activities and workshops

Members of the art department regularly receive technical training with:

- Online training through Lynda.com, Udemy, Coursera and CreativeLive
- SBVC Professional Development activities and workshops
- Discipline specific training at workshops and conferences

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

Faculty in the art department belong to a number of professional organizations including:

- American Advertising Federation
- American Institute of Graphic Artists
- Americans for the Arts National Organization
- Association of Art Historians
- College Art Association
- Inland Empire Art Museum
- International Council of Museums
- Redlands Historical Glass Museum
- Western Association of Positive Psychology

These organization help to facilitate professional growth by providing workshops, conferences and resources which further new approaches to teaching and present up-to-date knowledge of new curriculum.

3. Discuss specific ways faculty and staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.

As indicated in the section under professional development, art department faculty regularly attend conferences in their disciplines. Recent presentations by faculty members include topics on a project-based learning experience (CSUSB), glass (Glass Society Conference) and the artwork of famed mid-century artist Charles White (Flash of Spirit Conference, New Orleans; Museum of Modern Art, New York; Art Institute of Chicago: Los Angeles County Museum of Art.)

Several art faculty have attended the Project Based Learning Institute at CSUSB and are implementing PBL into their classes. One faculty member completed his MFA at Azusa Pacific University last summer. And faculty member Ian White recently had a children's book published titled *Grandpa and the Library: How Charles White Learned to Paint*.

Members of the art faculty are exhibiting artists and curators. Their artwork has been exhibited and shown at galleries and shows throughout the United States, Mexico and Europe. Gallery, museum exhibitions and group or solo exhibitions include:

- Acuna Hansen Gallery, Los Angeles
- Andlab Gallery, Los Angeles
- Chaffey College
- Chaffey Community Museum of Art
- Circus Gallery, Los Angeles
- Cirrus Galley, Los Angeles
- California State University, San Bernardino
- Claremont Museum of Art
- dA Center, Pomona
- DeParel Gallery, Amsterdam
- Green Galley, Milwaukee
- Guerrero Galley, San Francisco
- Latino Art Museum, Ontario
- Mark Moore Gallery, Los Angeles
- National Orange Show
- Ontario Museum of History and Art
- Pomona College Museum
- Queiros Galleria, Mexico
- Sam Lee Gallery, Los Angeles
- San Francisco Museum of Modern Art
- Santa Monica Museum of Art
- Scottsdale Museum of Contemporary Art
- Shoshana Wayne Gallery, Los Angeles
- Torrance Museum of Art
- Track 16, Los Angeles
- Tucson Museum on Contemporary Art
- University of California Riverside
- Wignall Museum and Gallery, Chaffey College

Faculty teaching in the graphic design, web design and multimedia areas have worked with agencies such as Foote, Cone & Belding, Saatchi & Saatchi, MW Advertising, The Van Noy Group, Lewis Harrison Design, The DA Group, Uber Advertising and Public Relations, DuPont, Brown & Root Braun and ARCO. Their client lists include Apple Computer, Los Angeles World Airports, Bonita Bananas, Celestial Seasonings, Omnitrans, Pasadena City College, City of Corona, Methodist Hospital Arcadia, LeRoy Haynes Center, Ontario International Airport, Sugar Foods Corporation, Patton's Steel Corporation, Man Roland, Inc., International Union for Conservation of Nature, MPV Recreational Vehicles, and Golden State Cheese Corporation. The art department's multimedia instructor freelances for gaming companies such as Playdek, Looney Labs, Cryptozoic Entertainment, Lookout, Wizards of the Coast, Arlight and GMT.

Faculty in the graphic design, web design and multimedia disciplines remain current in their industries by owning their own businesses and freelancing. They continue to work with both for-profit and non-profit clients. One faculty member is currently working as an art director for the nonprofit magazine, *Speak for the Animals* and is currently the art director for *Animal Culture Magazine*.

Art faculty members also serve as board members for the Ontario Museum of History, CCAA Museum of Art, and the Robert and Frances Fullerton Museum of Art at CSUSB. We also are on advisory boards for the marketing department at CSUSB, the Colton/Redlands/Yucaipa ROP and the Graphic Design, Web and Multimedia Advisory Committee at SBVC.

Future opportunities planned by faculty and staff are the fall Arts Connection annual conference, the continued development of the online design thinking class for art faculty, continued training in project-based learning and design thinking and attendance at an Institute for the Future sponsored by the California Virtual Campus, Online Education Initiative.

Our professional development is ongoing, experiential, collaborative and connected to working with arts communities, galleries and museums, businesses and professional organizations. The art department's professional development activities have impacted and expanded the program through subject-matter mastery and learning best practices for exhibiting artwork, curating shows, making professional presentations, serving on boards and working with design and multimedia clients. This allows the faculty to apply what they have learned and the problems they have faced as professionals in the context of their own classrooms and to solutions geared to practicality and usability by their students. As the faculty continues to grow in their art and teaching careers, they can translate new ideas learned through professional development into their own systems of practice.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

| | Does Not Meet | Meets | Exceeds |
|--|--|---|---|
| Mission/ Statement of Purpose | The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission. | The program has a mission/statement of purpose, 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. | The program functions at a highly productive level and has planned for growth as appropriate. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u> | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to | In addition to the meets criteria, the program discusses plans to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes. |

| | | | |
|-------------------|--|--|--|
| | | articulate appropriate courses. | |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion. |

Mission and Purpose:

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

What is the mission statement or purpose 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 mission or purpose relate to the college mission?

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 offer career workshops and panel discussions 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.

The Gresham Art Gallery provides cultural events and activities that improve the quality of life of those in the Inland Empire. We expand the worldview of the students beyond the Inland Empire through field trips, museum visits and guest speakers.

Productivity:

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP summary if needed. Use data from charts (FTEs; Enrollment; FTFE and WSCH per FTFE). Explain any unique aspects of the program that impact productivity data, for example, Federal Guidelines, Perkins, number of workstations, licenses, etc.

The decline in FTES, Duplicated Enrollment and FTEF may be linked to campus-wide enrollment, fewer students taking art classes due to advisement by counselors, and financial aid considerations. The increase of six sections offered in 2017-18 were online classes and account for the 2% increase in percentage of online enrollment. The addition of the online classes was in response to the request to offer more art history classes. A gap in the program is that we lack a full-time art historian to help guide and grow the art history classes more efficiently.

The number of degrees awarded increased from the previous year of 8 and the number of certificates increased by 12. For three years there has been targeted effort to make students more aware of career opportunities in art and design and the numbers suggest the Career Days may have helped. Success rates increased by 3% and retention rates decreased by 2%. There may be a correlation between the increase in online classes and the lower retention rate, as online students may be more difficult to retain.

Lab/studio art classes accommodate fewer seats than lecture classes, with most sections having a seat count limitation of 25 students. Our online art history classes have seat count limitations of 40. We believe these numbers to be pedagogically sound for student learning and success.

Some of our more advanced lab/studio classes do not achieve the same productivity statistics as beginning lab/studio classes and the larger art history classes. Nevertheless, the art department remains confident and committed that the advanced courses are essential for the success of our students in skill development, for those preparing portfolios and for those entering the workforce or seeking to advance their current positions. With the elimination of repeatability, the general enrollment of these classes has been reduced. Our solution to continue supporting students that need training and certification credentials is to stack or simultaneously offer multiple courses in a given time period. For example, sections of Art 124A, B and C are offered simultaneously, as are two separate courses, Art 148/149 and Art 185/186.

Relevance and Currency, Articulation of Curriculum:

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. (NOTE: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, (mcopel@valleycollege.edu) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us) for updated information.

| Arts & Humanities | | | | |
|------------------------------|---|---------------|----------------------------|-------------------------|
| Art | | | | |
| | Course | Status | Last Content Review | Next Review Date |
| | ART 098 Art Work Experience | Active | 09/24/2018 | 09/24/2024 |
| | ART 100 Art History: The Stone Age to the Middle Ages | Active | 09/11/2017 | 09/11/2023 |
| | ART 102 Art History: Renaissance to Present | Active | 11/05/2018 | 11/05/2024 |
| | ART 102H Art History: Renaissance to Present - Honors | Active | 11/05/2018 | 11/05/2024 |
| | ART 103 Art Appreciation | Active | 04/18/2011 | 04/18/2017 |
| | ART 105 History of Modern Art | Active | 02/22/2016 | 02/22/2022 |
| | ART 107 Art History: Africa, Oceania and the Americas | Active | 09/25/2017 | 09/25/2023 |
| | ART 108 Art of Mexico and Mesoamerica | Active | 09/11/2017 | 09/11/2023 |
| | ART 120 Two-Dimensional Design | Active | 09/25/2017 | 09/25/2023 |
| | ART 121 Three-Dimensional Design | Active | 09/25/2017 | 09/25/2023 |
| | ART 124A Beginning Drawing | Active | 12/10/2013 | 12/10/2019 |
| | ART 124B Intermediate Drawing | Active | 12/10/2013 | 12/10/2019 |
| | ART 124C Advanced Drawing | Active | 12/10/2013 | 12/10/2019 |
| | ART 126A Beginning Painting | Active | 02/24/2014 | 02/24/2020 |
| | ART 126B Intermediate Painting | Active | 02/24/2014 | 02/24/2020 |
| | ART 126C Advanced Painting | Active | 02/24/2014 | 02/24/2020 |

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|--|---|------------|------------|------------|
| | ART 132A Beginning Life Drawing | Active | 12/10/2013 | 12/10/2019 |
| | ART 132B Intermediate Life Drawing | Active | 12/10/2013 | 12/10/2019 |
| | ART 132C Advanced Life Drawing | Active | 12/10/2013 | 12/10/2019 |
| | ART 145 Fundamentals of Graphic Design | Active | 11/05/2018 | 11/05/2024 |
| | ART 148 Beginning Computer Graphic Design | Active | 11/05/2018 | 11/05/2024 |
| | ART 149 Intermediate Computer Graphic Design | Active | 11/05/2018 | 11/05/2024 |
| | ART 161 Digital Photography | Active | 10/24/2016 | 10/24/2022 |
| | ART 175A Beginning Sculpture | Active | 03/31/2014 | 03/31/2020 |
| | ART 175B Intermediate Sculpture | Active | 03/31/2014 | 03/31/2020 |
| | ART 175C Advanced Sculpture | Active | 03/31/2014 | 03/31/2020 |
| | ART 180 Beginning 3D Computer Animation | Active | 11/05/2018 | 11/05/2024 |
| | ART 185 Beginning Website Design | Active | 11/05/2018 | 11/05/2024 |
| | ART 186 Interactive Web Design | Active | 11/05/2018 | 11/05/2024 |
| | ART 212A Beginning Ceramics | Active | 03/31/2014 | 03/31/2020 |
| | ART 212B Intermediate Ceramics | Active | 03/31/2014 | 03/31/2020 |
| | ART 212C Intermediate/Advanced Ceramics | Active | 03/31/2014 | 03/31/2020 |
| | ART 212D Advanced Ceramics | Active | 03/31/2014 | 03/31/2020 |
| | ART 240A Beginning Glassblowing | Active | 02/24/2014 | 02/24/2020 |
| | ART 240B Intermediate Glassblowing | Active | 02/24/2014 | 02/24/2020 |
| | ART 240C Intermediate/Advanced Glassblowing | Active | 02/24/2014 | 02/24/2020 |
| | ART 240D Advanced Glassblowing | Active | 02/24/2014 | 02/24/2020 |
| | ART 270A Beginning Design in Glass | Active | 03/10/2014 | 03/10/2020 |
| | ART 270B Intermediate Design in Glass | Active | 03/10/2014 | 03/10/2020 |
| | ART 270C Intermediate/Advanced Design in Glass | Active | 03/10/2014 | 03/10/2020 |
| | ART 270D Advanced Design in Glass | Active | 03/10/2014 | 03/10/2020 |
| | ART 098 Art Work Experience | Historical | | |
| | ART 098 Art Work Experience | Historical | | |
| | ART 100 Art History: The Stone Age to the Middle Ages | Historical | | |
| | ART 100 Art History: The Stone Age to the Middle Ages | Historical | | |

| | | | |
|---|------------|--|--|
| ART 102 Art History: Renaissance to Present | Historical | | |
| ART 102 Art History: The Renaissance through the 20th Century | Historical | | |
| ART 102H Art History: Renaissance to Present - Honors | Historical | | |
| ART 103 Art Appreciation | Historical | | |
| ART 105 History of Modern Art | Historical | | |
| ART 105 History of Modern Art | Historical | | |
| ART 107 Art History: Africa, Asia, the Americas, and Oceania | Historical | | |
| ART 107 Art History: Africa, Asia, the Americas, and Oceania | Historical | | |
| ART 108 Mexican Art History | Historical | | |
| ART 108 Art of Mexico and Mesoamerica | Historical | | |
| ART 110 History of American Cinema | Historical | | |
| ART 110 History of American Cinema | Historical | | |
| ART 111 Studies in Film Appreciation | Historical | | |
| ART 111 Studies in Film Appreciation | Historical | | |
| ART 120 Two-Dimensional Design | Historical | | |
| ART 120 Two-Dimensional Design | Historical | | |
| ART 124X4 Drawing | Historical | | |
| ART 124X4 Drawing | Historical | | |
| ART 126X4 Painting | Historical | | |
| ART 126X4 Painting | Historical | | |
| ART 132X4 Life Drawing | Historical | | |
| ART 132X4 Life Drawing | Historical | | |
| ART 145 Graphic Design | Historical | | |
| ART 145 Fundamentals of Graphic Design | Historical | | |
| ART 148 Beginning Computer Graphic Design | Historical | | |
| ART 148 Beginning Computer Graphics | Historical | | |
| ART 148 Beginning Computer Graphic Design | Historical | | |
| ART 149 Intermediate Computer Graphics | Historical | | |

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|--|------------|--|--|
| ART 149 Intermediate Computer Graphic Design | Historical | | |
| ART 150 Advanced Computer Graphics | Historical | | |
| ART 150 Advanced Computer Graphics | Historical | | |
| ART 158X4 Basic Photography | Historical | | |
| ART 158X4 Basic Photography | Historical | | |
| ART 159X4 Adv Photo | Historical | | |
| ART 161 Digital Photography | Historical | | |
| ART 161 Digital Photography | Historical | | |
| ART 164X4 Creative Filmmaking | Historical | | |
| ART 175X4 Sculpture | Historical | | |
| ART 175X4 Sculpture | Historical | | |
| ART 180 Beginning Computer Animation | Historical | | |
| ART 180 Beginning 3D Computer Animation | Historical | | |
| ART 181 Intermediate Computer Animation | Historical | | |
| ART 181 Intermediate 3D Computer Animation | Historical | | |
| ART 182 Beginning Digital Video Editing | Historical | | |
| ART 182 Beginning Digital Video Editing | Historical | | |
| ART 183 Computer Animation: Advanced | Historical | | |
| ART 183 Computer Animation: Advanced | Historical | | |
| ART 185 Beginning Web and Multimedia Design | Historical | | |
| ART 185 Beginning Website Design | Historical | | |
| ART 186 Interactive Web Design | Historical | | |
| ART 187 Advanced Web and Multimedia Design | Historical | | |
| ART 187 Advanced Web and Multimedia Design | Historical | | |
| ART 188 Portfolio Web and Multimedia Design | Historical | | |

| | | | | |
|--|---|------------|--|--|
| | ART 188 Portfolio Web and Multimedia Design | Historical | | |
| | ART 212X4 Ceramics | Historical | | |
| | ART 212X4 Ceramics | Historical | | |
| | ART 240X4 Glassblowing | Historical | | |
| | ART 240X4 Glassblowing | Historical | | |
| | ART 270X4 Design in Glass | Historical | | |
| | ART 270X4 Design in glass | Historical | | |
| | ART 285 Honors in Art | Historical | | |

The courses are up-to-date with the exception of Art 103: Art Appreciation. The course was overlooked in the content review process and will be reviewed and updated if needed by the art faculty teaching the course. Art 103 will undergo content review in the fall.

Articulation and Transfer

| List Courses above 100 where articulation or transfer is not occurring | With CSU | With UC |
|---|----------|---------|
| | | |
| | | |
| | | |

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

Each course was examined using Assist.org. Each course in the art department transfers to at least one a CSU or UC institution.

Plans are underway to submit TMCs for Studio Art and Art History now that Art 121 has been approved to be offered in Fall 2019.

Currency

Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised.

The information given for areas in the 2018.2019 catalog for the art department are accurate with the exception of Art 121. Art 121 will need to be added as an addendum to the catalog as it will be offered in Fall 2019.

If any courses are no longer offered, list them here. (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? Follow the link below and review the last college catalog data.

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

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us).

Challenges:

Referencing the narratives in the EMP summary, 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?

To continue to increase student success and retention the department will improve on its use of assessment to improve teaching and learning by incorporating more curricular and instructional discussions among faculty. A shell, such a Canvas or Basecamp could be created as a way to share success stories, post assignment ideas, and generate discussion outside of art department meetings is one possibility. Another idea is to include discussions at adjunction orientation meetings about what faculty are doing in response to changes in student demographics or current issues. Email, a course shell or video conferencing could be used to reach part-time instructors not able to make the meetings.

The art department will ascertain that all courses are current and update those that are not. Art 103 will undergo content review in the fall. Developing TMCs for Art History and Studio Art will ensure that students can transfer more easily to four-year institutions. To keep with curricula trends and further improve our curriculum, we plan to continue to work on Guided Pathways.

The art department recognizes the budgetary constraints faced by the institution. However, to best serve the needs of the students, the art programs, and the CTE programs within the art department strongly encourages the administration to support the hiring of a full-time art faculty member. While adjunct faculty can teach the courses, the structure and compensation of full-time positions enable those faculty to help the provide high-quality education and growth. An additional full-time faculty position will provide needed stability while creating continuity in matters of curriculum, oversight of safety in the studios, and advocacy for proper instructional and facilities support. The needs of the art department should not fall to adjunct faculty, who may not fully grasp the entire breadth of instructional needs.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

| | Does Not Meet | Meets | Exceeds |
|-------------------|--|--|--|
| Facilities | The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs. | Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation. | In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth. |

Facilities:

Provide an evaluation of the facilities in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

Classroom facilities:

The studio classrooms are functional and serve the current needs of the department. The drawing tables in Art 107 are over 50 years old but are sturdy and have held up well to many years of student use. A printing press purchased with Strong Workforce 2 grant money was added to the area last summer. We will need to add drying racks for the prints from the press and may be able to order the racks with the remainder of the supplies for the grant.

Art 114 needs to be re-equipped with new easels. Wooden easels were purchased several years ago however they are not as sturdy as the older metal easels and are beginning to break. Replacements for easels will have to be requested through the needs assessment process. Storage is also a problem in the painting room, as there is no rack room where students' paintings can be stored and dry.

The ceramics area is in need of a new clay mixer and new pottery wheels. The current mixer is over 14 years old, past its duration of service and showing significant wear and tear. The pottery wheels are over 10 years old and due to faulty design, the speed controls are exposed to water and frequently quit functioning. The parts are in constant need of replacement.

The glass area has been approved for a new furnace through the program needs assessment process and the glass area may receive the new furnace within the next few months.

The Art Gallery received new lights as a result the needs assessment process. The new lights LED and are less expensive to replace and longer lasting.

Technology:

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. The Adobe Creative Cloud Suite is updated during winter and summer breaks. Two 3D printers have been purchased through Perkins grants. The Macintosh computers in Art 137 are on the campus rotation and may be replaced soon with newer desktop computers. There is a small photography studio equipped with studio lights and a backdrop purchased with Perkins grant money. Student have access to Wacom tablets, purchased with Here to Career funding.

Space needs:

The art department has adequate space needs for our current offerings. There is no room for growth however, if the department should add other offering in the program that require dedicated space, such as a 3D printing program.

Maintenance issues:

Equipment in the ceramics and glass studios requires constant monitoring and repair. We have one part-time lab technician to maintain and operate laboratory equipment (i.e. tools, power tools, kilns, and furnaces.) Increasing the position to full-time would help with maintenance and repair in those areas

Sustainability of the facility:

The art department facilities are sustained through the lab technician in the ceramics and glass areas and through the programs needs assessment process. Perkins grants, the Strong Workforce 2 grant and Here to Career grant funds have helped in the purchase of new equipment. The art department will need to be proactive in requesting equipment through the program needs process and in finding alternative funding sources such as Perkins and Strong Workforce grants.

VII: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet."

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

All areas received "meets" in the last efficacy cycle.