# College of San Mateo

# Instructional Program Review

Program Name: **Art 2-D**
Program Contact: **Alex, Rebecca**
Academic Year: **2016-2017**
Status: **Submitted for review**
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### 1. Description of Program

Provide a brief description of the program and how it supports the college's College Mission and Diversity Statements, CSM Strategic Goals 2013/14 to 2015/16, and other Institutional Program Planning as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

The 2D Art program is part of the Art Department at CSM, which also includes Art History, Photography, and 3D Art.  The program offers courses serving a large variety of educational goals for students, ranging from transfer to baccalaureate institutions for art and non-art majors to skill update and improvement for students seeking a second career.   The program offers both an AA-T and a General Studio Art major.    This academic year the program offered 38 courses, up from 33 in the 14-15 cycle.  100% of the classes are transferable to CSU and 80% are transferable to both CSU and UC. The 2D program consists of one full-time professor and four adjuncts.  All of the instructors are practicing, well-respected professional artists who bring a wealth of enthusiasm, knowledge and experience to their students and have been teaching at CSM from 10 to 21 years.  The faculty represents a wide range of ages and genders, although we can work on increasing our ethnic diversity.  Nevertheless, all of the faculty value and teach multiple perspectives and the free exchange of ideas, in accordance with both the **College Mission** and the **College Diversity Statements**.

In addition to teaching classes, 2D art faculty participate in faculty inquiry groups and professional development activities that enhance teaching quality, innovation and interdisciplinary promotion of student success.  2D art faculty assess course SLOs, align course SLOs to CSM General Education SLOs, and write new course and program SLOs. Faculty have current course outlines approved by COI using CurricUNET; some updates are results of collaboration with Skyline and Canada colleges on common prerequisites, allowing automatic prerequisite checking and success rates.   All possible 2D art course offerings (8) are C-ID compliant and have been approved for C-ID designation.   Seven new classes were written between fall 2015-16 (five approved and two in the 2016 COI queue) in order to fill in course sequencing, increase student success and improve portfolio preparation for transfer and career success.

We received an Innovation grant in 2015 for portable exhibition walls, which allows all image-making programs at CSM to host and exhibit work throughout campus.  This year Vera Fainsthein from DGME used the portable walls to host a very successful exhibition of Russian Avante Garde posters in the library. Additionally, the lead faculty for 2D, Rebecca Alex, attended all meetings for the theater renovation and insured that permanent and secure exhibition walls will be installed for both 2D and 3D art in the renovated theater lobby, as well as two new classrooms in the theater that will be shared with other programs.  This year we also re-started the Arts on Campus task force, which is represented by faculty from Fine Arts, members of the Fine Arts Club, Photography, DGME, the Creative Arts Division Dean, Laura Demsetz, a district rep and VP Jan Roecks.  Our pilot projects for this year are to create exhibition space for DGME on the first floor of Bldg.10, as well as exhibition spaces in Bldg. 5, 14 and 16 that will be available for all college programs.  Math, for instance, is excited to use an exhibition wall in Bldg. 16.

The CSM Fine Arts Club is very strong, with 52 active members and 157 on the email list.  Current activities include art exhibitions, both on and off campus, workshops on topics such as re-purposing old paintings, framing and PR.  This past year we also started a very successful and highly attended artist series.  Initially we started with the artists who teach for the 2D art program, which significantly improved their visibility to students and therfore increased course enrollment.  This year we are focusing on artists who teach other subjects at CSM, as well as community artists. We've also painted two large murals at CSM (for the Village and Arts Hallway) and have been invited by the District to paint murals for the new Bldg. 17 courtyard. The Fine Arts Club has participated in the MakerSpace workshops at the library, as well as helping the library create block printing kits for the Tool Lending program.

All of these activities introduce both transfer and life learners to various art opportunities and careers.  Students who worked on the murals have already received other mural and painting commissions.

Another very high priority for the program is cross-fertilization with other CSM programs.  The creation of a mural was one of these initiatives in collaboration with students from the Umoja, Puente and Polynesian clubs.  2D art has requested to be an official part of the Umoja project in the next stage of development.  The 2D art program also partners with the Student Honors Writing Project and contributes images for their journal, *The Labyrinth.*  This is a very positive collaboration, as students learn to professionally present their work for submission and get to see selected work published, which is very important for a resume or transfer application. Finally, we partnered with faculty in 2016 from Photography, DGME and Architecture to write and obtain an Innovation grant for Art 200, Portfolio Preparation.  Faculty from all four disciplines will collaborate to create a class appropriate to any image-making discipline at CSM, as well as study each others' area of expertise in portfolio preparation.

These reflect how the 2D art priorities support **CSM's Institutional Priorities and 5 in 5 College Strategies**, as listed below:

1. *Increasing student transfer success through the revision of all of the 2D art classes and the two art majors, including acceptance to C-ID.* (**Priority #1: Improve Student Success, Priority #2:  Promote Academic Excellence; Priority #3: Promote and Develop Responsive, High-quality Programs and Services, Transfer Strategy #1:  Enhance transfer services**)
2. *Design and revise 2D art courses so that each student receives sequential and complete studio art skills and knowledge.* (**Priority #1: Improve Student Success; Priority #2: Promote Academic Excellence, Priority #3: Promote and Develop Relevant Responsive, High-quality Programs and Services, Basic Skills Strategy # 5: Rebrand and improve marketing of basic skills; increase community awareness of comprehensive basic skills programs Transfer Strategy #1:  Enhance transfer services**)
3. *Increase student awareness and participation with the community and career opportunities through community partnerships, internships, job offerings and the Fine Arts Club.*  (**Priority #1: Improve Student Success; Priority #4:  Support Professional Development, Priority #6: Enhance Institutional Dialog, CTE Strategy#1: Develop and support industry partnerships; establish student internships opportunities CTE Strategy # 3:  Increase CTE outreach and community collaborations**) City Arts of San Mateo and the Twin Pines Art Center offer exhibition spaces to our students.  Last January, the CSM Fine Arts Club members exhibited paintings at Twin Pines Art Center.  Students orchestrated the entire show, including hanging, PR, reception, and sales.
4. *Partner with DGME, Photography, Architecture, the Honors Project, Anatomy, the Library and clubs for cross-fertilization of disciplines and diversity.  (**College Diversity Statement, Priority #1: Improve Student Success; Priority #2:  Promote Academic Excellence, Priority #3:  Develop Responsive, High-Qualtiy Programs and Services, Priority #4:  Support Professional Development, Priority #6: Enhance Institutional Dialog**)*

The 2D Art program is energetic and enthusiastic, with healthy student enrollments and a faculty that constantly strives to meet the challenges to student success. All but one of the adjuncts now teach two classes at least one semester per year, resulting in a greater commitment to the program and the college.  Evidence of this is that adjuncts now regularly participate in and initiate flex activities, apply for and receive professional development, and propose and help to write curriculum.  The best evidence is that the 2D Art program presents a faculty that works and supports each other and the program joyfully, which makes a healthy and vibrant work and study environment for faculty and students alike.

The main vision of the 2D Art program for the next three years is to uphold and strengthen what we believe to be our core responsibility:  to prepare students in a strong foundation of art making skills to successfully transfer or improve career prospects in a supportive and challenging environment.  We have deactivated classes such as Chinese Brush Painting that don't support this vision and added sequential courses in painting and life drawing that do.  We do not anticipate offering any courses that fall outside of this core vision.  A secondary goal is to outreach to all students on campus in order to increase our diversity and to reach those learners who may respond best to visual learning for success.  We have seen consistently that these students start to get the most out of their education when they finally discover that they can be successful learners through the arts. All outreach, including cross-college disciplines and community liaisons, are created to encourage these students to participate in our program.   Thirdly, we constantly seek to become a vital and interactive member of our college and local community.

## 2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Specify how SLO assessment informs curriculum development and changes to curriculum.

Faculty assess SLO's by reviewing and grading portfolios, exams and essays. Most assessment is done through a portfolio that is submitted twice a semester, at midterm and at finals. Studio art courses meet twice a week for three hours each. One of these hours is generally devoted to lecture and/or demos and the other two hours are labs, where students work on their projects. Because art faculty are constantly teaching and critiquing the students' work during these lab hours, students who attend and produce work are generally successful. Assessments show that success rates were up from 79.8% the previous cycle to 81.3% now. We attribute this increase to goals that we set in the previous Program Review and met, which was outreach to DSPS, strongly recommended English preparation and increased use of office hours for clarification and guidance for students.

Only one student submitted a General Education SLO and Program Satisfaction Survey; however, this data comes from the Summer 2012 - Spring 2014 cycle and may not be the same in newer data, which does not seem to be posted.

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? Describe any additional methods used to assess program SLOs and reflect on the results of those assessments. See course-to-program SLO alignment mapping.

The last Program Review revealed that our program SLOs were out of date. Since then, I have participated in a flex activity with David Locke, who helped me write new program SLOs. Now 100% of the specific course SLOs align with the success rates in the program SLOs. Program SLOs provide a broad umbrella that allows for individual courses and instructors' various points of view. In assessing the success of the mapping, we make sure that course SLOs align with program SLOs but also make sure that program SLOs continue to provide a framework that allows for creativity, consistency and quality. This alignment is appropriate and informative, as it makes sure that we are all on the same page in terms of fundamental goals and practices while teaching our own points of view and areas of expertise.

3. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs (and for the GE SLOs, if available) reveal about student attainment of the GE SLOs? See GE SLO Alignment Summary Report 🔒 or All Courses GE SLO Alignment Data 🔒.

This is difficult to address, since both of the documents (GE SLO Alignment Summary Report and All Courses GE SLO Alignment Data) have not been updated and show old data from fall 2010 - spring 2014. However, examination of this data shows that a

majority of the 2D art courses only satisfy one GE SLO (Effective Communication). A few also satisfy Critical Thinking, although this is probably incorrect, as one could argue that art making always involves critical thinking according to a definition analysis by Kompf & Bond (2001), "critical thinking involves problem solving, decision making, metacognition, rationality, rational thinking, reasoning, knowledge, intelligence and also a moral component such as reflective thinking." Therefore, critical thinking should be added as satisfying all 2D Art course GE SLOs. Effective Communication does not apply to the visual arts, as this SLO is written only to address written and oral modes. I would argue that visual communication needs to be added to this SLO. Art courses also could satisfy Quantitative Skills, as art students are constantly presented with both technical and intellectual problems that they need to solve. However, I am unsure how the term "quantitative" is being used in this SLO. Is this SLO written specifically for those discipline involved in the accumulation of a large amount of data, such as math or science? If so, then perhaps the SLO should be re-examined and re-worked to be more inclusive of other disciplines. Social Awareness and Diversity and Ethical Responsibility/Effective Citizenship are difficult to address in the subjective arena of art making, although one could argue that exposure to diverse ways of creating and thinking about art, which is an integral part of our curriculum, do address these. For instance, art instructors purposefully show a diverse range of art styles and techniques from around the world and across cultures. Also, learning how to effectively critique artwork involves a lot of training in objective observation and reasoning as well as diplomatic language.

My conclusion is that GE SLO's perhaps need to be looked at from a larger lens that encompasses more than the three R's. I volunteer to help with this and suggest that Music, DGME and other image-making disciplines such as Architecture are also involved. I think that this is ultimately a better solution than trying to argue that art satisfies the current GE SLOs and force them into the current model.

Only one student responded to the GO SLO and Program Satisfaction Survey for the Fall 2010 - Spring 2014 cycle. Clearly another way of receiving input from students needs to be explored for participation from more students.

B. Student Success Indicators

1. Review Student Success and Core Program Indicators and discuss any differences in student success indicators across demographic variables. Also refer to the College Index and other relevant sections of the Educational Master Plan: Update, 2012, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to ARCC data.

Enrollments for 15-16 were 418, down slightly from 446 in 14-15. 68% of our students are female, 28% are male and 4% are unrecorded. The success rate between females and males is minimal, being 81.9% and 80.9% respectively. Unrecorded students are lower in terms of the success rate, at 75%. This is interesting, since the withdrawal rate is at 15.7% for females, 13.9% for males and 6.3% for unrecorded. This would suggest that we need to offer more support to our unrecorded students for greater success, since they are not withdrawing from courses but not doing as well. However, they will be hard to identify, as they chose to be unrecorded in the first place.

Student success in terms of ages -19 to 29 stays fairly consistent, averaging 75%. Students in the ages of 30 - 39 have the highest success rate at an average of 92% and this drops to 85% for students ranging from 40 to 50+. Clearly we need to provide more support and guidance to our youngest students. Hopefully, we will see better outcomes when results from the First Year Success Initiative start to come in. We've worked hard to get away from the perception that we only cater to retired life learners and the numbers show that we've been successful in this. 58% of our students are in the age range of -19 - 24, 12% are 25 - 34, 10% are 35 - 49 and 21% are 50+.

Ethnically, whites makes up the majority of our enrollment at 43%, "Other" and "Unrecorded" at 21%, Hispanics at 14%, Asians at 17% and Filipino at 5%. Three ethnic groups, Black, Pacific Islanders and Native American are extremely low, with under 1%. Success rates range from 75% (Filipino, Hispanic and Other) to 83% - 100% for all others (White, Asian and Unrecorded). Black students have a dismal success rate of 33%, which represents the three self-identified black students in the program. This is cause for great concern, because clearly we are not attracting and serving our black students. Please see **4. Planning** in how we continue to address this issue. The 2D Art program clearly needs more help in this area and welcomes any and all input and advice.

2D Art's success rate for all students is at 81.3%, up from 79.8% for the 14-15 cycle. Retention is 85.2%. We feel that we are doing a good job of retaining students and helping them achieve success in their classes.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to Delivery Mode Course Comparison.

Currently, the 2D Art program does not offer online or distance education courses.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the Student Success and Core Program Indicators (LOAD, Full-time and Part-time FTEF, etc.)

The 2D Art program retains one full-time instructor and four adjuncts. 30% of classes in the 2D Art program are taught by the full-timer and 70% are taught by adjuncts.  Program efficiency for the 2D Art program depends, therefore, upon the commitment and cooperation of the adjuncts.  I believe that this can be addressed by offering the maximum amount of classes allowed to each qualified adjunct in the program.  This goal was reached by fall 2015 for all but one of the adjuncts, who only wished to teach one class anyway.  Since then, adjuncts have stepped up to the plate and have become willing partners with the full-timer in terms of curriculum, flex, outreach and studio maintenance, which is well-appreciated by the lonely full-timer and creates a more equitable and efficient program.

I have proposed a full-time faculty position to be shared between 2D, Graphic Design and Photography to Dean Demsetz and we plan on exploring this possibility in the spring.  Currently we have an adjunct who teaches for all three programs and this has proven to be an excellent liaison between the three. Creating a shared position would not only be of enormous help to each single full-timer in these programs, but substantially support our commitment to work across disciplines, which share many students.

With this in mind, I would also like to propose that Graphic Design become part of the Art Department, as it is in most colleges and universities.

**3. Additional Factors**

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See Institutional Research as needed.

2D Art enrollments were severely impacted by the statewide repeatability restrictions, particularly in terms of life learners.  We experienced a drop of 93 students between 2012 and 2013.  Now enrollment is fairly stable, with current enrollment being slightly down by 28 students from the 14-15 cycle. All painting courses that rely upon a set of technical skills that need to be acquired and practiced for a longer amount of time than one semester have been re-written to have families of four semesters.  We are currently writing a similar family of courses for appropriate drawing classes. We continue to address "terming-out" by directing such students to our "Opportunities for Students" website, mentioned above, as well as the Fine Arts Club.  We have also created close relationships with local art galleries and schools that offer courses that expand upon our curriculum.  These venues offer significant discounts (up to 30%) tuition for our students.

We continue to help students who have termed out by directing them to the Studio Art page on the CSM page, which now includes sections "Opportunities for Students," Careers in Studio Art,"  and the "Fine Arts Club" in order to help students move from the classroom to profession.  Additionally, we added a section, "Recommended Sequence of Courses" to help students understand sequencing, especially for media focus.

**4. Planning**

A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Overall, we are very pleased with the 2D Art program and how it is progressing.  We feel that we provide a very solid foundation for transfer and career students in a supportive environment.  Our students are passionate and challenged and our faculty feels supported and engaged.  There is definite room for improvement, as outlined below.

Recommendations from the previous Program Reviews were to work on increasing the diversity of the student body and to be more specific in terms of program improvement and data analysis. Below are specific ways that we are working on these:

**Increasing diversity:**

Request help from the college in terms of ways to expand our diversity, especially for Black, Native American and Pacific Islander students.  Clearly the steps we've taken so far have not been successful.

Steps taken so far:

1.  Collaborate with the Umoja, Puente and Polynesian clubs.  This has been done by working on murals together and inviting programs to presentations sponsored by the Fine Arts Club.  For instance, one of the adjuncts, Susan Matthews, received partial funding from CSM Professional Development to participate in the Senegal Biennale last spring.  She has shared her experiences with the Fine Arts Club, which Umoja was invited to attend, and will also present to Umoja.  Particularly exciting is that she learned contemporary African mural making techniques and will work with Umoja when they move into their new Village in Bldg. 17.  Although we were very happy with how the current Village mural worked out in Bldg. 18, it is still done in the western figurative tradition and, for the most part, only the Fine Arts Club students painted it, although it included input from the other clubs.  However, having Sue teach the Umoja members how to make their own mural will be much more appropriate and allow a stronger sense of ownership for Umoja.

2.  Request to be part of the Umoja project as it expands.

3.  Collaborate with the Honors Project on *The Labyrinth.*

4.  Share flex activities with Anatomy and the Biology faculty.

5.  Collaborate with DGME in terms of writing Innovation grants (Portable Exhibition Walls and Portfolio Preparation)

6.  Re-start the AOC (Art on Campus) task force in order to provide exhibition spaces for all programs and clubs across campus

7.  Continue to invite faculty across campus who are involved in visual art to present their work and ideas to the Fine Arts Club.

**Improving program:**

1.  Regular flex activities for the faculty are held each semester to discuss issues and be trained on SLO assessment.  We are now 100% on target with our SLO assessment cycle.

2.  Write curriculum that will add to student transfer and career success and/or completes sequences of courses.   Four new family courses were offered in fall 2015 and two more were offered in fall 2016.

3.  Provide opportunities for students such as internships, exhibition venues and the Fine Art Club to experience various arts careers.  Outcomes from these opportunities are listed above.  This action is designed to address the lack of repeatable classes, especially for the adult learners, as well as career exploration for all students.

4.  Communicate clearly and work with DSPS on the requirements and expectations of the Studio Art curriculum, due to increasing challenges in classroom management as students with less preparation and greater acuity of emotional and mental health issues arrive in our classes.

5.  Propose a shared full-time position between 2D Art, Photography and DGME to help the single full-timers in each program and to serve as liaison between the three.  We share many students.

6.  Work with college in terms of updating GE SLOs to be more inclusive of visual learning.

B. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the CSM Strategic Goals 2013/14 to 2015/16. For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

Our vision is to continue to clarify and streamline the transfer process, including appropriate course work and portfolio preparation for our transfer students.  We also wish to address the needs of both transfer students and the adult learners by offering families of courses, when appropriate for advanced level skills in a certain discipline, as well as showcasing career opportunities through our partnerships in the community. Specifically, with reference to the **College Mission Statement**, we plan to:

1.  Monitor and assess how the new courses are working within the sequencing of existing classes and change to adapt the course outlines if necessary. **(1. Improve Student Success, 2. Promote Academic Excellence, 3.  Promote Relevant, High-Quality Programs and Services)**

2.  Continue to involve the adjuncts in conversations and decision-making about the program and courses, as well as to insure that the whole faculty understands and implements SLO assessment.  **(4.  Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources, 5.  Enhance Institutional Dialog)**

3.  Implement the plan to make the whole campus a living art gallery through the reformed Art on Campus task force.  **(2.  Promote Academic Excellence, 4.  Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources, 5.  Enhance Institutional Dialog)**

5.  Partner with the Learning Resource Center, DSPS and Counseling, where appropriate, to promote student success. **(1. Improve Student Success, 2. Promote Academic Excellence, 3.  Promote Relevant, High-Quality Programs and Services (4.  Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources, 5.  Enhance Institutional Dialog)**

6.  Continue to seek out and foster community partnerships.  **(1. Improve Student Success, 2. Promote Academic Excellence, 3. Promote Relevant, High-Quality Programs and Services)**

7.  Continue to forge connections and working relationships with other programs and clubs on campus. **(4.  Promote Integrated Planning, Fiscal Stability, and the Efficient Use of Resources, 5.  Enhance Institutional Dialog)**

8.  Work on creating a more ethnic diversity among our future instructor hires. **(Diversity Statement)**

**5. Program Maintenance**

A. Course Outline Updates

Review the course outline update record. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the Committee on Instruction website for course submission instructions. Contact your division's COI representatives if you have questions about submission deadlines. **Career and Technical Education courses must be updated every two years.**

| Courses to be updated | Faculty contact | Submission month |
|---|---|---|
| All 2D art courses have been updated in Fall 2016.  Two (Drawing I and II) were | Rebecca Alex | Fall 2016 |

updated to align with Skyline and Cañada Drawing I and II.  All classes were updated in order to eliminate TBA hours.

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## B. Website Review

Review the program's website(s) annually and update as needed.

| Faculty contact(s) | Date of next review/update |
|---|---|
| Rebecca Alex | Fall 2016 |
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## C. SLO Assessment Contacts

| Faculty contact(s) | Date of next review/update |
|---|---|
| Rebecca Alex | Fall 2018 |
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## 6. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).