Program Efficacy Report
Spring 2015

Name of Department: Art Department

Efficacy Team: Andee Alsip, Todd Heibel, and Michael Mayne

Overall Recommendation (include rationale): Continuation

The Art Department is to be commended for crafting a thorough, well-documented efficacy report. In spite of an acute shortage of full-time faculty, the department continues to evolve and serve student needs. Using inventive and resourceful tactics, including outside funding agencies, visiting artists and guest speakers, and art gallery receptions, the department has been able to maintain a modicum of FTES stability, while increasing student retention, success, and degree attainment. In addition, the department has purchased state-of-the-art technology that allows students to transfer and pursue careers.

It is clear that the Art Department must hire one or more full-time faculty within the near future in order to maintain currency and stability. As the efficacy report notes, art classes provide skills that benefit all students, regardless of their degree program. Furthermore, the Art Department and Gresham Art Gallery serve as linchpins between college and community. If these vital services are to continue, then the institution must take full-time faculty replacement seriously.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
	Part I: Access	
Demographics	*The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population*	*The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance.* *If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.*

Efficacy Team Analysis and Feedback: Meets.

The Art Department provides a thorough discussion and analysis of demographic data. Two cohorts are identified as requiring special attention, Asian and disabled students. Apropos to the Art Department, creative solutions are proposed, including a visit to the Pacific Asia Museum in order to generate more interest among the Asian student population. In order to better accommodate disabled students (over-represented by 4.9 percent), the department recommends that the institution, via DSPS, allocate additional specialists to work one-on-one with students with special needs.

Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Efficacy Team Analysis and Feedback: Meets.

The Art Department schedules classes to meet the needs of a diverse swath of students. Courses are offered Monday through Saturday, with the majority offered Monday through Thursday. Sections are offered throughout the course of the day, including morning, afternoon, and evening. While the majority of sections are taught in a traditional face-to-face format, an increasing number are offered within a distributed education (DE) format, including full online, hybrid, and interactive television (ITV).

The department endeavors to meet student demands, for example the ART 100 and 124 classes typically comprise four sections per semester. Curriculum is updated on a regular basis to meet industry demands – for example, computer-based graphic design courses – and to better accommodate DE formats.

This extremely detailed, data-rich narrative provides ample evidence that the Art Department utilizes quantitative and qualitative input as a means to fine tune class scheduling to meet the needs of the broadest student population possible.

Part II: Student Success		
Data 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 <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.

Efficacy Team Analysis and Feedback: Meets.

The Art Department enumerates several goals within its EMP document, including: increasing the number of course sections, increasing the number of DE course offerings, evaluating and implementing SLO changes, increasing the number of degrees and certificates earned, and developing a transferable 3-D foundation course.

As it relates to student success, EMP data, including FTES, success and retention rates, and WSCH per FTEF (efficiency) are analyzed within the framework of attaining the previously stated goals. Declines in FTES and efficiency since 2010-11 are attributed to campus-wide budget and associated section cuts. The department endeavors to expand course sections, including DE sections, in order to match its 2010-11 FTES and efficiency numbers.

Retention and success rates have increased over the five-year period, as have the number of degrees awarded (certificates awarded have declined slightly from 2012-13 to 2013-14, but are well above the 2009-10 academic year). Actions plans to increase certificates and degrees awarded, as well as overall FTES, include surveying students about their specific academic needs, as well as hosting an art-related career day event.

Incorporation of supplemental data, including US Bureau of Labor Statistics and Perkins Core Indicator, provide helpful justification for further expansion of Art Department sections, development of new and revised curriculum – including a 3-D art course, and fostering awareness of art-related careers. The data suggest that the Art Department remains highly successful in its mission to educate career- and transfer-minded students.

Student Learning Outcomes and/or Student Achievement Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

Efficacy Team Analysis and Feedback: Meets.

The Art Department has included all necessary tables and grids, including course-level SLOs, program-level SLOs, and Core Competencies. The department is collecting SLO data for all sections every semester and has mapped selected course-level SLOs to program-level SLOs. Revision of course- and possibly program-level SLOs is awaiting analyses of "leveled" courses (formerly "X4" courses). The department discusses the possibility of adding a capstone course to not only better assess program-level SLOs but also increase student retention, success, and degree and certificate attainment. Data collection and assessment of course- and program-level SLOs, as well as mapping to Core Competencies has fostered discussion among Art Department faculty. Discussion topics include the role of art in the learning and skill development process throughout their collegiate and career trajectories.

It is not clear if program-level SLOs have been assessed to date. Although this is a thorough and thoroughly-documented section, program-level outcomes should be more explicitly addressed.

Part III: Institutional Effectiveness		
Mission and Purpose	*The program does not have a mission, or it does not clearly link with the institutional mission.*	*The program has a mission, and it links clearly with the institutional mission.*

Efficacy Team Analysis and Feedback: Meets.

The program has a mission and it clearly links with the mission of the institution by supporting a diverse breadth of student learning, including transfer- and career-minded students, self-improvement, and cutting-edge technologies (e.g. 3-D computer modeling and printing).

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.*

Efficacy Team Analysis and Feedback: Meets.

The decline of FTES after 2010-11 is largely attributed to budget and associated section cuts following the 2010-11 academic year. Since the 2010-11 academic year, FTES and FTEF have fluctuated slightly but remained quite stable. WSCH per FTEF (efficiency) declined from 2012-13 to 2013-14, largely as a result of pedagogical and safety concerns (e.g. while lecture courses can host 40 or more students, lab courses can accommodate only 20 to 30 students). Lower course caps tend to depress efficiency. In addition, repeatable "X4" courses have been revised as "leveled" courses (e.g. ART 124A, 124B, etc.). These courses are not yet available for students and may have further depressed FTES and efficiency.

Relevance, Currency, Articulation	*The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.* *Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.*	*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 articulate appropriate courses.*

Efficacy Team Analysis and Feedback: Meets.

All Art Department curriculum is up to date. Recent curricular revisions include "leveling" of repeatable "X4" courses, approval for DE delivery of selected courses, and Associate degrees for Art and Graphic Design, as well as certificates in Graphic Design and Web and Multimedia Design have been updated and approved by the Curriculum Committee.

Selected courses have been approved for C-ID articulation and the Art Department will launch its AA-T transfer degree in the near future. Four courses have been identified as not articulating to the CSU and/or UC system. Plans are in place to coordinate with the SBVC Articulation Officer, as well as research similar art courses at other California Community Colleges.

Part IV: Planning		
Trends	*The program does not identify major trends, or the plans are not supported by the data and information provided.*	*The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.*

Efficacy Team Analysis and Feedback: Meets.

Although reiteration of the US Bureau of Labor Statistics data from the "Student Success" section may have better informed the "Trends" section, the Art Department provides a coherent summary of internal and external trends impacting the program. Potential positive trends include the expansion of traditional "STEM" support to include the arts, resulting in the new acronym "STEAM." More ambivalent trends include fickle state budgets and ever-accelerating technologies and professional development strategies that are struggling to keep pace. A clearly negative trend is the erosion of full-time faculty without institutional support for replacements. The Art Department has just three full-time faculty when FTEF data indicate the need for nearly ten. With future retirements looming, the department must have institutional support if it is to maintain services at the current level.

Additional insight into Perkins funding may have further benefitted this section. It is clear that Perkins funding has benefited the Art Department. However, information about this program is absent from this section.

Accomplishments	*The program does not incorporate accomplishments and strengths into planning.*	*The program incorporates substantial accomplishments and strengths into planning.*

Efficacy Team Analysis and Feedback: Meets.

The Art Department articulates several strengths and accomplishments. Retention and success rates have steadily improved during the past five academic years. Although fill rates are referenced, they are not quantified. Through a variety of on- and off-campus organizations, including student Art Club and Friends of the Art Gallery, the community remains an integral component of the Art Department. Curricular updates, including "leveling" of repeatable classes, DE approval, and incorporation of new technologies like a photo lighting studio and 3-D printer, should allow for continued program growth and relevance.

These strengths and accomplishments have led to more frequent faculty meetings, where full- and part-time faculty participate. Other regular meetings include Friends of the Gallery, as well as less frequent events such as the Raku Dinner and Art Gallery receptions. As a sign of the times, the Art Department also incorporates social media.

Although not explicitly documented, it appears that strengths and accomplishments have been integrated into planning through frequent faculty meetings, as well as "town and gown" events where the college and community interface through several in-person and social media events.

The procurement of Perkins grant funding is a notable accomplishment that is missing from this section. Undoubtedly, Perkins funding has facilitated the purchase of equipment and technologies that has contributed to program planning.

Weaknesses/challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

Efficacy Team Analysis and Feedback: Meets.

Although the desire to better capture student needs (e.g. educational plans and transfer needs) and rapidly developing trends and technologies is well developed within this section, challenges associated with the lack of full-time faculty are notably absent. This challenge is presented within the EMP document, as well as introductory portion of the "Planning" section. It would be helpful to reiterate this pressing need and challenge within this section.

Nonetheless, the Art Department seeks ways to better capture student and faculty needs. Close coordination with the SBVC Articulation Officer, as well as four-year institutions should mitigate barriers and gaps for students. Professional development needs for faculty can be partially met through online services such as "Lynda.com." However, the SBVC Professional Development program is not referenced. Industry advisory committee input will continue to guide the department, as technologies and industry demands develop.

Part V: Technology, Partnerships & Campus Climate		
	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate. Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate.	Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate. Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Efficacy Team Analysis and Feedback: Meets.

Technology: Using Perkins, CTE Enhancement, and other grants, the Art Department has developed a sophisticated lighting studio, as well as purchased 3-D graphics software and printer. It maintains a state-of-the-art computer lab, ceramics studio, and glass blowing studio. All of these advanced technologies have been incorporated into day-to-day teaching, as well as continued curricular development.

Partnerships: Guest speakers, visiting artists, industry and organization input, and art gallery receptions greatly benefit students, community, and faculty. These resources provide "teachable moments" for students and enhance the classroom teaching environment. In a very real sense, these resources also enhance the campus climate.

Part VI: Previous Does Not Meets Categories	
Program does not show that previous deficiencies have been adequately remedied.	Program describes how previous deficiencies have been adequately remedied.

Efficacy Team Analysis and Feedback (N/A if there were no "Does not Meets" in the previous efficacy review): Does Not Meet.

The following "Does Not Meet" categories have been identified within the previous efficacy review:

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

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

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

The Art Department expertly addressed each of the above "Does Not Meet" categories within the respective sections (within the body of the efficacy document). However, a summary as to how they have been remedied is not provided within this section. It is possible that the author of this document assumed that each of the above deficiencies had been met within the narrative for each section and, therefore, did not need reiteration within this section.