

Program Review, Analysis, and Planning

Department Name: Fine Arts

Data Analysis

Based on data provided by ORPIE:

1. **Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section? Why?** (150 words limit)

While the class maximum for studio classes is 32, we are lucky enough to have large classes through art history to ensure we have a higher FTES/FTEF ratio than the college average.

2. **What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline?** (150 words limit)

Looking at our average fill rate, you would see that the numbers are down. But if you are looking at the number of students we are serving, you will also see that overall, we are increasing the number of students enrolled in our courses. In 2017-2018, we served more students than any of previous years shown in the data packet. We are always looking at our classes to ensure they are meeting the needs of the students. Class days and times are being adjusted in addition to adjusting the number of sections to meet student needs.

3. **Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve?** (250 words limit)

Many of our faculty have added information about all of the physical and mental wellbeing services available to our students in their syllabi. This information is also included in our 'Student Success' information packet that we created specifically for all of our students. We have collaborated with the counselors and invited them directly into our department to provide easy to access counseling sessions, ensuring we are reaching all of our students. Financial aid, EOPS, and counselors have been invited to our classrooms to help the students understand the services available to them. We promote and strongly encourage students to apply for scholarships. We take advantage of all funding opportunities available to us so that we can provide the best resources and additional materials for our students who often struggle financially. We keep our students informed about departmental and campus events and other opportunities via posters and social media like Instagram and Facebook. This allows students who may be ESL learners to gather information at their own pace and ensures that all of our students have an easily accessible place to stay informed. We have worked closely with DSPS when a student may need additional support. We have recently developed and will be offering two non-Western art history courses (Art of the Ancient Americas offered for the first time in S'19 and the Arts of African, Oceania, and Native North America will be going through CCI in F'19) in addition to other non-Western curricula (Asian Art), to be inclusive of multiple cultures in the art narrative. Additionally, the demographics of our faculty represent various age groups, races, and genders, which is reflective of the students we serve.

4. **How does your program course success rate compare to GWC's overall course success rate? If your course success rates are in decline or below the college average, what is your department plan to address the success rate?** (250 words limit)

The success rate for classes is on the rise! While the traditional student success rate is still above average of the college, the online success rate has dropped slightly below the college average. We are hoping to address this issue with a reduction in the number of students allowed in the campus's largest online course, ART G100, with a single section enrollment of 235 students. It is a well-known fact that larger class sizes often correlate with poorer student success rates, even with the support of Embedded Tutors which we routinely have in this class. If we can get that LCF size down to a reasonable number, our online success rate will surely go up as will the depth of our professor-to-student and student-to-student interactions. As we have slowly increased the number of full-time faculty we have, we are able to better serve our students through outreach. The added full-time faculty has also added stability to the department to allow consistency in teaching throughout our courses.

5. **Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success? If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact?** (250 words limit)

Asian and white students are consistently successful students in the art area. American Indian/Alaska Native and Native Hawaiian/Pacific Islander students are very inconsistent in success in the art area but it is difficult to track due to the fact we don't serve more than 7 in a semester. Some semesters, these groups are 100% successful while others have a very low success rate. The largest group that is not consistently being successful in art is the Hispanic/Latinx population. Retention is quite high while success is much lower. We recently developed and offered a new non-Western art history course, Art of the Ancient Americas, which focuses on the rich art history of Mexico and Central and South American cultures prior to European contact. We are hoping that that course will be welcoming and inspiring to our Hispanic/Latinx populations as well as interesting to all demographics of course. We promoted it campus-wide and even contacted the Puente program to elicit their help in informing their students about the class. We have invited local Hispanic/Latinx professional artists to be guest lecturers and have scheduled LA-based artist Stephanie Mercado to visit our campus and discuss her art career with our students this coming fall 2019.

6. **Does your department confer a degree or certificate? What is your department's plan to increase the number of students receiving degrees or certificates?** (150 words limit)

Yes, the Fine Arts Department has three degrees (AA in Art, AA-Ts in Studio Art and Art History). This semester we emailed all of the students listed as majors to give them information about the degree and applicable departmental, campus and UC/CSU transfer dates. All majors have received a GWC Art t-shirt, and all majors have been mailed a letter about all of the important information about the department and graduation. In the summer, we are planning on mailing a hand-written post card to all majors welcoming them back to the fall semester. The department faculty attended a counselor meeting to talk about our classes and major to ensure they were aware of all that we offer. As previously mentioned, we invited the art counselors to our area this past fall and this spring to do presentations to all of our classes and provide mini sessions in our area.

- 7. Are students transferring to four-year institutions from your program? What is your department's plan to increase the number of students transferring to a four-year institution? (150 words limit)**

Yes, we invited the art counselors to our area this past fall and this spring to do presentations to all of our classes and have a week of informal and easily accessible mini sessions in our area to advise the students. We have a student success packet that is widely available through the department which informs and encourages students about their transfer and career options. The Fine Arts department web page is constantly being updated to ensure we're providing as much up to date information. We keep students aware of transfer information via our social media platforms. At our annual Fine Arts department meeting in August, we advise our part time faculty about how to discuss/encourage transfer to our students so that we are all on the same page, and they understand the importance of their role in student's decision to continue their arts education at a four-year institution.

- 8. Did you complete the two-year program review requirement for CTE? If no, why not? (150 words limit)**

Not applicable.

- 9. Did your department complete all course SLOs assessment? If no, why not? (150 words limit)**

No. ART G103 has been submitted though email and has not been entered into TracDat yet. ART G104 is being offered for the second time this semester. It has been assessed last Spring when it was first offered. ART G115 has been submitted by email but has not been entered into TracDat yet. ART G127 is a new course and has never been offered. ART G142 and G143 has been cut for the past few semesters due to low enrollment. ART G151, G250, and G251 have all been emailed to be put into TracDat but have not been entered.

- 10. Did your department review all Course Outline of Records in the last 6 years? If no, why not?**

Yes, we are finishing up the last of the updates. Some may end up on the first agendas for the fall CCI meetings. We are currently in the process of updating our AA, AA-T in Studio Art, and AA-T in Art History to match their TMCs while ensuring all courses are C-ID approved.

Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

Since the past Program Review cycle we have:

- Re-written, updated, and distributed the Fine Arts Department Student Success packet.
- More heavily promoted our program on social media: Facebook, Instagram, and we are regular contributors to the GWC app with promotions of our events, classes, and student work.
- Re-written SLO's and assessed all of the SLO's available.
- Hired a full time Art Historian and are about to hire a full time Life Drawing instructor.
- Brought in additional visiting lecturers.
- Purchased and organized more resources and materials for our students through ASGWC funding and Wish List grants like: Department branded pop-up tents and table cloths for events, comfortable drawing horse cushions for students, bulletin boards for the art history class room (FA222), and still life objects.
- Launched a new non-Western art history course (Art of the Ancient Americas) in Spring 2019, are submitting to CCI another in the fall (Art of Africa, Oceana, and Native North America), and are about to launch a new gallery and curatorial course in Fall 2019.
- Professionally furnished and organized our art work documentation room so that students can professionally document their artwork for portfolio purposes.

PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department wants to accomplish in the next three years?

- Prospective Student Outreach - High School and Junior High
- Alumni Relations - keeping in touch and keeping track of their accomplishments
- Bring more public art to campus!
- Develop more programs with professional artists, talks, workshops, projects like murals
- Increase graduates
- Add courses to align with C-ID such as Color Theory, Fiber Arts ,and Art of Africa, Oceana, and Native North America and edit degrees to match TMCs.
- Student Art Show funding/duties need to be addressed.
- Hire full time Ceramic and Photography Lab Assitants to replace 160 day employees.

Program Planning

Description of Department's Goal?	What metric will you use to measure your goal?	What actions will the department take?	Which of the College's mission and goal does this goal support?		List necessary support and/or resources if applicable.
<p>Goal 1:</p> <p><u>Outreach through High Schools and Junior High schools to increase enrollment</u></p>	<p><u>After our initial outreach efforts, we will survey our incoming students to gain an understanding of what brought them here and whether or not our outreach campaign worked.</u></p>	<p><u>We will send a representative from our department to give presentations and answers questions at local high and junior high schools. We will follow up with traditional promotional mailings, emails, and social media posts. We will host an open house for potential students to visit our classrooms and ask questions.</u></p>	<input type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input checked="" type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	
<p>Goal 2:</p> <p><u>Increase Graduates</u></p>	<p><u>We will use the past data of our graduation numbers to compare with current data.</u></p>	<p><u>Maintain a current Student Success packet and keep in contact with current department students to ensure they are moving through their classes at an appropriate rate. We will train our part timers on how to coach our students toward graduation. We will continue to make promotional materials like posters and social media posts that inform and motivate students toward</u></p>	<input type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	

		<u>graduation.</u>			
Goal 3: <u>Develop and offer courses that fully align with C-ID.</u>	<u>We will know if our new courses are successful based off of fill and student success rates in those classes.</u>	<u>Develop new courses and take them through the appropriate curriculum process.</u>	<input type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	