



College of Alameda

2022-23 Program Review – ART

Lead Author:

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Program Overview

Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

The mission of the Art Department at the College of Alameda is to provide courses leading to the fulfillment of general education, degrees in art and art history, and successful transfers to UCs and CSUs. The Art Department introduces students to the world of art and promotes lifelong learning.

List your program faculty and/or staff

Gabriel Navar Adjunct Faculty
Cate Nelson Adjunct Faculty
Drew Burgess Full Time Faculty

Describe your current utilization of facilities, including labs and other space

Students and Faculty are utilizing the art facility in the Liberal Arts Building. In spring of 2022 drawing and painting were offered. In the summer of 2022, modern painting was offered. For fall of 2022 drawing and painting are in progress.

The main art room is H208, classes are conducted in the room successfully. Students are engaged in the room. The adjoining room H206 is a storage/work room. Adjoining the storage/work room are offices for the full-time faculty and adjunct faculty. Past the storage room are gallery rooms H203 and H204. These rooms open to the larger interior area of the building and opposite the wall that will receive a mural. The design of the art suite offers access to the rooms for instructional purposes, exhibition of works, meetings, and openings.

H208 and H204 have projectors for instructional purposes and student engagement. Students have access to room H204 for collaboration on projects, art history coursework, working on assignments, planning, hanging and viewing student art, art exhibitions and openings, and team meetings. Students have access to H203 for the viewing of art, art history instruction, hanging works of art, critiques, community engagement, collegial collaboration, and art openings.

Some features of the rooms need attention. A printer in the storage room needs installation. The adjunct faculty offices need the set-up of the computers. Both faculty offices need telephones. The computers do not have speakers. Full access of the rooms is under request by the department---the ability to open rooms for effective instruction, safety, and the implementation of program goals including exhibitions. The lead faculty needs keys to open doors. The department requests that the original design of the rooms be maintained ---to enhance the engagement of the arts for the College of Alameda as a robust art center.

Opposite the art gallery will be the new college mural for the NCLA center. The art department will be engaged in the central area of the building.

On the first floor, at the base of the steps, is an area for performance. The Art Department would like to collaborate with Dance, Music and ADAM in the creation of special events. Adjacent to this area is the café offering a complement to the rich educational environment.

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to.

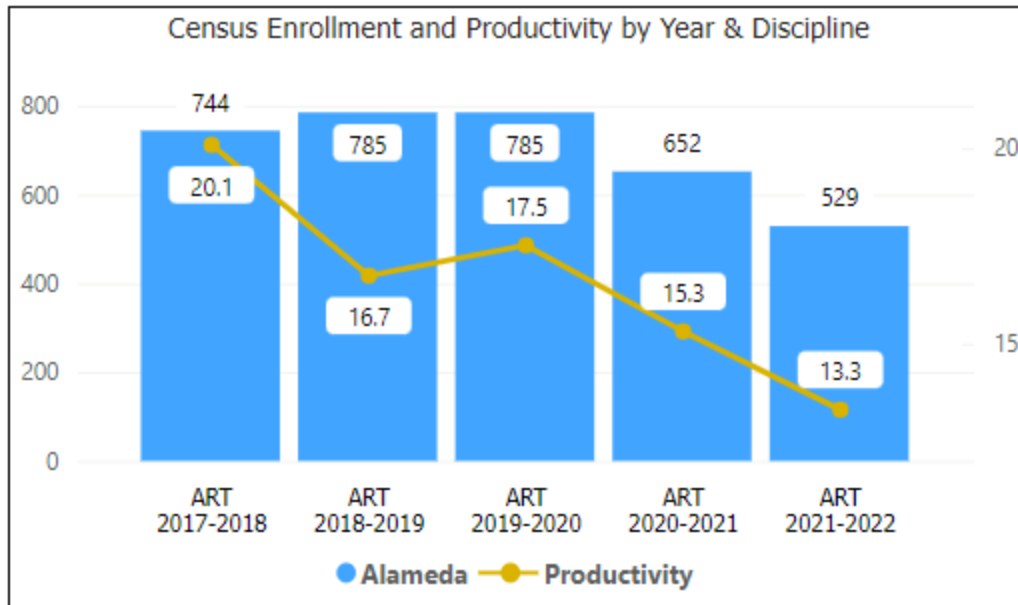
If no program goals exist or if this is your first program review, work to create 2-3 goals and align them with a College or District goal.

Program Goal	Develop the comprehensive planning necessary to transition from fully online 'at home' instruction during Covid-19 to the operation of the new Art facilities. Coupled with this goal is to develop a means to create an operational Art Gallery.
Status: In-Progress or Complete?	In Progress. This goal was met in spring and fall of 2022 and now is extended to spring of 2023. We have attended meetings to communicate with District and CoA colleagues, including our administrative team to determine the viability of returning to campus. A 2023 goal of 45% in person instruction has been

	<p>outlined by the college administration---with goals of support for students attending courses. The Art Department will offer two hybrid studio courses in the H building and three hybrid art history courses. This endeavor will require coordination with the college's maintenance team.</p> <p>The Art Gallery space needs attention. A request has been made to paint the wall of H203 white (this was decided when the building was being completed). Rooms H203 and 204 have wall space and interactive possibilities. To have a gallery at the college will take time and commitment. Student expression is central, the department can place student works in the gallery during the semester and plan special exhibits. The department envisions a robust educational center engaging students from multiple disciplines. For example, visiting artists displaying works and engaging with students. To develop this cultural resource commitment is needed in terms of funding, security, insurance and operations.</p>
Which college or district goal is aligned with your program goal?	<p>Our department develops programming with equitable vision. The Mission of the College of Alameda expresses our instructional goals: The mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.</p>

Program Goal	Develop integrated arts instruction with an active Art Gallery, collaboration with Dance, Music and ADAM, and other disciplines to realize the possibility of creative vision.
Status: In-Progress or Complete?	In Progress
Which college or district goal is aligned with your program goal?	<p>Our department develops programming with equitable vision. The Mission of the College of Alameda expresses our instructional goals: The mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.</p>

Enrollment Trends



[Enrollment Trends Dashboard link](#)

Discuss enrollment trends over the past three years

For additional analysis, click on the Enrollment Trends Dashboard, set the filters to Alameda and your discipline

Enrollment trends of the department follow the college, district, state, and national trends during COVID as expressed by the leadership of COA. The faculty have been made aware of the trends which have included a reduction of courses. The Art Department has continued to offer key courses, yet enrollment is not as high as it has been in past years.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Faculty have adjusted to fully online teaching in the last few years. Our faculty have integrated communicative methodologies in the learning platform CANVAS, enabled engagement strategies on ZOOM, and worked with new educational opportunities with modalities such as ASYNCHRONOUS and HYBRID formats.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

The Art Department instructors/professionals completed rigorous coursework in their field holding MFA degrees, each of the instructors has completed necessary training in online teaching, and each of the instructors practice within the field of art as professionals, thus, the instructional ideology of the art department is constructed firmly with direct knowledge of the position of students, with sensitivity, as to the achievement of long-range educational goals.

Conversations with students have revealed difficulties present in the given modalities.

With each modality our instructors tailor courses, assignments, testing, and general projects, with nuanced instruction. While face to face and fully online are different, we have found that each are possible and offer diversity in methods and ways of learning. For example, during COVID drawing and painting were planned and executed fully online with favorable student engagement.

Instructors have been flexible while envisioning the necessary relationship with rigor as a pathway to knowledge of the subject matter and self-knowledge for the broader benefits of lifelong learning---these goals align with the student learning outcomes of the art department courses. For example, a staple course of the department is Art 1. One of the SLOs is 'Evaluate creation of art in an historical context with an emphasis on modern life'. Students may engage with the content of the course and contextualize ideas in the present moment---this is achievable whether the course is fully online or in the hybrid format.

Currently we offer fully online art history courses. A recent survey assessing student learning suggests that students are happy with the online format and the sense of expression they achieve within the courses.

Curriculum

Have all your course outlines of record in CurriQunet been reviewed within the past three years?



<https://peralta.curricunet.com/>

X Yes No, please explain:

Yes. The department recognizes that this is an ongoing effort and that there is a need to update courses regularly.

Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data,

advisory committee recommendations, transfer institution changes, industry trends, state-wide transfer model curriculum).

We are examining department courses, degrees, and certificates. The department has courses that are not being offered yet they align with degrees of the department and degrees across the district. For example, Art 46 is a design course necessary for the Studio Arts degree. We have taught the course, but the course is offered at another school usually. Our students can access courses within the district to achieve requirements and to achieve transfer goals.

The department communicates with the other fine arts departments of the district. Collectively we are aware of some updates needed in courses. "Assembly Bill No. 1111 (Berman) requires implementation of a student-facing common course numbering (CCN) system across the California Community Colleges (CCC) on or before July 1, 2024." This statewide project may be the time for Peralta art colleagues to collectively make some changes.

How is your program meeting the needs of students, and/or articulation with four-year institutions?

The art department established AATs in Art History and Studio Arts. The art department courses align and articulate with Cal State and UC institutions. The art department courses are transferable.

Student Learning Outcomes Assessment

List your Student Learning Outcomes

All of the Student Learning Outcomes for the Art Department are publicly accessible. Each of the outcomes are within the course outline of record (COR).

<https://peralta.curricunet.com/PublicSearch/Index>

Outcomes are tied to the Institutional Learning Outcomes and a method of assessment.

Here is an example:

Art 1 Introduction to Art History

Outcome: Evaluate creation of art in an historical context with an emphasis on modern life. This outcome maps to the following Institution Outcomes:

- Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

Assessment: essay

Outcome: Identify broad themes of art located in the context of history and contemporary society.

This outcome maps to the following Institution Outcomes:

- Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

Assessment: exam, essay

Outcome: Analyze properties of art creation in a variety of cultures and periods.

This outcome maps to the following Institution Outcomes:

- Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

Assessment: exam, essay, written exercise

Please provide a high-level summary and your program's interpretation of your SLO findings over the past year.

The Art Department faculty attend Flex Day workshops. Workshops align with outcomes of the department as well as institutional outcomes.

October 2022 Workshops:

1. Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA): A Conversation in Real World Practice
2. Ask Student Accessibility Services

As the outcomes of courses are linked to departments, programs and the institution, there is a relation in assessment. For example, Art outcome number one:

Evaluate creation of art in an historical context with an emphasis on modern life.

This outcome maps to the following Institution Outcomes:

- Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

Assessment: essay

Students of ART 1 courses were asked to complete an essay, a '**statement of learning**', in the Spring and Fall of 2022. The resulting essays strongly reflected a relationship with the outcome goals as expressed by the students---their own assessment of their learning. The assessment was successful.

In turn, as the institutional outcome above stresses diverse individuals, ethnic, racial, cultural and gender expressions, the College of Alameda ART 1 courses present and explore content aligned with institutional goals.

Art 1 is a model---all the art department courses are in conversation with the goals, mission and vision of the college, communicating with outcomes each semester in studio and art history classes.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning?

Our department has learned that structured conversations, participation in college wide activities, dialogue within the department and cluster, direct and sensitive contact with students, is highly beneficial in the creation of meaningful coursework for our students.

Yes, instructors within the department have noted and discussed the writing of students during the implementation of fully online learning and hybrid formats. While there is a recognition of the importance of in-person coursework, we have found that the online courses depend on writing and a benefit is naturally created for students in the online modality.

In turn, the return to in-person instruction following the Covid 19 pandemic offered benefits as the direct contact between students in the creation of artworks, the physical ability to hang up students works for viewing, and the ability to address artistic concerns in real space provided a positive learning environment with tangible growth.

Have you assessed your program learning outcomes (PLOs) within the past few years? How have your assessments informed improvements/changes to your program. If you have not assessed your PLOs, explain the plan to assess and the expected timeline.

We have addressed our PLOs and it is an ongoing assessment in cooperation with the college community. The art program is meshed with the college vision. The timeline will be within the three-year cycle of the program review.

College of Alameda Institutional Learning Outcomes (ILOs) were created to guide educational programs and services. They include:

- **Problem Solving:** Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
- **Communication and Technology:** Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
- **Creativity:** Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
- **Diversity:** Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
- **Civic Responsibility:** Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

How does your program participate in assessing the Institutional Learning Outcomes (ILOs)? If your program has not participated, how will you plan to incorporate these outcomes within your program?

The Art Department Outcomes are aligned with Institutional Outcomes and are fully accessible to the public: <https://peralta.curricunet.com/PublicSearch/Index>

Each semester departmental courses list the student learning outcomes and engage with the institutional outcomes with the content of courses.

The ILO, **Communication and Technology**, is a representation of how art students are engaged with broader outcomes: *"Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments."*

Course Completion

College	Academic Year	Subject	Total Graded	Course Completion	Course Completion Rate
Alameda	2022	ART	526	393	75%
Alameda	2021	ART	627	452	72%
Alameda	2020	ART	669	497	74%
Alameda	2019	ART	785	555	71%
Alameda	2018	ART	759	567	75%

Consider your course completion rates over the past three to five years (% of student who earned a grade of "C" or better).

[Course Completion Dashboard link](#)

How does the course completion rate for your program or discipline compared to your college's Institution-Set Standard for course completion of **67%**?

The art department course completion rate is higher than the set standard.

Are there substantial differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department, or program address this?

During Covid 19 the courses were fully online. The rates of completion appear to align with percentages of past years when the courses were in person. The development of the online courses for the department is a trend that will need a few more years to analyze. The return to face to face instruction following the pandemic is in progress.

If your program offers dual enrollment courses, examine the data, and discuss the course completion rates compared to the overall program rate.

The department is not offering dual enrollment courses currently.

College	Academic Year	Subject	Total Graded	Total Retained	Course Retention Rate
Alameda	2021-2022	ART	526	474	88%
Alameda	2020-2021	ART	627	550	87%

Alameda	2019-2020	ART	669	580	85%
Alameda	2018-2019	ART	785	630	80%
Alameda	2017-2018	ART	759	638	84%

On average the course retention rate (number of students are retained in the course) for College of Alameda has been **85%** for the past three years. Examine the course retention rates for your program over the last three years. How does your program or discipline course retention rates compare to the college?

The art department retention rate is above the college rate.

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals.

To address equity gaps and work towards achieving equity in educational outcomes, examine your program data for evidence of disproportionate impact (DI). Using the percentage point gap method to identify DI, subgroups whose course completion rate falls more than -3 percentage points below the All Students success rate are highlighted red. The Margin of Error value (MOE) is used to determine the presence of DI using the Point Gap Method. Values lower than the corresponding MOE are reflective of disproportionate impact (i.e., pink highlighted cells). Groups with 10 students or less are excluded from the analysis.

Note: The table reflected use 2021-22 course data to calculate DI.

College	Subject	Target Population	Census Enrollment	Success Rate	PPG Index	MOE	DI Identified
Alameda	ART	All Students	526	74.7			
Alameda	ART	Asian	161	85.7	11.0	-6.7	FALSE
Alameda	ART	Black / African American	52	65.4	-9.3	-11.8	FALSE
Alameda	ART	Decline to State / Unknown	27	66.7	-8.0	-16.4	FALSE
Alameda	ART	DSPS/SAS	56	60.7	-14.0	-11.4	TRUE
Alameda	ART	Female	314	75.2	0.4	-4.8	FALSE
Alameda	ART	First Generation	284	66.5	-8.2	-5.1	TRUE
Alameda	ART	Hispanic / Latino	153	67.3	-7.4	-6.9	TRUE
Alameda	ART	Male	197	73.1	-1.6	-6.1	FALSE
Alameda	ART	Two or More	36	80.6	5.8	-14.2	FALSE
Alameda	ART	Unknown / NR	14	57.1	-17.6	-22.8	FALSE
Alameda	ART	White	118	72.0	-2.7	-7.8	FALSE

What can your discipline, department, or program do to improve course completion for disproportionate impacted groups?

The art department continues to engage with a range of students in classes with instruction that is sensitive to student needs, student identities, and the goals of courses within the transfer model curriculum.

Representative students of all the designations above complete art department courses and transfer to other institutions.

In a presentation at the October 19, 2022 Flex Day, it was noted that the findings of disproportionate groups are generally consistent across disciplines. Consistent data indicates the art department is comparable to campus-wide data and stimulates the department to consider innovative practices or ideas to challenge the status quo---the department is involved with discussions of meeting diverse student needs.

The largest gap above is indicated by DSPS/SAS. A noted aspect of this designation that may relate to other designated subgroups is the need for support. For example, in a studio art course the make-up of the class may include a significant range of students with disabilities. Achieving the goals of a course and meeting the dynamic needs of students is significantly challenging---matched at present by the limited support of the greater college support team--the college has many workers off campus.

Students may be in more than one 'category'. For example, a student may be in a racial/ethnic category, a gender category, and an ability category. The art department studio courses uniquely engage with questions of society and self in the creation of artworks---*a continuous vision of the department is to support and encourage **self-expression**.*

Regarding student success, a general observation concerning success is consistent for art department courses---preparation and commitment. It is notable that students who succeed in the courses are prepared, are engaged fully, and are committed to the completion of coursework. Additionally, it is communicated within art faculty discussions that the courses are developed with a sense of care for each student---it is a departmental value. The department will continue to communicate and refine best practices of educational achievement.

As reported on Flex day 10/19/22---Observations and needs were identified. A Puente Focus group in the Fall of 2022 offered the feelings of students:

Students identified COA as being quiet and less intimidating---CoA's peacefulness.

The proximity of the campus is appealing---Travel is an important consideration.

Educational cost is a factor---CoA is affordable.

The feeling of being supported---CoA has a family feeling.

Identity as Scholars and Imposter Syndrome---This gives the art department a heads up regarding the need to support students' sense of themselves as college students.

Mental Health and Wellness---Our faculty have also identified a need for support of student's mental health---we can work on this within the class setting.

Addressing Gaps. The College of Alameda may create college preparation workshops for students and ideological discussions. It is an observation that students who succeed hold education, teachers, and schools in high regard. Perhaps faculty at the College of Alameda can offer interactive discussions in the Liberal Arts Building regarding education (in the area of the stepped seating).

Perhaps the College of Alameda can envision a center of reflection, hope, and vision---to respect and build the 'Identity as Scholars" model noted by Puente students.

The COA art courses are a bridge to exploratory expression among diverse groups, supporting individuality and community.

Degrees & Certificates Conferred

Does your program offer any degree/certificate programs? If your program does not, skip this section and continue to **Engagement**

Since the last program review, what has the discipline, department, or program done to improve the number of degrees and certificates awarded?

The art department faculty have worked as representatives building the Guided Pathways model. We have tailored our courses so that students may create educational plans aimed at transferring to four-year institutions----in partnership with the goals and curriculum of other departments. Examples:

A student who received an AAT from COA in art history, transferred to CAL State East Bay and completed a BA in Art History.

One of our students engaged significantly in the department moving on to pursue Native American studies at UC Davis.

One summer a student who took a painting course recognized a desire to switch careers and went on to earn a design degree including involvement at Stanford.

The art department is a part of a holistic community. Students engage with the art department receiving instruction that will serve them in terms of life decisions, problem solving, and personal vision.

For more information on awards: **[Degrees & Certificates Dashboard link](#)**

Increasing the number of students who complete a certificate or degree is a shared goal across CoA's Ed Master Plan Goals, PCCD Goals, the Chancellor's Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways. What is planned for the next 3 years to increase the number of certificates and degrees awarded?

The Art Department recommends that the recognition of the Liberal Arts building as a center be achieved. The Art Gallery in the new art facility creates a dialogue with student expression building a pathway to community involvement, the culmination of degrees and certificates, and artistic careers.

The award of degrees and certificates align with the fine arts as integral to healthy communities--the department has created local degrees.

The art department returned to campus in January 2022. To improve the award of degrees it may be necessary to build back the in-person environment of the college.

Ideas:

In person and online coursework,

Assistance with disproportionately underserved students,

The expressive health of the community tied to an artistic hub,

Envisioning students' lives with possibility,

The department recognizes it is possible to instruct the art history courses fully online. We have noticed that students like the format and succeed. In this scenario it is possible to consider increasing the offerings of Art History and tailoring study toward the AAT in Art History.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

The full-time faculty acts as chair of the Art, Dance, and Music cluster and has served on the curriculum committee and college council. The full-time faculty member has attended flex day meetings in person during COVID and communicated with colleagues in-person and with reports to colleagues working remotely. The full-time faculty member is newly appointed as the chair of professional development.

Involvement of the full-time instructor has been as the curriculum committee vice chair and chair, the institutional effectiveness committee, the academic senate, the accreditation team, creating art encounters, creating a gallery in the previous art rooms of the D building, working with colleagues on diverse events, and working with the library to install several collective artworks produced by students.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

The full-time faculty instructor has been involved in activities such as an Asian American awareness event operating a creative painting table, an event titled Diversability helping with a tie dye table, discussions with the FabLab regarding art on campus, discussions with the Puente center, SALAAM and ethnic studies instructors, Black History discussions, and Womens' History month events.

The full-time instructor served on a committee to select art for the new Liberal Arts building, communicated with the bookstore a collaboration to offer art supplies, hung student works of art in the gallery and classroom, advocated for improved access to the art rooms,

communicated with inquiries from the public and prospective job seekers and has interviewed potential adjunct instructors with the Dean.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

The adjunct faculty instructors of the art department are regularly informed of and engaged with important departmental matters. The adjunct faculty are integral to the success of the department with outstanding abilities including communication with students, engagement with the vision of the department, and the planning of scheduling.

The advice of adjunct faculty members is sought. Regular communication is performed by the chair to seek, inform, and include adjunct faculty instructors.

During COVID the adjunct instructors participated in the online instructional training and made the switch to fully online instruction with great success.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Total Estimated Cost
Personnel: Classified Staff		
Personnel: Student Worker	Assistant to the department to help with organization of materials, storage, the art gallery exhibits, and facilitating effective instruction.	Standard rate
Personnel: Part Time Faculty	Adjunct faculty to instruct art courses online and in the hybrid format, to instruct studio courses in the online and hybrid format	Standard rate
Personnel: Full Time Faculty	A full-time faculty hire is in progress as of Fall 2022	Standard rate

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed		

Professional Development: Personal/Individual PD needed		
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies	Support of technological needs of adjunct faculty, art supplies and materials	3000.
Supplies: Non-Instructional Supplies	A table or tables for still life set-up and demonstration, a ladder and equipment for the hanging of works of art	1000.
Supplies: Library Collections		
Technology & Equipment	New departmental laptops	4000.
Library: Library materials/collections	Art books	500.
Facilities: Classrooms/Labs	Materials and supplies in support of the Art Gallery	3000.
Facilities: Offices	Telephones, fully functioning computers and the connection of the printer	1500.
Other	Marketing of exhibitions, support of visiting artists, and the establishment of the cultural center of the art gallery	5000.