

Instructional Program Review 2019/20 UPDATE

Art-Fine Art (all)

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General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer: Barbara Sexton
- Name of Liaison: Ian Kay
- Department Chair: Leslie Shimazaki
- Name of Manager/Service Area Supervisor
- Is this a CTE program? (State Yes or No): No
- Please see Attached Department Overview Report

File Attachments:

1. Program Overview Report

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

File Attachments:

1. Equity Plan Art2019.docx

Art Department Student Equity Plan

2. Student Equity Survey 2019

PROGRAM GOALS (REQUIRED)

2019-2020 Goals for Art-Fine Art (all)

1. Implement Mesa College Student Equity Program with a Departmental Student Success Program

The major purpose of the Department's Student Success Program is to strengthen the relevancy of the arts curricula and remove any academic barriers to student learning success. These efforts will provide the foundation for the development of individualized, student-centered Student Success Plans that close achievement gaps in access and academic success for underrepresented student groups and result in equitable outcomes for all students.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Information Literacy

2. Implement Lessons Learned in the Outcomes Assessment program.

Department will prepare Action Plans that address student achievement gaps, improve the learning environment and identify areas of instructional delivery needing improvement.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 3.2, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.1,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Information Literacy

3. Improve Instructional and Service Quality with Additional Faculty and Classified Staff

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 6.2,

Institutional Learning Outcomes 2016/17: Critical Thinking

4. Increase student enrollment and retention and course success rates .

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.4, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

5. Obtain new equipment and upgraded facilities.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 6.1,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Information Literacy

6. Successfully relocate Art Department to new Fine Arts Building

Complete

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3,
Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Information Literacy

7. Capitalize on the Fine Arts Building's expanded capabilities and learning environment

Capitalize on the Fine Arts Building's expanded capabilities and learning environment. The entire Fine Art program (Photography/Printmaking excepted) relocated in the spring 2019 to the new Fine Arts Building . We aim to capitalize on its expanded capabilities and improved learning environment with enriched delivery of instruction and increased student learning strategies.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 3.1, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.1, Strategic Goal 6.2,
Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

ACTION PLANS FOR GOALS (REQUIRED)

Actions

2019-2020 Goals for Art-Fine Art (all)

Goal

Goal: Implement Mesa College Student Equity Program with a Departmental Student Success Program

The major purpose of the Department's Student Success Program is to strengthen the relevancy of the arts curricula and remove any academic barriers to student learning success. These efforts will provide the foundation for the development of individualized, student-centered Student Success Plans that close achievement gaps in access and academic success for underrepresented student groups and result in equitable outcomes for all students.

Action: . Art Department Student Success Program 2018

Describe the actions needed to achieve this objective:

- I. In preparation of program implementation we will:
 - A. Analyze data provided in the Mesa College Student Equity Plan and Data Warehouse that identifies underrepresented student groups, equity gaps, evidence of disproportionate impact and institutional barriers.
 - B. Establish mechanisms for assessing and improving learning outcomes at the Program and Course level, particularly those that impact targeted students.
 - C. Design a Student Success Program that fulfills the objectives of the Student Equity Plan with quantifiable benchmarks and a plan of action.

- II. The Student Success Program has two major components:
Developing teaching and learning strategies that: (1) foster personal growth, and

generate commitment and sustained effort and (2) fashion instructional courses and teaching methodologies that improve the performance all students, particularly the targeted student groups.

III. The Student Success Plan: Summarized

1. Designed as an individualized, student-centered plan that engages every student based on their unique interests and strengths.
2. Built around three core components: Academic Development, Career Development, and Social, Emotional and Personal Development.
3. The Plan's major features are designed to help students to understand the centrality of their role in achieving postsecondary educational and career success.
4. The Plan will be targeted at the disadvantaged and under represented students and provide structure and support in:
 - (1) setting goals for academic year,
 - (2) identifying career aspirations,
 - (3) assessing real world limitations and
 - (4) strategies to address and overcome them, and
 - (5) any social, emotional, and physical development that need to be considered.

IV. To create the Student Success Program we will:

- Identify nine Core Academic Competencies that serve as the Program's Measures of Success
- Identify eight General Findings on how students learn best with Improvement Actions identified for each Finding
- Circulate a Learning Assessment Model we can use to measure student competency in achieving visual literacy and successful art practice. See Attached Assessment Paradigm.
- Conduct faculty surveys of teaching methodologies and student support strategies designed to implement the Mesa College Student Equity Plan. Please see attached 2019 Faculty Survey.

Also, the Department can explore a number of areas such as:

- 1) Engaging students in multidimensional 'real world' tasks,
- 2) Devising the means and methods of accommodating individual learning styles,
- 3) Making assessments that are intertwined with learning activities and focus on the most important course objective and outcome.
- 4) Developing and implementing Student Success Plans for all students experiencing achievement gaps.

V. Student Success Plan: Student Roles and Responsibilities:

- ' Regular meetings and interactions with faculty member/advisor/mentor.
- ' Identification of skills and relevant approaches to learning subject matter.
- ' Positive engagement discussions, academic career decisions, and social/emotional/physical skill development with connection to school/community.
- ' Real world goal setting and related activities that foster: academic and personal growth, career exploration and planning for educational success.
- ' Creation of Progress plans for meeting established goals and expectations.
- ' Compilation of student's best work samples and other related documents in a

Who will be responsible for overseeing the completion of this objective:

portfolio system that includes capstone experiences and results.
' Written student reflection on personal strengths and areas that need improvement.

All Department Faculty (Contract and Adjunct) and Staff

Provide a timeline for the actions:

2017-2018 Program Preparation - Organizing and Assessing Data and Required Activities
2019 Student Success Program: Phased Implementation

Describe the assessment plan you will use to know if the objective was achieved and effective:

I. Student Success Program: Objectives and Measures of Success

The successful Program will be based on the following Measures of Success with students demonstrating proficiency in the following core academic competencies defined below.

Disciplinary Knowledge: demonstrate a systematic or coherent understanding of an academic field of study.

Critical Thinking: apply analytic thought to a body of knowledge; evaluate arguments, identify relevant assumptions or implications; formulate coherent arguments.

Communication Skills: express ideas clearly in writing; speak articulately; communicate with others using media as appropriate; work effectively with others.

Quantitative and Qualitative Reasoning: demonstrate the ability to understand cause-and-effect relationships; define problems; use symbolic thought; apply scientific and artistic principles; solve problems with no single correct answer.

Self-Directed Learning: work independently; identify appropriate resources; take initiative; manage a project or assignment through to completion.

Information Literacy: access, evaluate, and use a variety of relevant information sources.

Engagement in the Process of Discovery or Creation: demonstrate the ability to work productively in a studio setting, laboratory or field environment.


Self-Management: care for one's self responsibly; demonstrate awareness of one's self in relation to others.


Multicultural Competence: have knowledge of the values and beliefs of multiple cultures; effectively engage in a multicultural society; interact respectfully with diverse others; develop a global perspective


List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

At this time no physical resources in support of the Student Success Program are envisioned. As the Formulation Phase moves into Implementation, there may be need for resources in the management of the Student Success Plans.

Supporting Attachments:

 Art Department Student Equity Plan 2019 (Word Document (Open XML))

 SLO_Assessment_Paradigm.pdf (Adobe Acrobat Document)

 Student Equity Survey 2019 (Word Document (Open XML))

Goal: 2. Implement Lessons Learned in the Outcomes Assessment program.

Department will prepare Action Plans that address student achievement gaps, improve the learning environment and identify areas of instructional delivery needing improvement.

Action: OA Action Plan for Implementation**Describe the actions needed to achieve this objective:**

- Vet the CLOs with the students early in the class schedule, fully linking them to the student learning objectives, the choice of assignment/projects, and the published grading scheme.
- Develop a Scoring Rubric designed for each CLO or one/two that capture all the CLOs and use them for more than one assignment/project spaced across the class schedule. It is expected that as the semester proceeds the learning curve increases and, by semester's end, the students better grasp the student learning objectives that, together, constitute the CLOs. So, data gathering later in the semester is more likely to be meaningful and accurate.
- Hold a class critique at semester's mid-point and end that begins with a short questionnaire asking students to make comments about the assignments/projects and their relationship to the CLOs.
- Conduct an open, judgment-free discussion, listening to their evaluation of how well they felt the CLOs were integrated into the course curriculum and lesson plans and how well the modes of instruction worked to support their learning process.

Who will be responsible for overseeing the completion of this objective:

All Contract and Adjunct faculty


Provide a timeline for the actions:


2017-2020

Describe the assessment plan you will use to know if the objective was achieved and effective:

The instructor prepares a Course Learning Outcomes (CLO) Scoring Rubric to measure class success in attaining the CLOs established for the course. The results are recorded in a CLO Attainment Summary that provides evidence of class proficiency. Indirect assessments are also employed using class critiques, student surveys and written Reaction Papers. See attached CLO Scoring Rubric and CLO Attainment Summary.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**Supporting Attachments:**

 ARTF155A CLO Scoring Summary (Word Document (Open XML))

 ARTF155A Freehand Drawing CLO Scoring Rubric (Word Document (Open XML))

This Rubric measures class success in attaining the Critical Thinking, Visual Literacy and Technological Awareness CLOs.

Goal: Improve Instructional and Service Quality with Additional Faculty and Classified Staff

Action: 2019-2020 Faculty Hiring Process

Describe the actions needed to achieve this objective:	The Department will submit for a new Faculty hiring position in Photography/New Genres.
Who will be responsible for overseeing the completion of this objective:	Barbara Sexton - Photography
Provide a timeline for the actions:	Fall 2019- Spring 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	The successful hiring of new Department faculty member as identified.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	See Faculty Position Request 1 for Photography/New Genres Position (FHP Section)

Goal: 4. Increase student enrollment and retention and course success rates .

Action: Increase student enrollment and retention and course success rates.

Describe the actions needed to achieve this objective:	<p>ENROLLMENT: The Department is currently implementing strategies designed to increase student enrollment across all disciplines</p> <ul style="list-style-type: none">- We will aggressively advertise, promote and recruit students for the fine art programs in both the community and on campus.- Plans have been laid that will access Visix and social media, distribute flyers and staff information booths.- Communication and information sharing with Mesa Academic Counselors on Fine Arts programs has begun.- We have expanded the student Art Exhibition with increased student art sales and information tables.- We have embraced Mesa's Pathway Connections program and are coordinating with our Liaison Counsellor to link our programs to GE curricula through program
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mapping and recruitment presentations.

RETENTION AND COURSE SUCCESS RATES

The Departmental focus is on implementing the major principles of Guided Pathways by: (1) Developing teaching and learning strategies that foster personal growth, and generate commitment and sustained effort and (2) Enhancing instructional courses and teaching methodologies to improve the performance of all students, particularly the targeted student groups.

2019 Action: Conduct faculty surveys to assess the degree to which the Department employs teaching methodologies and student support strategies designed to implement the Mesa College Student Equity Plan. Please see attached Student Equity Survey.

Who will be responsible for overseeing the completion of this objective:

All Contract and Adjunct Faculty members

Provide a timeline for the actions:

Beginning Fall 2019 on-going


Describe the assessment plan you will use to know if the objective was achieved and effective:

Assessing and learning from the Institutional Effectiveness Research tools, Campus Data Warehouse and Report Warehouse for improving trends in enrollment and course success rates.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

All Faculty and Staff have a role in developing successful strategies to increase student enrollment and program success in the Fine Art Department.

Supporting Attachments:

 2019 Student Equity Survey (Word Document (Open XML))

Goal: 5. Obtain new equipment and upgraded facilities.

Action: 2019 Commission new Fine Arts Building outfitted with up-to-date equipment.

Describe the actions needed to achieve this objective:

Continue to liaise with the relocation consultant (Gafcon), the contractor and IT personnel to obtain the "Smart Room" electronic equipment needed in each classroom.

- Ensure computers, scanner and digital tablets, with necessary software programs, are obtained to support the Digital Art program.
- Ensure materials, equipment and utilities are provided to the 2D/3D and Photography programs.
- Ensure large classrooms projection equipment and appropriate student seats are provided to support Art History instruction.

Who will be responsible for overseeing the completion of this objective:	Appropriate faculty member
Provide a timeline for the actions:	Holiday break 2019
Describe the assessment plan you will use to know if the objective was achieved and effective:	Ongoing monitoring of classrooms/labs to ascertain student performance levels and usefulness of equipment. Student critiques and course surveys and student performance as measured by course CLO Scoring Rubrics.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Please see BARC Equipment Requests

Action: 2019-2020 Obtain new equipment for Art History, Photography/New Genres and Digital Art Programs

Describe the actions needed to achieve this objective:	2019-2020 Program Review: Request BARC recommend new Projector and Projector Screen for G102, Deep Sink for P102, Computers , Scanner and Digital Tablets for FA301.
Who will be responsible for overseeing the completion of this objective:	Denise Rogers, Barbara Sexton and Mario Lara
Provide a timeline for the actions:	Dec 2019 complete equipment request to BARC Spring 2020 receive Barb and College approval Fall 2020 Obtain equipment and install
Describe the assessment plan you will use to know if the objective was achieved and effective:	Improved instructional delivery capabilities and student performance as seen through class surveys/critiques and measured by Course CLO Scoring Rubrics and close grading schemes.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	See vendor Quotes at FHP section

Action: Obtain new equipment and computers to meet student needs for new technology and up-to-date equipment.

Describe the actions needed to achieve this objective:	This is an on-going objective that refers to numerous equipment items first identified in the 2014-2015 Program Review and requested through BARC and in 2018 in preparation for relocation to the new Fine Arts Building.
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	<p>Additionally we will team with the Facilities Department to plan, program and equip the present P-Bldg with new and much needed additional equipment once the program's final location s determined.</p>
<p>Who will be responsible for overseeing the completion of this objective:</p>	<p>Barbara Sexton</p>
<p>Provide a timeline for the actions:</p>	<p>BARC submittal in January 2020 BARC Committee considers and approves request Mid-March 2020 Department coordinates with vendor for purchase and delivery of equipment April 2020 Department receives equipment and installs items for use April-September 2020.</p>
<p>Describe the assessment plan you will use to know if the objective was achieved and effective:</p>	<p>Student Surveys, Performance (Grade) Evaluations, Student Enrollment and Completion Data and Transfer rates as provided by the Center for Institutional Effectiveness.</p> <p>The requested equipment would improve the instructional quality of the Photography program by:</p> <ol style="list-style-type: none"> 1. Providing up-to-date equipment to support a minimum of 20 students practicing productively in both classroom/workroom environments. 2. Allowing a full range of hybrid color photo processing and developing. 3. Positioning the Art Department to grow and improve its Photo/New Genres curriculum to meet student needs and expectations. 4. Providing a quality learning experience that promotes high levels of student matriculation and successful transfer to four-year universities through completion of required courses. 5. Supporting an expanded curriculum including New Genres as a central component. 6. Responding to technical advancements and maintaining currency with national trends.
<p>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):</p>	<p>Please see BARC request section.</p>

Goal: 6. Successfully relocate Art Department to new Fine Arts Building
 Complete

Action: Relocate all Fine Art Disciplines (except Photography and Printmaking) to the New Fine Art Building by commencement of the Spring 2019

Describe the actions needed to achieve this Continue liaison with Gafcon and Facilities to inventory and relocate FF&E during Holiday break 2018. Assess space needs and support equipment and prepare for

objective:	course commencement.
Who will be responsible for overseeing the completion of this objective:	All Faculty members with Adjunct Faculty assisting as required.
Provide a timeline for the actions:	Holiday break 2018
Describe the assessment plan you will use to know if the objective was achieved and effective:	Successful delivery of instruction and classroom conditions suitable for student learning to commence.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Support from Gafcon, Mesa/SDCCD Facilities and Maintenance personnel. Examples of FF&E Specification Tables prepared by faculty for the Drawing program are attached as reference for identifying resources for the FA building classrooms and labs.

Supporting Attachments:

- [FF&E Color Theory \(Word Document \(Open XML\)\)](#)
- [FF&E Freehand Drawing \(Word Document \(Open XML\)\)](#)
- [FF&E Life Drawing \(Word Document \(Open XML\)\)](#)
- [FF&E Photography/New Genres \(Word Document \(Open XML\)\)](#)
- [List of Facility Improvements \(Word Document \(Open XML\)\)](#)
- [Smart Room FF&E for FA Classrooms \(Word Document \(Open XML\)\)](#)

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2019-2020 Goals for Art-Fine Art (all)

Goal

Goal: Implement Mesa College Student Equity Program with a Departmental Student Success Program

The major purpose of the Department's Student Success Program is to strengthen the relevancy of the arts curricula and remove any academic barriers to student learning success. These efforts will provide the foundation for the development of individualized, student-centered Student Success Plans that close achievement gaps in access and academic success for underrepresented student groups and result in equitable outcomes for all students.

Action: . Art Department Student Success Program 2018**Describe the actions needed to achieve this objective:**

- I. In preparation of program implementation we will:
- A. Analyze data provided in the Mesa College Student Equity Plan and Data Warehouse that identifies underrepresented student groups, equity gaps, evidence of disproportionate impact and institutional barriers.
 - B. Establish mechanisms for assessing and improving learning outcomes at the Program and Course level, particularly those that impact targeted students.
 - C. Design a Student Success Program that fulfills the objectives of the Student Equity Plan with quantifiable benchmarks and a plan of action.
- II. The Student Success Program has two major components:
Developing teaching and learning strategies that: (1) foster personal growth, and generate commitment and sustained effort and (2) fashion instructional courses and teaching methodologies that improve the performance all students, particularly the targeted student groups.
- III. The Student Success Plan: Summarized
1. Designed as an individualized, student-centered plan that engages every student based on their unique interests and strengths.
 2. Built around three core components: Academic Development, Career Development, and Social, Emotional and Personal Development.
 3. The Plan's major features are designed to help students to understand the centrality of their role in achieving postsecondary educational and career success.
 4. The Plan will be targeted at the disadvantaged and under represented students and provide structure and support in:
 - (1) setting goals for academic year,
 - (2) identifying career aspirations,
 - (3) assessing real world limitations and
 - (4) strategies to address and overcome them, and
 - (5) any social, emotional, and physical development that need to be considered.
- IV. To create the Student Success Program we will:
- Identify nine Core Academic Competencies that serve as the Program's Measures of Success
 - Identify eight General Findings on how students learn best with Improvement Actions identified for each Finding
 - Circulate a Learning Assessment Model we can use to measure student competency in achieving visual literacy and successful art practice. See Attached Assessment Paradigm.
 - Conduct faculty surveys of teaching methodologies and student support strategies designed to implement the Mesa College Student Equity Plan. Please see attached 2019 Faculty Survey.
- Also, the Department can explore a number of areas such as:
- 1) Engaging students in multidimensional 'real world' tasks,
 - 2) Devising the means and methods of accommodating individual learning styles,
 - 3) Making assessments that are intertwined with learning activities and focus on the

most important course objective and outcome.

4) Developing and implementing Student Success Plans for all students experiencing achievement gaps.

V. Student Success Plan: Student Roles and Responsibilities:

' Regular meetings and interactions with faculty member/advisor/mentor.

' Identification of skills and relevant approaches to learning subject matter.

' Positive engagement discussions, academic career decisions, and social/emotional/physical skill development with connection to school/community.

' Real world goal setting and related activities that foster: academic and personal growth, career exploration and planning for educational success.

' Creation of Progress plans for meeting established goals and expectations.

' Compilation of student's best work samples and other related documents in a portfolio system that includes capstone experiences and results.

' Written student reflection on personal strengths and areas that need improvement.

Who will be responsible for overseeing the completion of this objective:

All Department Faculty (Contract and Adjunct) and Staff

Provide a timeline for the actions:

2017-2018 Program Preparation - Organizing and Assessing Data and Required Activities
2019 Student Success Program: Phased Implementation

Describe the assessment plan you will use to know if the objective was achieved and effective:

I. Student Success Program: Objectives and Measures of Success

The successful Program will be based on the following Measures of Success with students demonstrating proficiency in the following core academic competencies defined below.

Disciplinary Knowledge: demonstrate a systematic or coherent understanding of an academic field of study.

Critical Thinking: apply analytic thought to a body of knowledge; evaluate arguments, identify relevant assumptions or implications; formulate coherent arguments.

Communication Skills: express ideas clearly in writing; speak articulately; communicate with others using media as appropriate; work effectively with others.

Quantitative and Qualitative Reasoning: demonstrate the ability to understand cause-and-effect relationships; define problems; use symbolic thought; apply scientific and artistic principles; solve problems with no single correct answer.

Self-Directed Learning: work independently; identify appropriate resources; take initiative; manage a project or assignment through to completion.

Information Literacy: access, evaluate, and use a variety of relevant information sources.

Engagement in the Process of Discovery or Creation: demonstrate the ability to work productively in a studio setting, laboratory or field environment.

Self-Management: care for one's self responsibly; demonstrate awareness of one's self in relation to others.


Multicultural Competence: have knowledge of the values and beliefs of multiple cultures; effectively engage in a multicultural society; interact respectfully with diverse others; develop a global perspective


List resources needed to achieve this objective and associated costs (Supplies,

At this time no physical resources in support of the Student Success Program are envisioned. As the Formulation Phase moves into Implementation, there may be need for resources in the management of the Student Success Plans.

Equipment, Computer
Equipment, Travel &
Conference, Software,
Facilities, Classified Staff,
Faculty, Other):

Supporting Attachments:

 Art Department Student Equity Plan 2019 (Word Document (Open XML))

 SLO_Assessment_Paradigm.pdf (Adobe Acrobat Document)

 Student Equity Survey 2019 (Word Document (Open XML))

Status for . Art Department Student Success Program 2018

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Continue with actions outlined in Action Plans for Goals Section

Goal: 2. Implement Lessons Learned in the Outcomes Assessment program.

Department will prepare Action Plans that address student achievement gaps, improve the learning environment and identify areas of instructional delivery needing improvement.

Action: OA Action Plan for Implementation

Describe the actions needed to achieve this objective:

- Vet the CLOs with the students early in the class schedule, fully linking them to the student learning objectives, the choice of assignment/projects, and the published grading scheme.
- Develop a Scoring Rubric designed for each CLO or one/two that capture all the CLOs and use them for more than one assignment/project spaced across the class schedule. It is expected that as the semester proceeds the learning curve increases and, by semester's end, the students better grasp the student learning objectives that, together, constitute the CLOs. So, data gathering later in the semester is more likely to be meaningful and accurate.
- Hold a class critique at semester's mid-point and end that begins with a short questionnaire asking students to make comments about the assignments/projects and their relationship to the CLOs.

- Conduct an open, judgment-free discussion, listening to their evaluation of how well they felt the CLOs were integrated into the course curriculum and lesson plans and how well the modes of instruction worked to support their learning process.

Who will be responsible for overseeing the completion of this objective:

All Contract and Adjunct faculty

Provide a timeline for the actions:


2017-2020


Describe the assessment plan you will use to know if the objective was achieved and effective:

The instructor prepares a Course Learning Outcomes (CLO) Scoring Rubric to measure class success in attaining the CLOs established for the course. The results are recorded in a CLO Attainment Summary that provides evidence of class proficiency. Indirect assessments are also employed using class critiques, student surveys and written Reaction Papers. See attached CLO Scoring Rubric and CLO Attainment Summary.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Supporting Attachments:

 ARTF155A CLO Scoring Summary (Word Document (Open XML))

 ARTF155A Freehand Drawing CLO Scoring Rubric (Word Document (Open XML))

This Rubric measures class success in attaining the Critical Thinking, Visual Literacy and Technological Awareness CLOs.

Status for OA Action Plan for Implementation

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Continue with actions outlined in Action Plans for Goals Section

Goal: Improve Instructional and Service Quality with Additional Faculty and Classified Staff

Action: 2019-2020 Faculty Hiring Process

Describe the actions needed to achieve this objective:	The Department will submit for a new Faculty hiring position in Photography/New Genres.
Who will be responsible for overseeing the completion of this objective:	Barbara Sexton - Photography
Provide a timeline for the actions:	Fall 2019- Spring 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	The successful hiring of new Department faculty member as identified.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	See Faculty Position Request 1 for Photography/New Genres Position (FHP Section)

Status for 2019-2020 Faculty Hiring Process

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	Continue with actions outlined in Action Plans for Goals Section

Goal: 4. Increase student enrollment and retention and course success rates .

Action: Increase student enrollment and retention and course success rates.

Describe the actions needed to achieve this objective:	ENROLLMENT: The Department is currently implementing strategies designed to increase student enrollment across all disciplines - We will aggressively advertise, promote and recruit students for the fine art
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- programs in both the community and on campus.
- Plans have been laid that will access Visix and social media, distribute flyers and staff information booths.
- Communication and information sharing with Mesa Academic Counselors on Fine Arts programs has begun.
- We have expanded the student Art Exhibition with increased student art sales and information tables.
- We have embraced Mesa's Pathway Connections program and are coordinating with our Liaison Counsellor to link our programs to GE curricula through program mapping and recruitment presentations.

RETENTION AND COURSE SUCCESS RATES

The Departmental focus is on implementing the major principles of Guided Pathways by: (1) Developing teaching and learning strategies that foster personal growth, and generate commitment and sustained effort and (2) Enhancing instructional courses and teaching methodologies to improve the performance of all students, particularly the targeted student groups.

2019 Action: Conduct faculty surveys to assess the degree to which the Department employs teaching methodologies and student support strategies designed to implement the Mesa College Student Equity Plan. Please see attached Student Equity Survey.

Who will be responsible for overseeing the completion of this objective:

All Contract and Adjunct Faculty members

Provide a timeline for the actions:

Beginning Fall 2019 on-going


Describe the assessment plan you will use to know if the objective was achieved and effective:

Assessing and learning from the Institutional Effectiveness Research tools, Campus Data Warehouse and Report Warehouse for improving trends in enrollment and course success rates.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

All Faculty and Staff have a role in developing successful strategies to increase student enrollment and program success in the Fine Art Department.

Supporting Attachments:

 2019 Student Equity Survey (Word Document (Open XML))

Status for Increase student enrollment and retention and course success rates.

Current Status:

In Progress

If the Current Status was marked Completed, what

was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Continue with actions outlined in Action Plans for Goals Section

Goal: 5. Obtain new equipment and upgraded facilities.

Action: 2019 Commission new Fine Arts Building outfitted with up-to-date equipment.

Describe the actions needed to achieve this objective:

Continue to liaise with the relocation consultant (Gafcon), the contractor and IT personnel to obtain the "Smart Room" electronic equipment needed in each classroom.

- Ensure computers, scanner and digital tablets, with necessary software programs, are obtained to support the Digital Art program.
- Ensure materials, equipment and utilities are provided to the 2D/3D and Photography programs.
- Ensure large classrooms projection equipment and appropriate student seats are provided to support Art History instruction.

Who will be responsible for overseeing the completion of this objective:

Appropriate faculty member

Provide a timeline for the actions:

Holiday break 2019

Describe the assessment plan you will use to know if the objective was achieved and effective:

Ongoing monitoring of classrooms/labs to ascertain student performance levels and usefulness of equipment. Student critiques and course surveys and student performance as measured by course CLO Scoring Rubrics.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Please see BARC Equipment Requests

Status for 2019 Commission new Fine Arts Building outfitted with up-to-date equipment.

Current Status: Completed

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Essentially completed with a few outstanding equipment and utility requests outstanding. Positive impact of the new building's capability on the program's overall effectiveness has been realized. It is too early to determine if its impact on enrollment, retention and course success rate is positive.

Action: 2019-2020 Obtain new equipment for Art History, Photography/New Genres and Digital Art Programs

Describe the actions needed to achieve this objective:

2019-2020 Program Review: Request BARC recommend new Projector and Projector Screen for G102, Deep Sink for P102, Computers , Scanner and Digital Tablets for FA301.

Who will be responsible for overseeing the completion of this objective:

Denise Rogers, Barbara Sexton and Mario Lara

Provide a timeline for the actions:

Dec 2019 complete equipment request to BARC Spring 2020 receive Barb and College approval Fall 2020 Obtain equipment and install

Describe the assessment plan you will use to know if the objective was achieved and effective:

Improved instructional delivery capabilities and student performance as seen through class surveys/critiques and measured by Course CLO Scoring Rubrics and close grading schemes.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

See vendor Quotes at FHP section

Status for 2019-2020 Obtain new equipment for Art History, Photography/New Genres and Digital Art Programs

No Status Added

Action: Obtain new equipment and computers to meet student needs for new technology and up-to-date equipment.

Describe the actions needed to achieve this objective:

This is an on-going objective that refers to numerous equipment items first identified in the 2014-2015 Program Review and requested through BARC and in 2018 in preparation for relocation to the new Fine Arts Building. Additionally we will team with the Facilities Department to plan, program and equip the present P-Bldg with new and much needed additional equipment once the program's final location s determined.

Who will be responsible for overseeing the completion of this objective:

Barbara Sexton

Provide a timeline for the actions:

BARC submittal in January 2020 BARC Committee considers and approves request
 Mid-March 2020 Department coordinates with vendor for purchase and delivery of equipment
 April 2020 Department receives equipment and installs items for use
 April-September 2020.

Describe the assessment plan you will use to know if the objective was achieved and effective:

Student Surveys, Performance (Grade) Evaluations, Student Enrollment and Completion Data and Transfer rates as provided by the Center for Institutional Effectiveness.

The requested equipment would improve the instructional quality of the Photography program by:

1. Providing up-to-date equipment to support a minimum of 20 students practicing productively in both classroom/workroom environments.
2. Allowing a full range of hybrid color photo processing and developing.
3. Positioning the Art Department to grow and improve its Photo/New Genres curriculum to meet student needs and expectations.
4. Providing a quality learning experience that promotes high levels of student matriculation and successful transfer to four-year universities through completion of required courses.
5. Supporting an expanded curriculum including New Genres as a central component.
6. Responding to technical advancements and maintaining currency with national trends.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Please see BARC request section.

Status for Obtain new equipment and computers to meet student needs for new technology and up-to-date equipment.

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications

Continue with actions outlined in Action Plans for Goals Section

and next steps:

Goal: 6. Successfully relocate Art Department to new Fine Arts Building

Complete

Action: Relocate all Fine Art Disciplines (except Photography and Printmaking) to the New Fine Art Building by commencement of the Spring 2019

Describe the actions needed to achieve this objective:

Continue liaison with Gafcon and Facilities to inventory and relocate FF&E during Holiday break 2018. Assess space needs and support equipment and prepare for course commencement.

Who will be responsible for overseeing the completion of this objective:

All Faculty members with Adjunct Faculty assisting as required.

Provide a timeline for the actions:

Holiday break 2018

Describe the assessment plan you will use to know if the objective was achieved and effective:

Successful delivery of instruction and classroom conditions suitable for student learning to commence.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Support from Gafcon, Mesa/SDCCD Facilities and Maintenance personnel. Examples of FF&E Specification Tables prepared by faculty for the Drawing program are attached as reference for identifying resources for the FA building classrooms and labs.

Supporting Attachments:

[FF&E Color Theory \(Word Document \(Open XML\)\)](#)

[FF&E Freehand Drawing \(Word Document \(Open XML\)\)](#)

[FF&E Life Drawing \(Word Document \(Open XML\)\)](#)

[FF&E Photography/New Genres \(Word Document \(Open XML\)\)](#)

[List of Facility Improvements \(Word Document \(Open XML\)\)](#)

[Smart Room FF&E for FA Classrooms \(Word Document \(Open XML\)\)](#)

Status for Relocate all Fine Art Disciplines (except Photography and Printmaking) to the New Fine Art Building by commencement of the Spring 2019

Current Status:

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Completed

Essentially completed with a few outstanding equipment and utility requests outstanding. Positive impact of the new building's capability on the program's overall effectiveness has been realized. It is too early to determine if its impact on enrollment, retention and course success rate is positive.

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

File Attachments:

1. Apple Quote for 20 iMacs

2. Important Note on Missing Vendor Quote

3. Important Note on Missing Vendor Quote

Important NOTE for BARC Members from Item Requester/Lead Writer Dear Members: This Note provides an explanation for the absence of the required Vendor Quote for one of the Fine Art Department's No.1 priority equipment item request—a Panasonic 5000 Lumen projector for our Large Classroom, G102. This critical equipment supports a companion request for a new projection screen for the space, also, ranked No. 1 priority. Together, these two items will revitalize a classroom environment that badly needs upgrading and modernizing. An explanation for the need and use for this equipment is provided in the Request Forms section for each item. The reason for the absence of a Vendor Quote for the projector lies with our inability to secure one from the IT Department, despite repeated contacts beginning in December 2019. We were assured by staff the work necessary to source the proper projector for the size screen we specified (137"diag) and its fixed focal distance (14'6") was being worked. We never received the quote, however, we are still very interested in having the item considered by BARC. Here is a retail cost quote for an LCD projector - 5000 lumens - WXGA (1280 x 800) - 16:10 - HD 720p PT-VW530U that we believe would provide full screen images with very high resolution in G102. The cost at Amazon is \$1,200 plus 8.5% tax (\$102) TOTAL: \$1,302 -- Free Shipping. We are still pursuing a Vendor Quote from IT for this item but wanted the BARC to have the listed price to help with your deliberations. Please contact Denise Rogers at 619.388.2371 (Requester) or Barbara Sexton (Lead Writer) at 619.405.5191(cell) if we can help in any way.

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Art-Fine Art (all)

(REQUIRED) Program name

Art-Fine Art

(REQUIRED) Are you on target with your assessment schedule?

Yes, we can complete our course assessments within the next three years. This semester we will complete assessments for these courses: Ceramics ARTF195A/B/C; Sculpture ARTF 175A/B/C and Art History ARTF 1010. We need to continue with course assessments in several disciplines, begin assessments for the ARTF 260&280 series and settle on a schedule for the Department's Program Assessment.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

The Fine Arts course assessments to date have revealed substantial class achievement of the CLOs and a generally high understanding of the learning objectives for the projects evaluated. The following strategies have been found to be useful in successfully aggregating individual student performance and arriving at an accurate measurement of class success.

- To insure a meaningful measurement of class success in attaining the CLOs, there is a need to develop a Scoring Rubric that measures all of the CLOs established for the course. This may require assessing multiple projects/assignments to ensure there is sufficient data to determine the degree of class proficiency.
- A data gathering methodology that attempts to measure the two minimum CLOs that are established for each course (typically there are three) with a single assignment/project completed early in the class schedule does not provide optimal results. Several samplings, using rubrics designed for the particular CLO being emphasized for the assignment/project and spread across the schedule yielded more valid results.
- It is not sufficient to rely on indirect measurements (e.g., class surveys, informal discussions, course critiques) because the responses vary considerably, even in a single class, and do not provide the empirical evidence needed to evaluate class proficiency in attaining the CLOs.
- Students need to understand the relevance of the CLOs to the class projects/assignments. By explaining and discussing the CLOs at the beginning of the assignment and questioning the class to gauge their comprehension, their relevance is reinforced. Referring to the CLOs as the project elements are completed and work is brought forward helps reinforce their importance. Insuring there is a strong connection between the project objectives and the CLOs is central to validating the process necessary to evaluate class success when evaluating the results of student performance on the projects/assignments.
- Because the Scoring Rubrics we developed relied heavily on a numerical assessment (1-4) for each assessment category there was more than an "implied" relationship between the measurement outcome and individual student grades. Example: if a student received an "A" on the project, he/she was most likely assessed as fully successful in attaining the CLO, if he/she received a "C" the scoring attainment rate was much lower. When the results were tabulated and an overall "Class Attainment Rate" was calculated, we could deduce some measurement of overall success, but the data ignored individual students performance that needed to be addressed and improved.

(REQUIRED) Based on your assessments, what resource needs have you identified?

The Department has recently relocated to new and greatly improved instructional spaces in the Fine Arts Building. With the relocation came FF&E funding to outfit the new labs, classrooms and gallery spaces, so while there are a few outstanding items that the Administration is addressing, there are, in general, sufficient physical resources to support high levels of student learning. One area that has been identified as an important potential resource in promoting equitable learning outcomes is Mesa's counseling faculty. We have met with counselors and they have made themselves available to meet routinely with faculty to discuss their role in guiding students through the course and program selection process and assist them in achieving their academic goals. Many newly arrived students taking beginning art courses can benefit greatly from counseling on long-term goal planning, financial aid avenues available, as well as, career and personal counseling.

Please provide any other comments.

No answer specified

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Art-Fine Art (all)

Program Name

(REQUIRED) Type your program name.

Art-Fine Art

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

As summarized in the Submission Information and Updates section, the Department currently experiences a 12% Course Success Rate gap for African American students and a 4% gap for Latinx students from the year 2015 to 2019, according to the Student Success and Equity Score Card. The College Equity gap is 9% for African-American and 5% for Latinx.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

Yes, the equity gap is consistent for Latinx students and slightly decreasing for African American since 2014 (-5%-4%).

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

No significant organizational factors that would account for the success rate gaps with the African American and Latinx groups have been identified within our Department. On a broader scale, the trends in higher education and some of the barriers to their academic success are briefly summarized below that may be present and acting to adversely affect their persistence rates at Mesa.

According to the League for Innovation in the Community College, an international nonprofit organization with a mission to cultivate innovation in the community college environment: "African American students and Latino males have the lowest persistence rates (Elgin

Community College, 2010)... Reasons for these trends are numerous and stem from inequalities in race and class, and in chronic unemployment to a lack of role models and advocates (Gavins, 2009)." They further state: "Students of color, males in particular, face significant challenges in higher education. African American male students, on average, are less successful than other racial/ethnic groups, including African American women. Compared to Asian/Pacific Islander or White/Non-Hispanic students, they are less likely to succeed in both developmental and college-level coursework and are more likely to drop out. Latino students are the least likely of all racial/ethnic groups to transfer."

In a qualitative study conducted in 2016, the League found common themes such as: Lack of Financial Resources, Lack of College Readiness, Balancing College with Work and Family, Lack of focus and Motivation, and Need Assistance & Engagement from Instructors, Counselors, Tutors. Some special themes include: Stereotyping-Stereotype threat, Discrimination, Miscommunication with Instructors & Counselors, and Background-Family, Cultural Expectations.

These impediments have been found to act as constraining factors in keeping students of color from fully succeeding and the faculty is sensitive to this difficulty. We, collectively, have taken steps to address it. In November 2016 the Department adopted a Goal (4) of implementing Mesa's Student Equity Plan with a Department Student Success Program. The major purpose of the Student Success Program is to strengthen the relevancy of the arts curricula and remove any academic barriers to student learning success, particularly with the underrepresented groups - African American, Latinx and Students with Disabilities. A discussion of the Student Success Program is seen in the Attachment.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

The Department has adopted a Goal (No.4) of implementing the College Student Equity Plan with the purpose of eliminating barriers to success in arts education for all our students and particularly aimed at the underrepresented groups. Please see Attachment for a discussion of the Department Student Equity Plan and Student Success Program.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

The demographics of the Fine Art Department students and our faculty and staff fully reflect the student population of the College (38%) and exceed the 25% threshold established by the Department of Education for designation as an HSI. With a student enrollment for 2018/2019 period of 1,608 we served 643 or 40% Latinx. Our faculty (adjunct & contract) is nearly a third Hispanic (28%) and our staff (classified and instructional lab/tech) is composed similarly (slightly less so). Latinx course success rates are 73% in comparison with 68% for the College. In sum, the Fine Art Program faculty members and class composition are proportionally Latinx and they are, by large measure, succeeding, although they continue to lag the Asian students by 13% and the White students by 10% in course success rates. This equity gap is widely known and in other sections of this report dealing with Student Equity and Goal Setting we address the issue with our program improvement actions.

The Department endeavors to employ equity-minded best practices in teaching and learning because we are mindful of how we instruct our underserved student populations. As an example, the Mesa Art Gallery showcases the Latinx student experience by presenting numerous Latinx artworks in its student art exhibitions and routinely includes Hispanic artists in its annual exhibition calendar. Recently, with Hispanic faculty in the lead, we hosted an arts open house for high school students, staffed an informational booth at

Majors @ Mesa, and a day long one in North Park, and presented a major art exhibition in the Barrio Logan community.

Realizing SDCCD is a member of HISPANIC ASSOCIATION OF COLLEGES AND UNIVERSITIES (HACU) with its focus on promoting Hispanic STEM enrollment, the Department has been reaching out to the campus community via the Innovation Research Laboratory, the Humanities Institute, and the newly formed Fine and Performing Arts Committee (FPAC). Our mission is to integrate the Arts into each student's educational goal setting, demonstrate the positive impacts of artistic literacy, and provide the rationale for including fine art as a key element in their college education.

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

No answer specified

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

Yes, the Department Goals seen below address the Equity and Excellence issues reported on in this Section.

Department Goal 1. Capitalize on the new Fine Arts Building's expanded capabilities and learning environment with enriched delivery of instruction and increased student learning.

Department Goal 2. Improve instruction and service quality with increased faculty and classified staff with new positions.

Department Goal 3. Obtain new equipment and upgraded facilities to improve the learning environment.

Department Goal 4. Implement Mesa's Student Equity Plan with a Departmental Student Success Program (SSP).

Department Goal 5. Implement the Lessons Learned in the Department's Outcomes Assessment (OA) program to improve the students' academic experience.

Department Goal 6. Increase student enrollment and retention and course success rates in the Fine Art Program:

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

The Department meets monthly to discuss key issues and areas of focus. This is a forum we use to assess the progress we are making in reaching our instructional and institutional goals. We also decide, collaboratively, on actions we can take to both meet near-term Administration requirements as well as agree on long-term plans for improving our Department. In the Submission Information and Update Section we provided comments on our major challenges and focus: 1. Improving art instruction in the new Fine Arts Building, 2. Increasing student enrollment & course fill rates, 3. Increasing student course retention and success rates and reducing equity gaps and, 4. Obtaining additional faculty support. Because these areas are established as Department Goals, we provide updates on their Status (Goals Section) and our Action Plans in this report. In summary, we are seeing positive results in each of the areas of focus.

Additionally, to inform ourselves on where we stand on key enrollment, retention and

course success goals we refer to campus-wide research tools (Data Warehouse, Report Warehouse and Student Survey Resources). For example this semester we conducted a faculty survey on teaching strategies and equity based instruction tailored to our Course Outcomes Assessment program. Seen at the Attachment, this informal 20 question survey asks faculty members to reflect on the frequency in which they adopt equity based, student centric strategies that serve to improve student learning potential. Its results will assist us forming course and program improvement plans.

Next steps will involve the implementing the improvement plans that result from the Course Outcomes Assessment process. This process is on-going and with the assessment results from two remaining disciplines this semester we will have sufficient data to begin our Program Assessment process in the Spring of 2020.

As faculty and staff, we intend to continue our research and dialogue on implementing best practices that flow from the Student Equity program. To support Mesa's mission to be seen as the leading college of equity and excellence, we will develop a Department Student Success Program designed to strengthen the relevancy of the arts curricula and remove any academic barriers to student learning success. More information on the Student Success Program is seen in the Attachment.