

## 2022-23 Program Review Template

**Directions for Lead Writers:** Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

**DEI Discussions:** as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

| <i>Program Information &amp; Executive Summary</i>   |          |   |
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| Prompt   | Guidance | Program Response  |
| Describe the successes and challenges your unit has faced since the last comprehensive review. |          | <p>The Fine Arts Department, particularly the hands-on Studio Art classes, faced significant challenges during 2020 through early 2022, with most courses being taught fully or partially online. Despite those challenges and the limits placed on faculty, staff, and students by the pandemic, our faculty and staff members found creative solutions and offered dynamic learning experiences for our Fine Arts and Art History majors, and the many students across the campus who take any of our 15 Gen Ed courses. Some examples of the ways our Fine Arts department Faculty managed to work around the limits of the pandemic include:</p> <ul style="list-style-type: none"> <li>• <a href="#">A Drive-Through Art Exhibit</a> organized and managed by</li> </ul> |

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|  |                 | <p>Fine Arts and Museum Studies Students.</p> <ul style="list-style-type: none"> <li>● Outdoor art projects like <a href="#">Steamroller printing</a></li> <li>● Weekly faculty and staff drop-in video meetings where we could share discoveries about online teaching and get help and support from one another</li> <li>● A system for Ceramics courses where students could take home a pottery wheel, work at home, and then drop works off on campus to be put in the kiln.</li> </ul> <p>These are just a few examples of the many successes and creative solutions Fine Arts faculty developed in the time since our last comprehensive program review in 2019.</p> <p>In recent years, our department's enrollment numbers have been strong overall. Our Spring 2023 total enrollment in Fine Arts, for example, is 18,361 compared to a total of 17,871 in Spring 2022.</p> <p>Our challenges, over the past few years have mostly fallen into three categories:</p> <ul style="list-style-type: none"> <li>- Pandemic-related adjustments (those have mostly been resolved or are no longer relevant)</li> <li>- Inadequate equipment and needed facilities repairs that have been difficult to get accomplished (this continues to be a problem, particularly for the resource-intensive studio art courses). We have not had a budget increase in many years, but the costs of supplies for our courses keep rising.</li> <li>- Loss of two full time faculty members making departmental tasks and student mentoring difficult to accomplish for the remaining contract faculty.</li> </ul> |
| <p>If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last</p> | <p>Optional</p> | <p>One major change has been the retirement of two full time faculty members in our 2-D program, one in 2020 and one in 2022. We have not been able to have those positions replaced, and we've had to hire six new adjunct professors over that period to help us meet our students' needs.</p>  |

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| comprehensive review.  |  |  |
| If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.           | Optional   |  |
| Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy. | Select One   | <input checked="" type="checkbox"/> Reviewed and accurate<br><input type="checkbox"/> Reviewed not accurate, update in progress<br><input type="checkbox"/> Reviewed not accurate, need support  |
| <b>Data Reflection</b>   |  |  |
| <b>Prompt</b>  | <b>Guidance</b>  | <b>Program Response</b>  |
| Describe the trends you see in your program/service area's data.   | <p>Instructional Data you may consider: enrollment trends, course &amp; program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work</p> <p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work</p> | <p>In recent years, our department's enrollment numbers have been strong overall. Our Spring 2023 total enrollment in Fine Arts, for example, is 18,361 compared to a total of 17,871 in Spring 2022.</p> <p>Our program success rate is strong: the average program success rate for fine arts over the past 5 years was 75.9% compared to the campus-wide average of 73.2% Over the past two years our overall retention rate as increased by two points, and the most recent year of data shows it at 88.7 %.</p> <p>In 2019, our department reached our highest number of degrees conferred, at 43. That number dipped somewhat during the first years of the pandemic, and in 2021-22 (the most recent year we have this data for) we conferred 31 degrees. In order to grow are program and insure that more students are completing degrees we need to replace the full-time faculty members that retired, so that all courses students</p> |

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|  |   | need to graduate can be offered more regularly and in a range of modalities.  |
| Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)? | Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.       | Our data shows a troubling and persistent 12.8 % equity gap our success rates for Black/African American students and a 4.5% equity gap for Latinx students. These numbers are similar to campus-wide equity gaps. Our fine arts department data for first-generation college students does not indicate any significant equity gap.  |
| Describe the discussion(s) that took place about the unit's learning outcomes assessment data.   | Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.    | Our learning outcomes discussions over the past few years have mostly related to ways of handing remote-learning for Studio Art classes while still ensuring that students meet the objectives for the program and for each course. This year's outcomes focus has been more granular, as each discipline lead has been working on verifying the accuracy of their course's outcomes across the various sites and documents where they are published. |
| <i>Practice Reflection</i>   |   |   |
| Prompt   | Guidance  | Program Response  |
| Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.                                       | Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach. | In 2019 our department adopted a Student Success plan that focussed on closing the equity gaps noted above. When it comes to Studio Art classes, many aspects of our Student Success plan have to do with making art supplies and materials more readily available for students, offering dedicated space and time in our studio buildings for students to work, and engaging students with community arts activities,                                |

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|  |  | <p>exhibits, and speakers that featured Black and Latinx artists and art workers.</p> <p>That sort of organizing of supplies, speakers, events, and community engagement stretches far beyond the scope (and hours), of our individual classes. It requires full time faculty support. Amidst the upheavals of the pandemic and the subsequent retirement of two full time faculty members, we've struggled to maintain and grow those programs that are so important to us reaching our equity goals.</p> <p>Our Fine and Performing Arts Committee ( a committee made up of mainly full-time faculty and staff members) has worked to bring more than a dozen artists, art workers, and other creative professionals to our campus to speak to students and our community over the past two years. Our department's Mesa College Art Gallery, and our World Cultures Art collection also provide multiple invaluable opportunities for students to meet with diverse artists, engage with artworks from all over the world, and get hands-on experience with curating, maintaining, and cataloging art objects.</p> <p>These opportunities for students to engage with diverse fine arts professionals and get hands-on experience is so valuable for our disproportionately impacted groups, and they are an important part of how our department will meet our equity goals.</p> <p>Making art, studying art, and working collaboratively in hands-on studio art classrooms helps students build empathy. A 2017</p> |
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|  |  | <p>study of Medical Students published in the Journal of Internal Medicine, for example, showed that university students exposed to the arts demonstrated higher levels of “positive personal qualities.” (Mangione, S., Chakraborti, C., Staltari, G. <i>et al.</i> Medical Students’ Exposure to the Humanities Correlates with Positive Personal Qualities and Reduced Burnout: A Multi-Institutional U.S. Survey. <i>J GEN INTERN MED</i> 33, 628–634 (2018). <a href="https://doi.org/10.1007/s11606-017-4275-8">https://doi.org/10.1007/s11606-017-4275-8</a>)</p> <p>A robust, diverse set of Studio Art offerings is good for our whole campus, offering high-quality opportunities for students from all majors to develop those “positive personal qualities” (like empathy and compassion) that that 2017 study cites.</p> <p>The Fine Arts Department as a whole has developed several ongoing campus-wide projects and resources that are dedicated to fostering a culture of equity-mindedness and engaging students across disproportionately impacted groups. In the arts, one simple way to work towards closing equity gaps is to expose students from disproportionately impacted groups to artworks and artists that are culturally relevant for them. Our World Culture Art collection has exposed students from across the campus to African Art, and has provided hands-on learning experiences with curating exhibitions, preserving objects, and cataloging archives</p> |
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|   |   | <p>for students from Art History courses, Museum Studies, and a range of other programs. Popular exhibitions of artworks from the World Cultures art collection engaged students and community members and modeled our campus's commitment to diverse representations. Two recent examples include the February 2023 <i>Africa in Context</i> exhibit at the Mesa College Gallery and the Summer 2022 <i>Echoes of Africa</i> exhibit at the San Diego Central Library.</p>   |
| <p>What other factors (internal or external) might also impact the above data trends and equity gaps?</p> | <p>Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.</p>            | <p>As noted above, the Fine Arts department plays a major role in shaping our campus culture, particularly through our Art Gallery, the World Cultures Art collection, the events organized by the Art Club and the Fine and Performing Arts committee, and the student gallery. But despite that strong role (and the need for full time faculty members to sustain those efforts) we have not been granted replacements for our retired full time faculty members, or the much-needed ILT position for the World Cultures Art Collection. We've requested those positions 3, and 2 years in a row respectively.</p> |
| <p><i>Unit Goals and Action Plans</i></p>   |   |   |
| <p>Prompt</p>   | <p>Guidance</p>   | <p>Program Response</p>   |
| <p>Unit Goals</p>   | <p>Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.</p> | <p>Goal 1: <b>Expand and strengthen the Fine Art Department's 2-D program by making more varied courses available for studio art majors, and connecting those courses to the campus community through events and multi-disciplinary collaborations.</b></p> <p>Goal 2: Increase the campus-wide reach of the World Cultures</p>   |

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|  |  | <p>Art Collection, the Mesa Art Gallery, and the Student Gallery</p> <p>Goal 3: <b>Increase student success and engagement in their studio art programs by offering up-to-date and efficient tools, approaches, and facilities.</b></p>  |
| <p>Mesa2030 Roadmap Strategic Objective (SO) Alignment</p> | <p>Review <a href="#">Mesa2030</a> and the <a href="#">Roadmap to Mesa2030</a>, only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs</p> | <p>Goal 1: <b>Expand and strengthen the Fine Art Department's 2-D program by making more varied courses available for studio art majors, and connecting those courses to the campus community through events and multi-disciplinary collaborations.</b></p> <p>SO: <b>Completion</b> (Develop pathways that provide students with clarity about degree, certificate, and transfer requirements).</p> <p>SO: <b>Scholarship</b> (Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success)</p> <p>Goal 2: Increase the campus-wide reach of the World Cultures Art Collection, the Mesa Art Gallery, and the Student Gallery</p> <p>SO: <b>Pathways and partnerships:</b> (Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers).</p> <p>SO: <b>Community</b> (Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups*, and inclusion)</p> <p>Goal 3: <b>Increase student success and engagement in their studio art programs by offering up-to-date and efficient tools, approaches, and facilities.</b></p> <p>SO: <b>Completion</b> (Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity.)</p> <p>SO: <b>Stewardship</b> (Establish a college-wide practice and</p> |



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|  |   | <p>schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students)</p>  |
| <p>Identify specific actions your program/service area will engage in to accomplish this goal.</p> | <p>Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.</p> | <p><b>Goal 1: Expand and strengthen the Fine Art Department’s 2-D program by making more varied courses available for studio art majors, and connecting those courses to the campus community through events and multi-disciplinary collaborations.</b></p> <p>1. Continue to apply for additional 2-D contract faculty members. Work as a group to understand why those requests have not been granted in the past, and make any needed adjustments.</p> <p>2. Connect our painting, printmaking, digital, and other 2-D programs to the campus community. We’ve already begun to do that via the printmaking program’s Steamroller printing events, and we plan to work on ways to extend that sort of community-mindedness to our other courses.</p> <p><b>Goal 2: Increase the campus-wide reach of the World Cultures Art Collection, the Mesa Art Gallery, and the Student Gallery</b></p> <p>1. Continue to apply for the much-needed ILT position for the World Cultures art collection, to help relieve the burden on our Full-time faculty member who is working tirelessly, and far beyond her contract hours, on making that collection and its relates programming an asset to the campus and community. We will work as a group to understand why those requests have not been granted in the past, and make any needed adjustments.</p> <p>2. Supplement and grow the current campus-wide reach of these programs by increasing collaboration with faculty members in different disciplines.</p> |

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|  |  | <p><b>Goal 3 Increase student success and engagement in their studio art programs by offering up-to-date and efficient tools, approaches, and facilities.</b></p> <ol style="list-style-type: none"> <li>1. Create a departmental task-force to take stock of needed updates, and develop an online system for recording them.</li> <li>2. Continue to request updated equipment through BARC (we requested two items this year) but also seek alternate ways to fund the needed equipment and improvements.</li> </ol> |
| Does this Action Plan require resources  | if yes, complete resource request form | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No  |
| Lead Writer and Manager Information  |  |   |
| Lead writer Name(s)  | Cara Smulevitz                         |   |
| Name of Program/Unit   | Fine Arts                              |   |
| Manager Name   | Leslie Shimazaki                       |   |
| Submission Date of Program Review Draft to Manager for feedback                        | May 10 <sup>th</sup>                   |   |
| Submission Date of Program Review Final Draft to Office of Institutional Effectiveness | May 21 <sup>st</sup>                   |   |