

SAN DIEGO
MESA COLLEGE



Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Academic Learning and Support - World Cultures Collection (WCC)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.

SUCCESES:

Curriculum and Programming:

The collection continues to provide a diverse range of artwork from various cultures, regions, and time periods, providing students with a rich and varied cultural experience and opportunities for project based learning with access to hands-on projects as well as in depth research, utilizing the artwork in the collection.

The collection serves as a valuable educational resource, allowing students and faculty to study and analyze different artistic styles, techniques, and historical contexts. The following is a list of examples where the collection has been incorporated into course curricula across campus either as project-based learning and/or incorporated into lectures, or student research projects:

- Art History
- Fine Art
- Sculpture
- Color Theory
- Art Gallery
- Museum Studies Students Internships
- Fashion
- Humanities
- Black Studies
- English

The collection involves students in the curation, management, and promotion of the art collection and provides them with hands-on experience and contributes to their learning experience, aligning with the college's emphasis on Work Based Learning.

The college approved 20 hours a week for a NANCE, providing needed support for the management, conservation, and curation of the collection. Although 20 hours a week has been helpful, the collection is in desperate need of full time staff to oversee these areas.

The collection continues to be a focal point for community engagement, attracting residents, art enthusiasts, and visitors to the college campus for exhibitions, events, and cultural programming.

The collection has established partnerships with other institutions such as the San Diego Museum of Art, Black Arts and Culture District, Mingei, and San Diego Central Library Art Gallery, as well as artists to foster a broader cultural exchange.

EXHIBITIONS:

Agents of Power: Body Adornment in African Art at the San Diego Museum of Art 2024; A collaborative exhibition with the San Diego Museum of Art which includes pieces from the collection which opened February 2, 2024. It is too early to discuss successes, but the museum noted the Mesa College collection, providing opportunities to connect with the community and make them aware of the collection housed on campus.

Africa in Context Exhibition February 2023 at the Mesa College Art Gallery. During the Mesa exhibition, there were over 275 people that toured the collection. Curator and Collection Manager Denise Rogers gave private tours to several classes totaling between 30-40 students per class. This exhibition resulted in the collection and

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collections manager being featured on television stations and newspapers.

Echoes of Africa Exhibition June - August 2022. The Central library document close to 4,000 visitors to the exhibition from the date of the opening reception, June 4, to the closing date, August 20th. The Echoes of Africa Fundraiser which took place in May of 2022 raised \$23,410 for the collection! The donations came from ticket sales, donations by council members, and silent auction and opportunity drawing proceeds. Events accompanying the exhibition included a reception, artist panel held at the Central Library and two class lectures on the Mesa College campus. Two of the artists featured in the exhibition (Chris Tucker and Maxx Moses) gave lectures in Dr. Rogers Art 100 course on campus during Cultural Unity Week.

Support from the San Diego Mesa College Foundation Arts Council. This year, the Arts Council has maintained its membership and added two additional members, Patrizia Richardson and Bea Barraza. As a result of the Echoes of Africa fundraiser, the friends of the collection group were able to expand its members by 10 supporters, and gain more recognition and support from the San Diego Community.

In 2021 to 2022 as Covid restrictions were lifted there were more opportunities for in person exhibitions of the collection. There was one virtual exhibition and four on and off campus exhibitions this year.

The virtual exhibition was held on the World Cultures website: African Guardian Spirits to accompany Mesa College Cultural Unity Week.

The Mesa LRC World Cultures Glass Gallery featured textiles from Hawaii, and Mexico (from the Gracia Molina de Pick Collection), as well as a quilt by Arbie Williams. The Mesa Fashion Department created projects based on the quilts on display.

Off campus exhibitions include:

African Art and Culture exhibition at the Wesley Palm Retirement Community November 2021 - February 2022.

Illuminations of Africa exhibition held during Kuumba Fest at the Lyceum Theater downtown, February 2022.

Echoes of Africa exhibition held at the San Diego Central Library from June to August, 2022 in the 1st floor public gallery and 9th floor Art Gallery.

The Collection has received donations of over 100 pieces to the collection, totalling over \$80,000 as of October 2023. The donations were able to fill a gap in the collection to include modern Peruvian folk art. As an HSI institution, increasing representation of art from the Americas is of high priority for the collection. The addition of pieces from Southeast Asia and the Americas also filled a gap in the collection in these areas, and will enable us to exhibit pieces from these regions more frequently that reflect the history and culture of our KAPWA students and align with the goals of the AANAPISI grant.

CHALLENGES:

Support is needed effectively oversee the curation, maintenance, preservation of the collection to ensure ongoing efforts to connect with students and the broader community. Support is also needed to work with faculty to develop course curriculum across disciplines to ensure that the art collection remains relevant to the educational goals and is accessible to a diverse audience.

Due to state and federal laws, the collection is housed under the Mesa College Foundation, despite being incorporated into the course curriculum. This prevents access to funding channels which could provide more learning opportunities for students.

Support Staff and the need for trained professionals in curatorial roles and conservation is crucial. Without proper expertise, maintaining and preserving artworks can be challenging.

Limited financial resources can pose a significant challenge in maintaining and exhibiting the collection as well as providing educational resources for faculty, organizing exhibitions and events. Not having access to a grant writer to locate and apply for funding.

Security and Preservation and protecting the collection from damage or deterioration due to age and environmental factors is a continuous challenge. Adequate security measures and conservation efforts are

Summary and Reflection

essential.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.

1. Collections Manager, Professor Denise Rogers presented to the School of Arts and Languages as part of the Call to Action project to brainstorm a plan to integrate the World Cultures Collection into instructional lessons and classroom experiences.
2. Students enrolled in the Mesa College Museum Studies program complete their internship hours working with the collection to gain hands-on experience in collection management, curation and preservation.
3. Class visits and projects that incorporate the collection include the following:
 - Art classes touring the collection and using the artwork to complete a class project.
 - Hands on and project based learning assignments in studio art courses.
 - Lectures in the collection storage space where students can connect artwork to their course content, providing opportunities for more in depth research.
 - Honors students researching, writing and/or presenting on pieces within the collection.
 - Working with faculty to incorporate pieces from the collection into their course content for class assignments.
 - Students view pieces in the collection on display in the Glass Gallery located on the 1st floor of the Learning Resource Center (LRC) to complete visual assessment assignments for Fine Arts courses.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.

During the Spring 2023 semester, the collection was relocated into a larger space and a plan was implemented to renovate the space into a World Art Resource Center, where students can view the collection in glass display cases, access resource materials such as an online database, journals and books as well as speak with Collections Manager Prof. Denise Rogers to learn more about the meaning of the pieces in the collection. The area will also incorporate study spaces so students can sketch, study or hang out in a space where they are surrounded by works of art. This space will also be used for fundraising events to support the management, curation, and preservation of the collection.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Related Documents for Charts and Graphs

Executive Summary Complete

Data Reflection

Trends observed in program/service area's data.

As the collection gains more attention, awareness both on and off campus has increased.

1. QR codes are used for the LRC Glass Gallery display. The codes have been scanned 54 times during the Fall

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and Spring semesters.

2. The School of Arts and Languages Call to Action led to 3 professors incorporating the collection into their course curriculum.
3. The art department has increased its usage of the collection in classes.
4. The Fashion Department used the collection for a class project which was exhibited in the Glass Gallery.
5. The collection manager gave numerous presentations over the past year to increase awareness of the collection which included the Board of Trustees, President's Cabinet, San Diego Mesa College Foundation, School of Arts and Languages, and School of Humanities. These presentations resulted in Admin. sharing information about the collection, providing more exposure and support, and Faculty incorporating the collection into the curriculum.
6. The Africa in Context Exhibition was visited by 275 visitors during the reception and Prof. Denise Rogers gave 4 tours of 30-40 students during the month of February. Students were asked to write summaries of the exhibition during the tours. The exhibition also resulted in 2 new student volunteers for the collection.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)

Although no data is available specific to the collection, the creation of OER resources for art courses, and a textbook for the African Art course, alleviates the burden of textbook costs experienced by many of our students. Removing that financial burden for students helps to realize the equity goals for the department and college.

The collection fills an equity gap in that students have access to museum quality pieces from Africa, Asia, MesoAmerica and art of the Pacific, communities that are represented on our campus. They are relieved of the burden of having to travel to local or regional museums that have similar pieces in their collections. Access to this resource provides opportunities for hands-on experience and research opportunities from underrepresented groups. Because of the prominent location of the Glass Gallery on the 1st floor of the LRC, students do not have to travel off campus or out of the county.

The collection provides opportunities for work-study students who have a specific interest in art and art related careers. Many work-study students with an interest in photography, web design, cultural history, and art history have worked with the collection, and have included their experience on their resume.

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

N/A

Related Documents for Charts and Graphs

Data Reflection Complete

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

OER resources:

1. The creation of OER textbook for ARTF 115 African Art
2. OER resources for use in the following courses
 - ARTF 100 Art Orientation

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- ARTF 113 Arts of Africa, Oceania and the Americas
- ARTF 109 Modern Art - specifically focusing on European artists who appropriated African Art, Art of the Americas, and art of the Pacific into their paintings and sculptures. Underrepresented students are able to see their history and cultural practices that are overlooked in the history of art and recognize the sources many European artists appropriated to create works that are championed in art textbooks..
- ARTF Studio Courses including sculpture, color theory, drawing and 3D design. Students were able to enhance their skills in drawing and sculpting by viewing and creating renderings of pieces in the collection.

3. Access to artifacts that represent the history and culture of underrepresented communities including African, African American, Asian, Native American/Indigenous, Latinx, and the Pacific Islands. Students from these regions have opportunities for hands-on project based learning experiences with artwork that is part of their cultural heritage that is readily accessible in a prominent location in the Glass Gallery on the 1st floor of the LRC, alleviating transportation issues for students.

4. The collection provides opportunities for Museum Studies and work-study students who have a specific interest in art and art related careers. Many work-study students with an interest in photography, web design, cultural history, and art history have worked with the collection, and have included their experience on their resume.

What other factors (internal or external) might also impact the above data trends and equity gaps?

The challenges listed above affect our data trends. The collection could have a greater impact and help decrease equity gaps with additional support.

Related Documents for Charts and Graphs

Practice Reflection Complete

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

Summary and Reflection

Goal 1: Education and Enrichment:

Unit Goal: Goal 1: Education and Enrichment:

Objective 1 - Review, develop and expand course curriculum in collaboration with Faculty across disciplines.

Objective 2 - Expand internship program to include Museum Studies, but also in collaboration with Work Based Learning for service credit and/or paid internships

Objective 3 - Build and Deepen Partnerships with local colleges, universities, and art institutions.

Objective 4 - Engage with K-12 Schools to collaborate with teachers to introduce project-based learning, especially with disproportionately represented groups who are represented in the collection holdings.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2029 - 2030

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Stewardship - Objective 2: X

Action Plans	Action Plan Update
Action Plan Status: Active	

Summary and Reflection

<p>Action Plan: Goal 1: Completion The collection supports the design and promotion of programs and services that intentionally target a reduction in equity gaps in completion outcomes in the OER resources and representation of underrepresented groups in the collection.</p> <p>Goal 2: Pathways and Partnerships aligns with Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services is demonstrated in the direct access students have to pieces in the collection which are available in the World Art Resource Center which is currently in development as well as access to the 1st Floor glass gallery.</p> <p>We have a partnership with the Kimbrough Elementary School in Sherman Heights which has pieces on display in their school office. We are also currently developing projects to share with K-12 instructors to incorporate African Art into their course curriculum. We have also displayed pieces and hosted events at the Monarch school for homeless youth located in downtown San Diego.</p> <p>We have increased community engagement, by hosting exhibitions and events at SDMA, San Diego Central Library, Lyceum Theater, Wesley Palms Retirement Community, and Grossmont College. We also provide experiential learning, integrated career planning, and workforce training for work-study students and Museum Studies Interns to prepare students for future careers in the arts..</p> <p>Goal 3: Community We have develop activities, spaces, and programs that support a sense of belonging with a focus on</p>	
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Summary and Reflection

antiracism, historically minoritized groups*, and inclusion by focusing on artwork that represents the cultural heritage of underrepresented groups from the continents of Africa, Asia and the Americas as well as islands in the Pacific.

In all of our exhibitions, activities and content on our website we have built a culture of communication that is evidence based (artwork), race conscious by focusing on the unique histories of the groups represented in the collection, institutionally focused by emphasizing the artwork as the Mesa College World Art Collection to bring awareness of the creativity, history and innovation of the groups represented and also expanding the collection from focusing specifically on African art to include artwork from the continent of Asia, the Americas and the Pacific as well as contemporary works of art from all regions to be more inclusive and equity minded.

Because the collection and access to this valuable resource is located on campus and free to the public, we have removed barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning by having direct access to the collection and supplemental research materials, in addition to projects such as Call to Order sponsored by the School of Arts and Languages.

We have demonstrated increased opportunities to be an asset and resource to the external community by exhibiting artwork and establishing partnerships with San Diego Museum of Art, Mingeii Museum and San Diego Central Library as well as faculty from CSU Northridge and UCSD who serve on the World Art Council.

GOAL 4: Stewardship

Summary and Reflection

Action Plans	Action Plan Update
<p>We have supported processes and initiatives that prioritize environmental sustainability and reduce Mesa College’s impact on climate change in the development of sustainability modules in ARTF 115 Course which focus on reusable and recylalble materials represented in the artwork in the collection.</p> <p>Action Plan Cycle: 2023 - 2024, 2024 - 2025</p>	

Goal 2: Strategically Curate and Manage the Collection:

Unit Goal: Goal 2: Strategically Curate and Manage the Collection:

Objective 1 - Review and Update Policies and Procedures.

Objective 2 - Strategically expand the collection.

Objective 3 - Plan for Deaccession Within the Collection.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2029 - 2030

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Stewardship - Objective 2: X

Summary and Reflection

Action Plans	Action Plan Update
Action Plan Status: Active	

Summary and Reflection

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Summary and Reflection

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Goal 3: Outreach and Support:

Unit Goal: Goal 3: Outreach and Support:

Objective 1 - Build a support network through membership/fundraising campaigns.

Objective 2 - Increase support and expand donor base through events.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2029 - 2030

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 2: X
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- Community - Objective 4: X
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- Completion - Objective 3: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Stewardship - Objective 2: X

Summary and Reflection

Action Plans	Action Plan Update
Action Plan Status: Active	

Summary and Reflection

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