☑ ◀ Show All Possible Responses ▶

✖ **Response is required**

1. PROGRAM OVERVIEW

✖ **Program Title & Code**

Program Title

▌ Art

(Max chars: 100)

Program Code

▌ 1002

(Max chars: 100)

✖ **Is this a CTE program?**

◯ Yes   ⦿ No

✖ **1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.**

Goals are numbered for the purpose of making reference points so that PSR writers can identify and locate which Chaffey Goals relate to their program. Goal numbers do not represent priority numbers.

☑ Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.

☑ Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.

☐ Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.

☐ Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.

☐ Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.

☐ Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.

☐ Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

✖ **1b. Describe how your program aligns with the Chaffey Goals. Please provide supporting statements and/or examples.**

Refer back to the Chaffey Goals marked above (e.g., Goal 4: Provide supporting statements of how the program aligns with this goal).

Goal 1

The Art Program actively engages in equity and social justice work to support the success of all students. The importance of this being a driving factor in pedagogical practices, engagement efforts, and the distribution of resources was made even more evident by the pandemic. The Art Department responded to this heightened sense of the barriers to success by establishing standard supply kits for ART-10, ART-14, ART-15, ART-18, and ART-20. The Art Department had resisted this for years because we believed dictating what materials were to be used in class impeded an instructor's ability to teach course content in the way they believed to be the most effective. Creating standard kits ensured that the Department could set a maximum price and that all sections would cost the same. The Art Program worked with the Bookstore staff to make the supply kits available for purchase at the Chaffey Bookstore. This meant students could use grants/vouchers to buy them while also avoiding shipping costs and travel to a retailer (there are no good options in Rancho for art supplies). To keep the cost of the art kits as low as possible, we elected to use funds from our Instructional Supply budget to subsidize the cost of the more expensive kits as well as to build a limited number of rental kits containing non-consumable items that students could check out for a semester at the Chaffey Bookstore.

Art faculty are also invested in evaluating teaching methods and classroom management approaches through an equity lens as part of their professional responsibilities:

- A member of the Art Department collaborated with Psychology faculty to facilitate a Flex workshop entitled *Exploring Compassionate Teaching Practices*. The presentation focused on understanding the need for adopting a compassionate

mindset, balancing rigor and flexibility, and sharing practical strategies.
- Individual instructors have modified grading rubrics to prioritize mastery of course content over performative assessment.
- Members of the Art Department have modified studio projects to account for the fact that many students have limited workspace at home, are reliant on public transportation to get to work and class, and/or have financial constraints.
- Art faculty have integrated artists outside the traditional Western canon into course content and course design. This is an ongoing effort. The following are instances of how this has been put into practice: screening videos for classes featuring artistic practices from cultures around the world; including examples in lectures of art created by artists who are historically underrepresented, underserved, marginalized, and underutilized; creating projects and assignments around social justice themes; including images/portraits of artists of diverse backgrounds and identities in course materials such as the syllabus and Canvas pages; and explaining to students that art education in the United States is primarily rooted in Western European traditions and standards.

Goal 2

As demonstrated by our last set of VIP goals, supporting learning and completion is a priority for the Art Program. Accomplishing our goal of clarifying pathways by deactivating three local degrees, modifying the remaining local degrees to better serve students whose intention is to transfer to a UC or private college, and advising students on the benefits of the AA-T if they plan to attend a CSU led to an increase in Art degrees awarded over the last five years.

Art faculty are committed to helping students envision the next steps beyond Chaffey and the A.A. Although Art majors (and general education students) gain skills and experience applicable to a wide variety of industries and careers, we are not a CTE program and students will generally need to transfer to obtain a B.A. if they wish to pursue a career in the visual arts. Art faculty endeavor to help students envision life beyond Chaffey:

- Assist students in researching admission requirements for transfer
- Cultivate contacts at four-year institutions such as CalArts, the Art Center, CSUBL, Otis, and CSUSB
- Partner with the Art Center to establish a scholarship for Chaffey students
- Mentor student-artists selected to enroll in ART-89 (the Student Invitational), an Honors course that emphasizes professional practices for the visual artist and culminates in an exhibition in the Wignall Museum
- Provide discipline-specific advising
- Refer students to contacts outside of Chaffey for additional career and transfer information
- Introduce students to careers and fields of study outside of what is available at Chaffey
- Advise students on portfolio development

PRIOR VIP GOALS STATUS/PROGRESS

✳ 1c. Please list the program's VIP Goals from the last PSR cycle and report on the progress (complete, ongoing, etc.).

VIP G1: Develop an AA in Two Dimensional Arts and an AA in Three Dimensional Arts.

Completed - The two degrees are the A.A. in Art and the A.A. in Art - Ceramics Studio

VIP G2: Create a program-wide approach to assisting students in identifying and achieving educational and career goals.

Ongoing - Much of what we wanted to accomplish with our VIP Goal aligns with Guided Pathways work. Faculty continue to participate in activities as planned by the College's GP team and our Academic and Career Community.

VIP G3: Develop a studio art pathway at the Fontana campus to complete an AA or AAT degree and/or transfer to a 4 year institution.

Suspended - Due to strategic planning decisions at the institution level, offering all the courses needed to complete an A.A. or AA-T at the Fontana campus is not possible due lack of dedicated classroom space.

VIP G4: Provide safe/functional learning labs for students developing digital & studio art skills in preparation for transfer and/or career.

Completed - Opened the Studio Art Woodshop/Instructional Lab for students to access during 3D Design and Sculpture classes.

Ongoing - Continue to maintain instructional labs (Woodshop and Ceramics) and classroom workspaces for student use.

OTHER RESOURCES REQUESTS

⚙ 1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?

If yes, proceed to questions 1d.2. If no, skip to section 2.

If you have items that were funded by Strong Workforce and Perkins, please mark "yes."

○ Yes
◉ No

1d.2 If yes, did those purchases meet the program's intended purpose. Please explain.

❚ *No answer specified*

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2. EVIDENCE

The evidence section comprises of the following: (a) equity, (b) learning and completion, (c) CTE data if applicable, and (d) learning outcomes.

EQUITY DATA

Please reference the "Equity" Institutional Research data file to evaluate the following areas.

⚙ 2a.1 Concerning GENDER/IDENTITY, identify important EQUITY developments and trends.

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = Insufficient Data Available				
	1	**2**	**3**	**4**
Number of enrollments by males	✔			
Number of enrollments by females	✔			
Success rate by males		✔		
Success rate by females		✔		
Retention rate by males		✔		
Retention rate by females			✔	

⚙ 2a.2 Concerning RACE/ETHNICITY, identify important EQUITY developments and trends.

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = Insufficient Data Available				
	1	**2**	**3**	**4**
Number of enrollments by African American	✔			
Number of enrollments by Asian	✔			
Number of enrollments by Caucasian			✔	
Number of enrollments by Hispanic	✔			

	1	2	3	4
Number of enrollments by other race/ethnicity		✔		
Success rate by African American		✔		
Success rate by Asian		✔		
Success rate by Caucasian		✔		

	1	2	3	4
Success rate by Hispanic		✔		
Success rate by other race/ethnicity		✔		
Retention rate by African American		✔		
Retention rate by Caucasian			✔	
Retention rate by Asian		✔		
Retention rate by Hispanic			✔	
Retention rate by other race/ethnicity		✔		

✖ 2a.3 Concerning AGE GROUP, identify important EQUITY developments and trends.

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend:
1 = Increase **2** = Decrease **3** = No Change (plus or minus 2%) **4** = Insufficient Data Available

	1	2	3	4
Number of enrollments by age group, 19 or younger	✔			
Number of enrollments by age group, 20-24	✔			
Number of enrollments by age group, 25-29	✔			
Number of enrollments by age group, 30-39	✔			
Number of enrollments by age group, 40-49	✔			
Number of enrollments by age group, 50 or older	✔			
Success rate by age group, 19 or younger		✔		
Success rate by age group, 20-24		✔		

	1	2	3	4
Success rate by age group, 25-29		✔		
Success rate by age group, 30-39		✔		
Success rate by age group, 40-49	✔			
Success rate by age group, 50 or older		✔		
Retention rate by age group, 19 or younger		✔		
Retention rate by age group, 20-24		✔		
Retention rate by age group, 25-29		✔		
Retention rate by age group, 30-39		✔		
Retention rate by age group, 40-49	✔			
Retention rate by age group, 50 or older		✔		

✖ 2a.4 Concerning OTHER CHARACTERISTICS, identify important EQUITY developments and trends.

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend:
1 = Increase **2** = Decrease **3** = No Change (plus or minus 2%) **4** = Insufficient Data Available

	1	2	3	4
Number of enrollments by students with disabilities		✔		

	1	2	3	4
Number of enrollments by first generation				✔
Number of enrollments by economically disadvantage	✔			
Success rate by students with disabilities		✔		
Success rate by first generation				✔
Success rate by economically disadvantage		✔		
Retention rate by students with disabilities			✔	
Retention rate by first generation				✔
Retention rate by economically disadvantage		✔		

✱ 2a.5 Over the last three years, has the number of course sections offering zero-cost textbooks increased, decreased, or remained the same?

Response Legend:		
1 = Increase **2** = Decrease **3** = No Change		

	1	2	3
Number of sections with zero-cost textbooks	✔		

✱ 2b. IDENTIFY EQUITY STRENGTHS

a. First, summarize "equity" data from Institutional Research that describes your program strengths.
b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
c. Considering the evidence, explicitly identify specific "equity" strengths.

Overall, the Art Program's strength is enrollment. There has been a 34.5% increase in enrollment over the last five years. Historically, enrollment in Art programs has been constrained by equipment and facilities limitations due to the specific needs of studio art classrooms. An unexpected outcome from the shift to distance education, was that the Art program was finally able to offer enough sections to meet student demand as we no longer had to work around space and equipment issues. Face-to-face art classes meet six hours per week. Asynchronous online classes make taking art more accessible for a greater range of students because they no longer need to carve out three-hour blocks of class time twice a week around work schedules and family life. This may be part of the reason we saw such a significant increase in certain populations enrolling in Art classes even through the pandemic: a 51.3% increase in African American students, a 45.6% increase in Hispanic students, a 34.3% increase in Asian students, a 51.5% increase in first generation college students, a 21% increase in economically disadvantaged students, a 49.1% increase in students who identify as women, a 64.7% increase in students under 20 years old, an 83% increase in students aged 30-49, and a 56.5% increase in students aged 50 and above.

The Art Program saw a 100% increase in ZTC sections.

✱ 2c. IDENTIFY DISPARITIES IN EQUITY

a. First, summarize "equity" data from Institutional Research that describes areas of improvement.
b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
c. Third, considering the evidence, identify disparities in equity.
If there is a disparity in equity, DO NOT discuss responsive strategies in this section. You will be able to address responsive strategies in the STRATEGIC PLANNING section (item 4d).

*If the data shows favorable results for equity, answer the following question instead: How will the program maintain excellence in equity?

Overall the Art Program has experienced a 2.4% decrease in retention over the last five years. When we look at special populations, the difference in their rates and the overall rate of decrease is relatively small except for the 7.6% difference in the retention rate of African American students and the 5.9% difference for students aged 50 years or above. Interestingly, the retention rate for African American students was 97.5% five years ago, and now the Art Program is seeing rates that align with the College's rate of 88.5%.

An important statistic to look at is the shift in disparity between the retention rates of African American and white, Asian, and Hispanic students. Five years ago in 2015-2016, the retention rate for African American students was about 5-7% higher than the rates of white, Asian, and Hispanic students. By 2020-2021, the retention rates for African American students decreased to about 4% lower than the rates for white, Asian, and Hispanic students.

Another area to focus improvement efforts on is the Art Program's success rates. Overall, there has been a 15.7% decrease over the last five years. There are significant disparities in the decrease of success rates between African American (24%) and Hispanic (17.4%) students and those of Asian (8.7%) and White (7.4%) students.

For African American students, we see the same pattern in success rates that we see in retention rates. In 2015-2016, the success rate of African American students taking art classes was 83.8%. Over the last five years, this success rate has decreased to 63.6% which is now comparable to the College's rate of 61.5%. We also see this in the success rates of Hispanic students. Those rates dropped from 83.4% in 2015-2016 to 68.9%, which is now close to the College's rates of 67.4%.

We should also consider the difference in actual success rates, not just the rate of decrease. In 2015-2016, the difference in success rates between African American and Hispanic students and the rates of white and Asian students was 3-5%. The disparity in success rates between African American and Hispanic students and white and Asian students has increased to a difference of 17% and 12% respectively in 2020-2021.

In the Art Program, there was a 28.6% decrease in enrollment of students with disabilities which mirrors what happened college wide. While there was a 9.2% decrease in success rates for student with disabilities, this rate was less of a drop than the overall 15.7% decrease for the Art Program.

Over the last five years, there was a 22.4% decrease in the enrollment of students who selected Unknown/Declined to state for gender. Success rates decreased by 18% which is 2.5% greater than those of students identifying as male or female (16.0% and 16.1% respectively).

The decrease in success rates of first-generation college students from 2018-2019 to 2019-2020 was 4.5% less than the decrease in overall rates in the Art Program in those years. The difference was between the rates was negligible from 2019-2020 to 2020-202. Those years were compared because there was no data for this population from five years ago.

There was no significant difference in the success rates of economically-disadvantaged students and the overall rates for the Art Program.

We saw a 19.6% decrease in success rates for students aged 19 years old or younger which 4.1% higher than the overall success rate of 15.7%. Students aged 30-39 experienced a 17.4% decrease. The success rates of all other age groups were better than the overall rate.

LEARNING AND COMPLETION DATA

Please reference the "Learning and Completion" Institutional Research data file to evaluate the following areas.

✱ 2d.1 Identify important LEARNING and COMPLETION developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = N/A 5 = Insufficient Data Available					
	1	**2**	**3**	**4**	**5**
Overall Enrollment	✔				
Overall Retention		✔			
Overall Course Success		✔			
FTES		✔			
All ADT degrees awarded	✔				
All AA degrees awarded			✔		
All AS degrees awarded				✔	
All degrees awarded	✔				
	1	**2**	**3**	**4**	**5**
All Certificate Completion				✔	
Average units earned, ADT degree		✔			
Average units earned, AA degree	✔				
Average units earned, AS degree				✔	
Average units earned, all degrees	✔				
Average units earned by certificate(s)				✔	

2d.2 Identify important CTE PROGRAM developments and trends.

For the most up-to-date data about projected occupational growth, please visit the Center for Excellence Labor Market Demand data. The CoE Labor Marker Demand data is available at: COE - Supply and Demand | Centers of Excellence (coeccc.net)

Response Legend: **1** = Middle Skill **2** = Above Middle Skill		
	1	**2**
CTE: Projected Occupational Growth		

▣ 2e. IDENTIFY LEARNING AND COMPLETION STRENGTHS--ASSESSMENT OF PROGRAM HEALTH

a. First, summarize "learning and completion" data from Institutional Research that describes your program strengths. Be sure to address any items marked "increase" and/or "no change," if "no change" is a positive reflection of the program (e.g., provide data for stable or increased enrollment, retention, success patterns, or data for increased number of certificates/degrees). If applicable, summarize data related to program strengths for "projected occupational growth."
b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
c. Third, considering the evidence, explicitly identify specific "learning and completion" strengths.

> Two major strengths of the Art Program in terms of learning and completion are enrollment and earned degrees. The Program has experienced a 34.5% increase in enrollment (addressed in greater detail in the answer to 2b). Perhaps the most significant area of strength for the Art Department is the 373% increase (from 15 to 56 over five years) in Art degrees awarded over the last five years. While the number of earners of our local degrees has remained stagnant, the number of AA-Ts in Art awarded increased from 8 in 2015-2016 to 54 in 2020-2021.
>
> Another strength seen in the data was the 15% decrease (108.8 to 92.6) in units accumulated by AA-T CSUGE earners and the 13% decrease (103.3 to 81) by AA-T IGETC earners. We also saw a 22% decrease in units accumulated by A.A. in Drawing/Painting earners, but as there was only one awardee, the number is not statistically significant.
>
> NOTE: The following degrees have been deactivated: A.S. in Illustration, A.A. in New Media, and the A.A. in Drawing/Painting. There are still one or two degrees earned each year due to catalogue rights.

▣ 2f. LEARNING AND COMPLETION AREAS OF IMPROVEMENT

a. First, summarize "learning and completion" data from Institutional Research that describes areas of improvement. Be sure to address any items marked "decrease" and/or "no change," if "no change" reflects an area needing improvement (e.g., provide data for decreased enrollment patterns or the number of certificates/degrees earned). If applicable, summarize data related to areas of improvement for "projected occupational growth."
b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
c. Third, considering the evidence, explicitly identify specific areas in which the program can improve over the next three years.

You are only be asked to identify areas of improvements. You will be asked to address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 4d).

*If the data shows favorable results for learning and completion, answer the following question instead: How will the program maintain excellence in learning and completion?

> When we first looked at the data for number of units accumulated by degree earners, we were concerned when we saw a 16% increase (from 104.3 to 124) for the A.A. in Art, but there was only one degree earner, so it isn't statistically significant. We will reassess if we continue to see an increase during the next PSR cycle.

The Art Program completed a major effort to clarify degree pathways since our last comprehensive PSR. We deactivated several local degrees to narrow the options from five to two, the A.A. in Art and the A.A in Art - Ceramics Studio. We designed these two degrees to meet the needs of students focused on transferring to a UC or a private college. Over the last five years, the number of local degree earners has remained stagnant. We will reevaluate the need for keeping these degrees active when we review the data from the Art Program's next comprehensive PSR.

The IR data shows that the Art Program generated 22.6% fewer FTES in 2020-2021 than in 2015-2016. This seemed at odds with the enrollment data (an overall 34.5% increase), so we consulted IR in order to understand this apparent discrepancy. Jim Filpot explained that the decrease in FTES was due to the State's outdated accounting methods for online classes. Online lab hours do not earn FTES which greatly impacts the Art Programs numbers as all studio art classes are structured as lecture/lab.

3. EVIDENCE--LEARNING OUTCOMES

Learning Outcomes represents the third element of the EVIDENCE component of the PSR evaluation. If you have questions about the learning outcomes requirements in section 3, please contact Shannon Jessen at shannon.jessen@chaffey.edu or Laura Picklesimer at laura.picklesimer@chaffey.edu.

❇ 3a. MANDATORY COMPONENTS: Please identify which of the following MANDATORY components have been completed by checking the appropriate boxes.

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.

☑ COURSE LOs (CLOs) have been revised/updated as needed and entered in the course SLO Taskstream workspace.

☑ COURSE LOs (CLOs) have been mapped to Program or Institutional Learning Outcomes in each course's Taskstream workspace.

☑ PROGRAM LOs (PLOs) for each degree/certificate have been revised/updated as needed, and entered in the Program Learning Outcomes (PLO) Workspace.

☑ PROGRAM LOs (PLOs) for each degree/certificate have been mapped to Institutional Learning Outcomes in the Program Learning Outcomes (PLO) Workspace.

☑ Each Degree and Certificate has a Curriculum Map that aligns Courses to PROGRAM LOs in Taskstream's Program Learning Outcomes (PLO) Workspace.

Three Year Cycle

3b.1 List any courses from your department that were not offered during the previous three-year cycle (from fall 2018 through fall 2021). Enter NONE if all courses were offered.

There is NO SCORING for element 3b.1

Art-35, Art-40, Art-44, Art-460, Art-50

❇ 3b.2 Did you evaluate learning outcomes for all courses other than those listed in 3b.1 within the previous three-year period? Note: evaluating courses for ACES-ILO (formerly New World of Work, or NWOW) counts for this component.

○ Yes
◉ No

Assessment Results and Reflection

3c.1 Is there ACES-ILOs assessment data (formerly known as NWOW employability skills) for courses in your department?

There is NO SCORING for element 3c.1.

○ Yes
◉ No

❇ 3c.2 Are all COURSE LO assessment results (other than ACES-ILO/NWOW data) from fall 2018 through fall 2021 entered into Taskstream?

○ Yes
○ No

⊞ 3c.3 Mark all applicable approaches to illustrate how your department currently uses course learning outcome (CLO) results. Mark all that apply.

☐ Review & share results as a department
☐ Revise CLOs
☑ Change instructional strategies
☑ Attend professional development
☑ Change methods of assessment
☑ Modify criteria for measuring success
☐ Other: _____

⊞ 3c.4 PROGRAM STRENGTHS

Describe how your department is using CLO assessment results to draw thoughtful conclusions regarding the strengths of your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

In Fall 2020, the criterion of 80% of students scoring a "C" or higher for SLO #1 for ART-34 (Intermediate Painting) was exceeded.

In Fall 2020, the criterion of 80% of students scoring a "C" or higher for SLO #1 for ART-34 (Intermediate Painting) was exceeded.

In Fall 2020, SLO #1 for ART-16 (Introduction to Painting) was successfully met with 76% of students scoring a "C" or above which exceeds the criterion of 80%.

In Fall 2020, SLO #2 for ART-16 (Introduction to Painting) was successfully met with 86% of students scoring a "C" or above which exceeds the criterion of 80%.

In Fall 2020, SLO #1 for ART-15 (Color Theory) was successfully met with 74% of students scoring a 3 or above which exceeds the criterion of 70%.

In Fall 2020, SLO #2 for ART-15 (Color Theory) was successfully met with 80% of students scoring a 3 or above which exceeds the criterion of 70%.

In Fall 2020, SLO #3 for ART-15 (Color Theory) was successfully met with 87% of students scoring a 3 or above which exceeds the criterion of 70%.

In Fall 2020, SLO #1 for ART-14 (Introduction to Drawing) was successfully met with 74% of students scoring a "C" or above which exceeds the criterion of 70%.

In Fall 2020, SLO #2 for ART-14 (Introduction to Drawing) was successfully met with 80% of students scoring a "C" or above which exceeds the criterion of 70%.

In Fall 2020, SLO #2 for ART-10 (Fundamentals of 2D Design) was successfully met with 81% of students scoring a 3 or above which exceeds the criterion of 70%.

In Fall 2020, SLO #3 for ART-10 (Fundamentals of 2D Design) was successfully met with 82% of students scoring a 3 or above which exceeds the criterion of 70%.

Use of results: According to SLO findings, students are acquiring fundamental skills and concepts in foundation-level courses. Faculty plan to reevaluate the current assements to consider whether they need to be more specific in order for the data to

prove more valuable to instructors. Faculty will also work on making rubrics/evalauative measures more specific as well as reporting more details in their findings.

▣ 3c.5 PROGRAM AREAS OF IMPROVEMENT

Describe how your department is using CLO assessment results to draw thoughtful conclusions to address areas for improvement in your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

In Fall 2020, SLO #1 for ART-10 (Fundamentals of 2D Design) was successfully met by 48% of students scoring a 3 or above which does not meet the criterion of 70%.

In Fall 2020, SLO #3 for ART-14 (Introduction to Drawing) was successfully met by 77% of students scoring a "C" or above which does not meet the criterion of 80%.

In Fall 2020, SLO #3 for ART-16 (Introduction to Painting) was not successfully met by a large margin of students - percentage was not specified in Findings for this Assessment.

Use of results: According to SLO findings, students are less successful in appyling terms and concepts to the evaluation of artwork in written or verbal forms than in acquiring technical skills. The Art program plans to leverage ACES-ILO assessment to encourage faculty and students to focus on this aspect of the curriculum to a greater degree.

Another area of improvement for the Art program is to engage part-time faculty in SLO assessment. This has seemed like an unmanageable task for our department because of the number of different courses we offer and the ratio of full-time to part-time faculty, but now that all faculty are familiar with Canvas, surveys and online grading rubrics can be used to accomplish this.

▣ 3c.6 Identify next steps that will help address gaps in achievement of the Program Learning Outcomes.

- ☐ Revise program learning outcomes
- ☑ Embed ACES-ILOs outcomes and assessments into the curriculum
- ☑ Attend professional development/training in embedding ACES-ILO) formerly New World of Work/NWOW) outcomes and assessments into the curriculum
- ☐ Develop a department Canvas shell to share discipline-specific ACES-ILO resources
- ☑ Schedule a department meeting with members of the OAC and/or the ACES-ILO team for Q&A and coaching
- ☑ Implement changes to course assignments and/or curriculum
- ☐ Other (please specify): [   ]

Institutional Learning Outcomes ACES-ILO Assessment Plan

In previous PSR cycles, courses were mapped (aligned) to Program Learning Outcomes (PLO, introduced/practiced/mastered), which were also mapped (aligned) with Institutional Learning Outcomes (ILO). Academic, Career/Community, & Employability Skills (ACES, formerly New World of Work/NWOW) were subsequently introduced to connect college coursework to skills valued by employers and advanced programs of study. The ACES skills have been aligned with ILOs, creating opportunities to directly assess ILOs and measure student progress longitudinally.

Develop a three-year plan that identifies one or more ACES-ILO skills and provides opportunities for students to demonstrate their level of competency in at least THREE (of the 40 possible) ACES-ILO (formerly New World of Work/NWOW) outcomes in Canvas. For statistically valid results, a good goal is to obtain assessment data for at least 50% of all sections for each course over the three year PSR cycle. Please specify one or more specific objectives and action items for each of the next three years.

▣ 3d.1 Identify the ACES-ILO skill(s) for which your department will assess outcomes over the next three years.

If it is helpful, refer to the ACES-at-a-Glance document, located at https://tinyurl.com/za9b3kps, or refer to the Top 3 ACES by Academic & Career Community, located at

https://www.chaffey.edu/outcomes/digital-badges.php.

- ☐ Adaptability
- ☑ Analysis / Solutions Mindset
- ☐ Collaboration
- ☑ Communication
- ☐ Digital Fluency
- ☐ Empathy
- ☐ Entrepreneurial Mindset
- ☐ Resilience
- ☐ Self Awareness
- ☑ Social / Diversity Awareness

⊗ **3d.2 What specific objectives or actions will be taken each year to ensure at least three of the 40 possible ACES-ILO outcomes are assessed in all courses (at least 50% of sections) for the next three years? NOTE: During the three year cycle, a minimum of three different outcomes MUST be assessed.**

ACES-ILO YEAR 1 ACTIONS

FALL 2022

1) Prepare faculty to assess ACES by ensuring that all faculty know how to use the grading rubrics feature on Canvas.

- Utilize existing DE training as well as create art-specific materials
- Host workshops to create rubrics in real time

2) The Art Department will review Course Outlines of Record to determine whether modifications are needed to specifically address the three ACES skills (Analysis/Solutions Mindset, Communication, and Social/Diversity Awareness) we selected to assess this cycle.

3) Full-time Art faculty will meet once a month to prepare a pilot round of ACES skills assessment:

- Select one of the three ACES skills to assess in the courses they will be teaching in Spring 2023
- Decide whether it is possible to implement common assessments
- Create a common assessment or work on separate assessments for each course or faculty member

SPRING 2023

1) Full-time Art faculty will modify CORs as needed.

2) Full-time Art faculty will complete a pilot round of assessments for one ACES skill for two courses they are teaching this semester.

3) The Art Department will prepare all faculty to assess ACES skills in Spring 2024 by:

- Communicating what ACES are and sharing the assessment plan
- Inviting the ACES-ILO team to a department meeting for Q&A and coaching
- Working with faculty to make any adjustments to class assignments to address the three ACES skills we are assessing for this cycle (Analysis/Solutions Mindset, Communication, and Social/Diversity Awareness)

⊗ **ACES-ILO YEAR 2 ACTIONS**

FALL 2023

1) Full-time Art faculty will review the pilot round of assessments to clarify the process before rolling it out to all faculty.

2) Full-time faculty will create a common assessment for the ACES skill, Social/Diversity Awareness. This will be shared with all faculty prior to the end of the semester.

3) The Art Department will continue to prepare all faculty to assess ACES skills in Spring 2024.

SPRING 2024

1) During FLEX, complete any training needed to institute first program-wide round of ACES skill assessment.

2) All faculty will use the common assessment to assess Social/Diversity Awareness in at least one section of the all the courses they teach.

⬢ ACES-ILO YEAR 3 ACTIONS

FALL 2024

1) The Art Department will evaluate the first round of ACES skill assessment and make changes as needed to improve the process.

2) Full-time faculty will create optional common assessments for the second and third ACES skills (Analysis/Solutions Mindset and Communication) and share these with all faculty prior to the end of the semester.

3) Full-time faculty will work with any part-time faculty who wish to develop their own assessments for Analysis/Solutions Mindset and Communication.

SPRING 2025

1) During FLEX, complete any training needed to institute program-wide assessments of the second and third ACES skills.

2) All faculty will use either the common assessment or one they developed to assess Analysis/Solutions Mindset and Communication in all sections of the courses they teach.

4. STRATEGIC PLANNING

Perhaps the most important piece in the PSR process is strategic planning. Here you will create your Visionary Improvement Plan (VIP) Goals. VIP Goals is an opportunity for all faculty (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify area improvement goals for the next three years. You will then develop an action plan, which outlines how your area plans to achieve your VIP Goals.

⬢ 4a. Do you have any plans to modify a degree or certificate in your program?

- ☑ Yes
- ☐ No

⬢ 4b. Are you planning to initiate a new program?

- ☐ Yes
- ☑ No

⬢ 4c. Please identify specific factors that have contributed to or have influenced program areas of improvement?

Refer to the following elements to help you answer this question:
2c. Identify disparities in equity
2f. Learning and completion areas of improvement
3c.3. Learning Outcomes Areas of Improvement

The first area of improvement the Art Program would like to look at is the overall 15.7% decrease in success rates. There is a gradual rate of decline from years 2015-2016 to 2019-2020 with differences ranging from 0% to 2.5%. In 2020-2021, there is an 8.1% decrease from the previous year. While the most likely cause of this change is the shift to online classes, the increase in enrollment has led to a ratio of four full-time faculty to thirty part-time faculty teaching art classes. The Art Department needs to find ways to increase support for adjunct faculty. This will be addressed in our strategic plan.

The decrease in success rates for African American students accelerated between 2019-2020 (14.5%) and 2020-2021 (21.5%) which means we need to consider that the online modality could be the root cause of this. Of course, there may be other external factors (e.g., effects of the pandemic on the economy and mental health) affecting success rates during those years. The shift to online appears to have had a negligible effect on the success rates of Asian and white students.

There has been a gradual decline in success rates for Hispanic students over the last five years with a slight increase in the rate of decline between 2019-2020 (13%) and 2020-2021 (14.6%). This leads us to believe that the shift to online classes is having a smaller impact on Hispanic students than it may seem at first glance. As part of our work to accomplish our VIP Goal 2, we will investigate what factors are contributing to the disparity of success rates between Hispanic students and those of Asian and white students.

In the Art Program, there was a 28.6% decrease in enrollment of students with disabilities which mirrors what happened college wide. Up until 2020-2021, the number of students with disabilities enrolling in art classes increased every year. This

leads us to believe that the shift to online classes and other effects of the pandemic were the cause of this decline in enrollment.

The Art Department faculty acknowledge that there are many reasons why distance education may not be working for art students currently, but it very likely that the demand for online classes will continue; therefore, it is incumbent upon Art faculty to increase the effectiveness of online pedagogy.

NOTE: The Art Department has focused on success rates instead of retention because the disparities in equity are greater.

DEVELOP AN ACTION PLAN

⊞ 4d. What is your program's action plan to make improvements?

An effective action plan is descriptive and has well-defined steps. Within the three-year plan, an action plan may include yearly milestones or incremental deadlines that help the program to achieve their VIP goal(s).

STRATEGIC PLAN FOR VIP GOAL 1: The Art Program will increase overall success rates by 10% over the next three years.

FALL 2022:

1) Determine the art courses with the lowest success rates.

2) Survey part-time faculty to identify gaps in support:

- Technology
- Tech support
- DE training
- Teaching methods
- Classroom management
- Subject matter competency
- Other

3) Establish a program-wide policy requiring the use of grading rubrics on Canvas to determine grades for major assignments and the rubrics must be visible to students prior to beginning work on the assignments. Implement this policy Spring 2023.

To support this policy, full-time faculty will:

- Create training on the use of rubrics and how to create them on Canvas
- Host workshops to create rubrics in real time
- Present research on creativity and grading rubrics (Zoom presentation)
- Present workshop on assignment development

4) Rethink and modify CLOs to collect better data.

SPRING 2023

1) Complete CLO assessments in 75% of sections of ART-10, ART0-14, ART-12, and ART-18. Leverage Canvas to complete at least some of these assessments.

2) Determine whether the decrease in success rates is primarily due to:

- Failure to submit assignments
- Failure to meet assignment objectives
- Withdrawal from class ("W")
- Failure to drop the class without a "W"
- Low rates of time spent on Canvas
- Absences
- Cost of supplies

Use the following methods to determine the causes of lower success rates:

- Analyze data already collected by IR
- Collect data from faculty (create surveys)
- Analyze CLO assessment results (this will occur in more than one semester)

3) Informed by the Fall 2022 part-time faculty surveys, full-time faculty will host workshops and presentations on various topics:

- Scaffolding assignments
- Compassionate teaching strategies

- Mastery of course content versus performative assessment
- Subject matter demos (will invite part-time faculty to present)
- Assignment structure
- Course design

FALL 2023

1) Create an action plan based on what was determined to be the major cause of the decrease in success rates. Examples of actions that could be undertaken:

- Change pedagogy
- Provide different kinds of student support or enhancing what already exists
- Create more surveys to further interrogate why students are failing classes
- Improve the Program's Communication Policy
- Work to improve how faculty conduct evaluations

2) Full-time faculty will continue to host workshops and presentations on various topics to promote more effective teaching.

SPRING 2024

1) Undertake action plan developed in Fall 2023.

2) Full-time faculty will continue to host workshops and presentations on various topics to promote more effective teaching.

3) Modify CLOs as needed in preparation for Fall 2024 assessments.

4) Develop engagement opportunities for faculty and students outside of class time.

FALL 2024

1) Continue work from the action plan.

2) Full-time faculty will continue to host workshops and presentations on various topics to promote more effective teaching.

3) Complete assessment of CLOs of all art courses offered in 50% of sections.

4) Provide engagement opportunities for faculty and students outside of class time.

SPRING 2025

1) Reevaluate action plan based on results of CLOs assessments and success rate data from IR.

2) Full-time faculty will continue to host workshops and presentations on various topics to promote more effective teaching.

3) Complete assessment of CLOs of all art courses offered in 50% of sections.

4) Provide engagement opportunities for faculty and students outside of class time.

FALL 2025

1) Continue work from the action plan.

2) Full-time faculty will continue to host workshops and presentations on various topics to promote more effective teaching.

3) Provide engagement opportunities for faculty and students outside of class time.

STRATEGIC PLAN FOR VIP GOAL 2: The Art Program will reduce the disparity in success rates of African American and Hispanic students and those of white and Asian students by 5% within three years.

FALL 2022:

1) Present equity data to all faculty during Flex. Record presentation for those unable to attend.

2) Form a workgroup with full-time and part-time faculty to research art/artists outside the Western-European canon and create materials to share with all faculty to incorporate in their classes. [see if a stipend is possible for part-time faculty]

3) Develop surveys to find out why students feel they are not succeeding and what support they need. Consult with IR and other resources as needed.

4) Full-time faculty meet to discuss ways to communicate that culturally responsive teaching is expected and will become a factor in evaluations.

SPRING 2023

1) Workgroup will continue their project.

2) Administer surveys in all art classes. Target of 50% return rate.

3) Communicate to faculty communicate that culturally responsive teaching is expected and will become a factor in evaluations.

4) Invite Umoja and Puente programs to partner with the Art Program to host engagement activities outside class time.

5) Work with DEI Office to recruit Black and Latinx part-time faculty.

FALL 2023

1) Develop action plan in response to surveys and CLO assessments.

2) Workgroup will share their work.

3) Invite art faculty and classified staff to participate in a book club centered around reading *So You Want to Talk About Race* by Ijeoma Oluo. Pursue funding to purchase the book for those who wish to participate.

SPRING 2024

1) Undertake action plan developed in Fall 2023.

2) Incorporate culturally responsive teaching component in faculty evaluations.

3) Host engagement activities.

4) Book Club participants read *So You Want to Talk About Race* through the spring and summer sessions. Plan activities for the Book Club for Fall 2024. Seek an appropriate moderator for discussions.

FALL 2024

1) Continue work from the action plan.

2) *So You Want to Talk About Race* activities held throughout the semester.

3) Administer surveys in all art classes. Target of 50% return rate.

4) Provide engagement opportunities for faculty and students outside of class time.

SPRING 2025

1) Reevaluate action plan based on surveys and CLO assessments.

2) Provide engagement opportunities for faculty and students outside of class time.

FALL 2025

1) Continue work from the action plan.

2) Provide engagement opportunities for faculty and students outside of class time.

CURRICULUM

4e. How does (or will) your department's degree and certificate programs incorporate opportunities for students to explore careers?

Information will be forwarded to the Curriculum Office. There is NO SCORING for curriculum question, 4e.

The Art program has hosted panels exploring career options in the Visual Arts. Internships are not generally available to Studio Art students. This is something that usually does not occur until grad school if it all.

PROFESSIONAL DEVELOPMENT SUGGESTIONS

4f. What topics, skills or types of professional learning would help you or your program execute future plans?

Information will be forwarded to the Faculty Success Center, Distance Education, Classified Success Network, and the Professional Development Committee to inform future professional development planning.

There is NO SCORING for item 4f.

> Continue offering professional development opportunities that support CLOs and ACES development and assessment.
>
> Offer more opportunities for discipline Faculty and Counselors to interact and exchange information about specific programs.
>
> Offer more professional development specifically related to effective teaching strategies and practices (e.g., developing rubrics, assignment development, classroom management, etc.).
>
> Would like Department or Program meetings to be arranged and put in the Flex schedule like the School meetings.

VIP GOALS

✖ 4g.1 What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?

VIP Goals should align with the Chaffey Goals, and should be clear, specific, measurable, action-oriented, realistic, and time bound.

> VIP GOAL 1: The Art Program will increase overall success rates by 10% over the next three years.
>
> VIP GOAL 2: The Art Program will decrease the disparity in success rates of African American and Hispanic students and those of white and Asian students by 5% within three years.

✖ 4g.2 Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):

VIP goals should relate to Chaffey Goals.

- ☑ Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- ☑ Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- ☐ Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- ☐ Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- ☐ Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- ☐ Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- ☐ Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

✖ 4g.3 Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?

VIP Goal 1--Rationale and how it aligns with the Chaffey Goals
VIP Goal 2--Rationale and how it aligns with the Chaffey Goals
VIP Goal 3--Rationale and how it aligns with the Chaffey Goals

> **VIP GOAL 1: The Art Program will increase overall success rates by 10% over the next three years.**
>
> This goal was developed in response to the 15.7% decrease in overall success rates the Art Program experienced over the last five years and aligns with Chaffey Goal 2 as it directly addresses learning and completion.
>
> **VIP GOAL 2: The Art Program will reduce the disparity in success rates of African American and Hispanic students and those of white and Asian students by 5% within three years.**
>
> This goal was developed in response to IR data from 2020-2021 that shows a 17% disparity in the success rates of African American students and those of white and Asian students as well as the 12% disparity in the success rates of Hispanic students and the rates of white and Asian students. Setting this goal seems especially important in light of the fact the Art Program has seen a 51.3% increase in the enrollment rates of African American students and a 45.6% increase in Hispanic students over the last five years. It aligns with Chaffey Goal 1 as it directly addresses equity and student success.