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Page 1: I. Program Overview and Update

Q1

I.1 Department(s) Reviewed:

Art

Q2

1.2 Lead Author

Joshua Eggleton

Q3

I.3 Collaborator(s) - List any person that participated in the preparation of this report

Xuchi Naungayan Eggleton

Q4

I.4 Dean/Manager:

Alicia Munoz

Q5

I.5 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since the last program review was submitted. To access your 2020 program review, visit the Program Review webpage.

The Art Department continues to increase and fill sections consistently. Our retention rate has remained strong at 88%, over five years, and our student success rate is at 80% exceeding the college wide success rate. We did see a drop 10% in student retention and a 5% drop in student success after transitioning to remote status in the Spring of 2020. While this is concerning we hope that this dip will not continue while in remote status. In the Fall of 2019 the Art Department hosted the Cuyamaca Faculty Art Show with 75 students, faculty, and guests in attendance. In the spring of 2020, the Art Department produced three art shows, "Frankly Speaking: Creative Ceramic Narratives" by Frank Sunstrum, "The Art of Judy Pike: 1942-2019," and "Go Figure" from the artist collective West Coast Drawing. Art Department Faculty continue to be actively involved in the arts community including gallery exhibitions through the Hyde Gallery, Kruglak Gallery, Southwestern College Art Gallery, Vishuddha Creatives, and Trifecta through the La Jolla Historical Society. Plans for the Spring 2020 Student Art Show had to be adjusted due the COVID-19 outbreak, but the department was able to raise funds for student awards from Vejas and the East County Fine Art Association prior to its postponement. The fall of 2019 marked the retirement of Marie Ramos and the final semester of her time as Department Chair. The department welcomed Joshua Eggleton as the new acting chair of the Art Department. He currently splits his workload between three college districts, as an adjunct, but is looking forward to helping the department move forward in this temporary role at Cuyamaca College.

Page 2: II. Assessment and Student Achievement

Q6

II.A.1 Is your program following the assessment plan on file with the SLO Coordinator (or Outcome Assessment Committee)?

Yes, the assessment plan is on file and the program is following the plan

Q7

OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

Program Review Charts 2021-ART.pdf (596.6KB)

Page 3: II. Assessment and Student Achievement

Q8

You indicated either 1) the department assessment plan is on file, but work is needed to update the plan, or 2) the department has no assessment plan on file and/or the program is not currently following assessment plan II.A.1a Please describe how your program is adjusting (or developing) its assessment plan to ensure all courses are assessed within the assessment 4-cycle:

Respondent skipped this question

Page 4: II. Assessment and Student Achievement

Q9

II.A.2 Please provide an analysis of your Student Learning Outcomes (SLOs) findings over the past year and what changes, if any, were made as a result. This may include, for example, changes to departmental practices, program improvements, and/or professional development opportunities over the past year. *If the department did not complete assessments during the COVID-19 public health crisis, please note that here and provide additional context.

We are following the plan on file with the SLO Coordinator. Our SLO assessments are up to date and have been assessed as part of the 4-cycle. No work is needed to update the plan at this time. An update for all faculty on how to complete and submit SLO Assessments will be conducted during the SP 21 department meeting. The onset of COVID in the Spring of 2020 forced several of our department adjunct faculty to reexamine some of their methods of assessment. In SP20, Joshua Eggleton took part in an @One training course on equitable teaching practices. This led to an examination of all his current curriculum. He/I would recommend taking a look at how our current SLO's can be achieved (or updated) by examining achievement gaps in our current methods of assessment. This topic will be brought before all department faculty in the SP 21 Art department meeting.

Page 5: II. Assessment and Student Achievement

Q10

II.B.1. What progress has been made in your program to address the institutional goals set around student success and equity? (2019 Equity Plan) If qualitative or quantitative data is available, please summarize any findings.

Prior to the Spring of 2020 Annual Program Review update, there was no identified plan to address disparities around success and equity. In Spring of 2020 the new Department Chair began researching equity gaps in the Art Department (as per the goal) and steps to close those gaps. A qualitative analysis of teaching methods, course policies, and assessments was initiated by the authors of this report and other program faculty within their own courses. This examination is ongoing.

Both of the authors of this report are currently enrolled in the F20/SP21 cohort of the EMTLI; upon completion, the knowledge will be shared and a set of program guidelines that are department specific and align with the EMTLI will be created. This goal will require comprehensive support from the whole department and administrative support from the division.

As it stands, we see our biggest potential area of improvement is in focusing on closing the equity gap between our LatinX students and our White students. Our enrollment numbers have trended toward parity in these two categories over the last five years (See Figure 1). However, a disparity exists in our retention and success rates between these two groups. LatinX students are being retained at a rate that is similar to our White students; while success rates for LatinX have declined over the last five years. As a result, student success rates for LatinX students are 10% lower than those of White students (See Figure 2). Also, African American students are experiencing an equity gap of up to 17% in the last 2 years (lower than White students).

Q11

II.B.2 In light of the goals set in your program review, what are your plans to improve equitable student outcomes (success, retention, persistence, graduation, etc.) in the coming year?

Our Spring 2020 Program Review goal of Researching Equity gaps in the Art Department continues through the following actions: researching equity gaps and practices of culturally responsive teaching to close equity gaps. We move to adjust our instructional methodologies to better serve our diverse students in all courses and as a department entity. Department Chair Joshua Eggleton completed the @One training course on Equitable Teaching Practices; this led to an examination of all his current curriculum. An overview of knowledge learned was shared with the department. In addition, the authors of this report are enrolled in Cuyamaca college's 20/21 EMTLI cohort and continue to research, share and implement course changes for equitable practices to close success gaps.

The Art program is adopting an equity-minded framework within all of our courses and throughout the department. The program goal is 2 part: 1) examination of courses for equity, 2) examination of department for equity in digital presence, physical presence, department practices & events.

When the data is examined, we have identified a downward trend in student success rates both online and in-person courses. This indicates to us that our methods of instruction and assessment need to be reexamined both online DE and in-person F2F. (See Figure 3) This gradual downward trend in student success has also coincided with the retirements of both full time faculty members in the Art Department.

Our retention rate remains strong at 88%, while our success rate is 80%. It is through thorough departmental equity research and by adopting an equity-minded framework that we plan to improve student success and retention. Our plan is to implement equity-mind changes within each of our individual course sections (student outreach and intervention, submission policies, and so on) to better serve those 20 out every 100 students that are failing in our program.

Page 6: II. Assessment and Student Achievement

Q12

Yes

Do you offer distance education (online) courses?
(excluding emergency remote teaching in 2020)?

Page 7: II. Assessment and Student Achievement

Q13

II.C.1 If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

Our enrollment rates for 100% online DE courses have more than doubled since Fall of 2015; we began with 169 online students and ended with 604 students in Spring of 2020. This can be attributed to moving the majority of our lecture-based Art History courses online while simultaneously increasing the number of online Art 100, Art Appreciation, sections offered. Given the increase of our department's online enrollment (up to 71% in 2020), we see that addressing equity gaps in our DE courses as the most pressing issue in the Art Department. The largest number of students we serve are enrolled in our Art 100-Art Appreciation and Art History courses. (See Figure 4)

Overall our success rates have had a general downward trend in both in-person F2F and distance education. Students fared better when classes are held in-person, by a margin of 2-3% (80-81% successful in-person 77-79% successful online), when compared to fully online DE. The reason that these gaps are not greater is due to: 1) All adjunct instructors were trained and certified to teach DE online; 2) both DE online and F2F instructors are from the same instructional pool; 3) ongoing self-initiated departmental peer mentorship among faculty peers.

We are targeting our DE courses which comprise the majority growth percentage of our enrollment; increasing from 32% in 2016 to 71% in 2020. (See Figures 5 & 6) The goal is centralized around a course examination of all issues surrounding: equity mindedness, inclusivity, civility, social justice, and unlearning prejudice. Specific areas of examination and revision: Syllabi, course policies, curriculum and content, textbook use.

Q14

II.C.2 What mechanisms are in place to ensure regular and effective contact? For resources, see Cuyamaca Guide to Best Practices in Online Teaching

Across the Art Department, all DE courses use the following mechanisms (as stated in individual instructor's course syllabi) for regular and effective contact as indicated on the Guide to Best Practices in Online Teaching, from the Cuyamaca College Regular and Effective Contact Policy :

Faculty to student responsiveness standards clearly stated: contact/email policy; grading turn-around policy; attendance/drop policy

Instructor initiated contact: weekly announcements/individual student check-ins/office hours

Regular student to student interaction: discussions/projects/assignments

Page 8: III. Previous Goals: Update

Q15

Goal 1:

Research ways to reduce Equity gaps within the Art Department

Q16

In Progress - will carry this goal forward into next year

Goal Status

Page 9: III. Previous Goals: Update continued

Q17

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q18

Respondent skipped this question

Do you have another goal to update?

Page 10: III. Previous Goals: Update continued

Q19

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

(In progress) The efforts targeted at decreasing Equity gaps within the Art Department are underway. As mentioned above two of our departments adjunct instructors are part of the EMTLI. Once participation in the cohort is completed, the action plan is as follows: 1) examination of courses for equitable teaching practices and examination of curriculum through an equity-based lens, 2) examination of department validation & engagement for equity, 3) Implementation of regular professional development strategy meetings discussing Culturally Responsive Teaching in the Arts: a place for exchanging ideas & conversations, where tangible, actionable items can be shared and immediately implemented.

Q20

Yes

Do you have another goal to update?

Page 11: III. Previous Goals: Update continued

Q21

Goal 2:

Improve relationships across instruction targeting STEM

Q22

In Progress - will carry this goal forward into next year

Goal Status

Page 12: III. Previous Goals: Update continued

Q23

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q24

Respondent skipped this question

Do you have another goal to update?

Page 13: III. Previous Goals: Update continued

Q25

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

(In progress) An effort to reach out to both the Physics and Engineering departments was initiated by Joshua Eggleton at the beginning of Spring 2020. 1) The Chairs and program coordinators of Art, Engineering, Physics, and Graphic Design met to discuss strategies for cross departmental collaborative outreach on-campus. The Art department offered to host a design oriented show in their hallway gallery space for Fall of 2020. 2) A discussion was underway about what steps could be taken to create an Industrial Design emphasis, in the Engineering Department, in which basic design courses, in the Art department, could be a part of this emphasis. Unfortunately, the COVID-19 outbreak put a pause on all these efforts until a return to campus can be made.

Q26

Yes

Do you have another goal to update?

Page 14: III. Previous Goals: Update continued

Q27

Goal 3:

Research ways to serve the needs of students in the Digital Arts (Continuation of Comprehensive Program Review Goal 4)

Q28

Not Started

Goal Status

Page 15: III. Previous Goals: Update continued

Q29

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q30

Respondent skipped this question

Do you have another goal to update?

Page 16: III. Previous Goals: Update continued

Q31

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

(Not Started) In Spring of 2020, Joshua Eggleton met with the chair of Graphic Design to find out what steps had been taken towards the "Goal 4", as stated in the 2018 Comprehensive Program Review, of reuniting the Art and Graphic Design Departments, at Cuyamaca. our goal remains alignment with the Art program at Grossmont College. Unfortunately, the COVID-19 outbreak put a pause on the progress, due to the huge effort that had to be made to move all instruction to remote status.

Q32

No

Do you have another goal to update?

Page 17: III. Previous Goals: Update continued

Q33

Respondent skipped this question

Goal 4:

Q34

Respondent skipped this question

Goal Status

Page 18: III. Previous Goals: Update continued

Q35

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Page 19: III. Previous Goals: Update continued

Q36

Respondent skipped this question

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Page 20: IV. New Goals

Q37

No

Would you like to propose any new goal(s)?

Page 21: IV. New Goals continued

Q38

Respondent skipped this question

New Goal 1:

Q39

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q40

Respondent skipped this question

Please describe how this goal advances the college strategic goal identified above.

Q41

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q42

Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q43

Respondent skipped this question

How will this goal be evaluated?

Q44

Respondent skipped this question

Do you have another new goal?

Page 22: IV. New Goals continued

Q45

Respondent skipped this question

New Goal 2:

Q46

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support?

Q47

Respondent skipped this question

Please describe how this goal advances the college strategic goal identified above.

Q48

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q49

Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q50

Respondent skipped this question

How will this goal be evaluated?

Q51

Respondent skipped this question

Do you have another new goal?

Page 23: IV. New Goals continued

Q52

Respondent skipped this question

New Goal 3:

Q53

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support?

Q54

Respondent skipped this question

Please describe how this goal advances the college strategic goal identified above.

Q55

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q56

Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q57

Respondent skipped this question

How will this goal be evaluated?

Q58

Respondent skipped this question

Do you have another new goal?

Page 24: IV. New Goals continued

Q59

Respondent skipped this question

New Goal 4:

Q60

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support?

Q61

Respondent skipped this question

Please describe how this goal advances the college strategic goal identified above.

Q62

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q63

Respondent skipped this question

Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q64

Respondent skipped this question

How will this goal be evaluated?

Page 25: V. Resources Needed to Achieve Goal(s)

Q65

Faculty Resource Needs

What resources is your program requesting this year to achieve the program's goal(s)?

Page 27: Final Check

Q66

I am ready to submit my program review

Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."
