

Academic Program Review (Art) Latest Version

Academic Program Review: (1) Overview of the program First Submission: Version by **Rodriguez, Mayela** on 11/07/2023 00:37

Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.

The art program provides students with a comprehensive foundation in the history, theory, and practice of art. Each student acquires observational, compositional, technical, interpretative, and expressive competency through participation in an extensive range of studio art courses. Exposure to a culturally diverse art history curriculum prepares each student to analyze, assess, and discuss works of art from a variety of historical and style periods. Proficiencies are demonstrated through class projects, critiques, research papers, essays, and objective tests. Students will be prepared to transfer to a CSU and major in studio arts and pursue a variety of art-related careers.

Describe the degrees and/or certificates offered by the program.

1. AA degree in Art, Art History Option: 26-27 units
2. AA degree in Art, Studio Art Option: 27 units
3. Art History AA-T degree: 18 units
4. Studio Arts AA-T degree: 24 units

Explain how the program fulfills the College's mission and aligns with the strategic initiatives.

Compton College Mission: "Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment."

1. Goal #1. Improve recruitment, enrollment, retention, and completion rates for our students.
1. Objective 1. Tailor degree and certificate programs to meet the needs of our students.
 - Art offers AA and AA-T degrees for students. At this time, we do not offer any certificates, but as we discuss further in this document, we hope to expand our program's offerings to do so in the future.
2. Objective 2. Educate students about pathways to graduation.

- Art is a part of the FACH Pathway at Compton College. We have dedicated FACH counselors that meet with students to ensure they're on track to meet their educational goals. These meetings with counselors are highly personalized and relationship oriented. Likewise, faculty provide course sequencing information and guidance to students through class discussion and individual advising throughout the semester. Prerequisites are discussed along with possible courses within the department and in other areas that match students' goals. Faculty also use FACH Success Team funding to coordinate field trips to arts and cultural institutions in Los Angeles County and arts-specific activities. These types of activities allow students to gain new perspectives on the field of art and provide inspiration to pursue the arts in a deeper way at Compton College and beyond.
3. Objective 3. Enhance student preparation for academic success and completion.
 - Faculty assess the needs of each class, developing a plan for those students who are underprepared and building on the skills already attained. This might involve instruction on synthesizing textbook information, how to give or take a critique, or strategies for generating authentic creative works. Throughout the semester, emphasis is placed on practicing time management, project management, and workflow best practices, all of which are essential to the artistic process.
 4. Objective 4. Provide a student-centered environment that leads to student success.
 - Art by nature is student-centered. Student participation is required in each class. Substantive learning occurs when theory is put into practice through exercises, creative expression, and problem solving, requiring students to think critically and make aesthetic choices. Through these experiences students become confident in their skills, and they challenge themselves to go further, reach higher, and exceed expectations. Equity in the classroom is one of our main focuses. We pay close attention to our faculty evaluations in order to ensure that students are heard in our classrooms. Diversity in our classrooms is celebrated. Art allows students to share their different perspectives. Artwork produced by Black, Latinx, LGBTQIA, and students with disabilities is representative of the larger Compton College community.
2. Goal #2. Support the success of all students to meet their education and career goals.
 1. Objective 1. Attract and retain traditional students and focus on retaining non-traditional students.
 - The Art program attracts a broad range of students. We serve the traditional student seeking to transfer by offering an AA and an AA-T in Art. For those students whose goal is creative exploration and expression we offer a range of classes, many with no pre-requisites. Within the last five years, we've offered dual enrollment courses in partnership with local high schools. These courses have helped grow our numbers and program. For those students interested in career change, we offer opportunities to acquire skills and put them into practice via performances and presentations. This practical experience becomes part of a portfolio, which may lead to professional opportunities. Similarly, we regularly bring professional artists to campus to facilitate workshops with specific studio classes, giving students more perspective on professional arts careers.
 - The Art Program offers several out-of-classroom art experiences and opportunities that support our larger student body. This includes the annual student exhibition in the campus art gallery, airtime on our Instagram account, publication opportunities in the Voices of Compton literary and art journal, and field trips to art museums throughout Los Angeles County. These opportunities widen students' understanding of professional practices in the arts and the broader arts ecosystem on campus and in Los Angeles.
 - Art faculty actively sit on the Authors Committee/Voices of Compton to invite artists as guest speakers to engage students throughout the broader campus community. We also actively sit on the Aesthetics Committee to beautify our campus through art.
 2. Objective 2. Minimize the equity gap for access, retention and graduation rate.

- Our goal is to inspire students to succeed with discussions, lectures and assignments that are relevant and current to theories and practices of art and design. Our courses provide valuable historical context for art while demonstrating and exploring how contemporary trends in art are relevant to students' lives. Similarly, Art faculty teach about a diverse range of artwork and artists that reflect the student body. Emphasis is especially placed on introducing students to artists local to Los Angeles and South Los Angeles, such as Kehinde Wiley. If students are excited about the material, their investment is greater, and the likelihood of success and retention increases. We are attentive to the needs of our students, accommodating a variety of learning styles with lectures, group projects and readings to ensure students are acquiring appropriate skills and knowledge, and can demonstrate them. Where deficiencies are found, individual meetings are scheduled to work with students who need individual help to achieve success.
3. Objective 3. Identify and provide clear pathways for traditional and non-traditional students to meet their goals.
- The Art Program offers various pathways for students of all kinds with our unique blend of theory and practical course offerings. These broad offerings allow interested students to mix and match classes that best suit their individual needs. FACH counselors do an excellent job of supporting art students with their degree matrix that helps students successfully plan how to graduate with an AA-T in art. This matrix is shared with faculty so that we can understand and support student journeys. An opportunity to better support non-traditional students is to offer more evening and Saturday courses. Now we do offer a couple of classes in the evenings and do not offer any Saturday courses.
3. Goal #3. Support the success of students through the use of technology.
1. Objective 1. Implement an early alert program to identify and notify students of support services and programs in a timely manner.
- As Art faculty, we are dedicated towards counseling and assisting our students on their academic progress. All Art educators reach out to students person-to-person, via email, video messaging, and department social media accounts. Reaching out to students on an individual basis is a fantastic opportunity to direct students to services on campus that they need. Additionally, faculty are strongly encouraged to utilize the new early alert system each semester to identify students needing extra support from FACH Guided Pathway counselors.
2. Objective 2. Provide robust distance education courses and service offerings.
- Since the 2020 Pandemic, we've seen a major shift to online learning. As a result, we've increased the number of sections of Art 101 that are offered each semester, and summer and winter sessions. We've also increased the number of 8-week sections of the class to support students who are unable to commit to a full semester. We offer additional art history courses online on a rotating basis, including Art 103, Art 109, Art 207, and Art 209. Studio courses were successfully shifted to an online synchronous format during the Pandemic as well. As we emerge from the Pandemic, we've fully returned to offering these classes in person.
3. Objective 3. Enhance technology for teaching and learning through professional development.
- To best serve our students, faculty must stay current in the field of art. Workshops, conferences and continuing education courses are all avenues to acquire new skills to share with our students. All faculty were required to complete Canvas training for distance education and web enhanced courses. In addition, faculty participation in, and attendance at, art exhibitions, performances and screenings are highly encouraged.
4. Goal #4. Offer excellent programs that lead to degrees and certificates in technical fields.

1. Objective 1. Increase the number of degrees and certificates awarded in technical fields.

- The Fine Arts field is becoming increasingly digital and technical. We strive to keep our program current by adapting our courses to include changing technologies. The Art Department has three digital art courses proposed in this program review that are part of the AA-T and AA in Art, Studio Art. These courses are necessary to update the department, prepare our students for the competitive job market, and remain current in the
- There's interest in CIS offering a game design program; we see an opportunity to work with CIS on this program, offering courses focused on visual design that would support the program objectives.
- We also plan to add photography and graphic design courses to our course offerings. A certificate in graphic design is something that we hope to offer in the near future.

2. Objective 2. Implement a plan to target outreach of working professionals.

- We are fortunate to live in Los Angeles, the entertainment capital of the world. Each department within the Fine Arts area has faculty that are skilled, knowledgeable, and professionally connected to their respective fields. This allows faculty of the Program to invite master instructors, lecturers and guest artists of unique standing in their field of expertise. The City of Compton is well known for producing exceptional talent. Compton College is well positioned to be on the cutting edge of the L.A. art scene, fostering new talents of the future.
- In 2022 the Compton College Author Committee/Voices of Compton has expanded to include professional artists and designers to its list of guest speakers. This will expose more students to professionals in the arts, giving them a better sense of the career path and progression.
- Along with being Art Faculty, we are also professional artists with our own active, creative practices. We are highly involved in the arts field and community. We lean on our professional networks to bring artists for workshops with our classes each semester.
- The Aesthetics Committee is responsible for bringing artists to create original works

3. Objective 3. Create collaborative partnerships with industry leaders.

- Fine arts, by nature, is a highly collaborative field. Faculty dedication to our students, and their area of expertise, exemplify this. We have and will continue to partner with industry leaders and working professionals to broaden both our students' horizons and career outlook.
- The Compton College's past partnership with Palisades Media Group's internship program was a successful experience for several art students. Over the course of the two summers it was held, 3 of the 15 slots were filled by an art student. 1 of these students was retained by Palisades Media Group as an employee. We are currently in a campus-wide conversation with Creative Artists Agency to determine a partnership. Our hope is that there may be room for a similar internship program to that with Palisades Media Group.
- Our faculty are constantly tapping into their professional networks to see if there are any internship opportunities for art majors.

5. Goal #5 Establish partnerships in the community and with K-12 schools.

1. Objective 1. Establish faculty to faculty partnerships with K-12 schools to better align curriculum between the two segments and improve student preparation.

- Art is well prepared to establish partnerships with K-12 schools. Several area high schools have reached out to Compton College to offer our courses on their campuses. With Compton faculty on site, relationships with high school colleagues can be forged, to develop and better align curriculum to ensure

students are prepared for college courses. With the re-opening of the Student Success Center Gallery, there is ample opportunity to invite local schools onto campus for events. Our faculty are also exploring off-site workshops, events and non-credit courses.

- Art faculty teach at least one dual enrollment class each semester at partnership high schools. We're also working to teach dual enrollment courses at partnership high schools over the summer. Likewise, Afternoon College students are often enrolled in Art 101 on the Compton College campus.
 - We plan to partner with other faculty on campus (such as Professor VanOverbeck) to provide some two- to four-week non-credit offerings focused on computer preparedness, machinery and tools. We see these courses to prepare students for studio courses.
2. Objective 2. Continue to develop more Career and Technical Education programs that meet the needs of the community.
 - Compton College's Fine Arts Program has historically been an important outlet for residents of Compton and surrounding communities. We believe it can be that once again by establishing an open and accessible Fine Arts Program through youth workshops, on-campus public performances and screenings, and public talks with industry professionals.
 - Non-credit courses previously mentioned above would be a great way to meet the needs of the community
 - We also want to offer ceramics classes in the future. Ceramics classes are notoriously popular classes that draw in community members and fill up quickly. Offering ceramics at Compton College would put more attention on the art program.
 3. Objective 3. Strengthen the broader needs of the community served by Compton Community College District.
 - Our Fine Arts program is in the City of Compton, a city currently undergoing a cultural renaissance. Compton College's Fine Arts Program can be the hub for this renaissance if we expand our course offerings and arts programming and strengthen our partnerships with area schools and industry professionals. We look forward to growing these programs and our relationship with the community in the coming years.
 - In recent years, we've added Art 207: Art History of Mexico and Central and South America, class. Art 207, along with Art 209: History of African Art, are regularly scheduled and reflect the community we serve, along with their needs and interests.
 - Our plans to offer more digital and photography classes will prepare students and the broader community for a variety of fields, making them more hireable and dynamic as they embark on their career paths.

Discuss the status of recommendations from your previous program review.

2. Increase digital art course offerings including Art 141 Digital Art, Graphic Design, and Photography courses
 1. This recommendation was not fully completed. We were able to bring back Art 141, however, Art 145, and Art 146 were eliminated due to the separation from El Camino College and need to be brought back.
 3. Add back into course offering Art 106 Cross-Cultural Art and Art 207 Art History of Mexico, Central America and South America
 1. Accomplished
 4. Hired digital art faculty person (adjunct)

1. Accomplished

5. Lab tech/studio art attendant (help with gallery sitting)

1. This was not accomplished, and we are recommending this again in this Program Review.

6. Make art studio a smart classroom

1. This was not accomplished, and we are recommending this again in this Program Review.

Academic Program Review: (2) Analysis of Research Data Final Submission: Version by **Rodriguez,**
Mayela on 12/15/2023 16:27

Head Count: Identify and explain trends in enrollment. Analyze enrollment demographic variables, including gender, ethnicity, age, educational goal and full-time/part-time status.
Fall Terms



Program Review Dashboard

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Student Counts

Gender	Fall '17	Fall '18	Fall '19	Fall '20	Fall '21
Female	55% (164)	60% (175)	61% (136)	62% (100)	58% (137)
Male	45% (132)	40% (116)	38% (85)	36% (59)	38% (90)
Unknown/non-respondent			0% (<5)	2% (<5)	3% (8)
Grand Total	100% (296)	100% (291)	100% (222)	100% (162)	100% (235)

Ethnicity	Fall '17	Fall '18	Fall '19	Fall '20	Fall '21
American Indian ..		0% (<5)			0% (<5)



Student Counts

Age Group	Fall '17	Fall '18	Fall '19	Fall '20	Fall '21
Under 18	11% (32)	14% (40)			29% (69)
18-19	19% (57)	21% (61)	29% (64)	25% (40)	14% (33)
20-21	27% (81)	25% (74)	26% (57)	25% (40)	19% (44)
22-24	19% (56)	16% (48)	15% (33)	16% (26)	12% (29)
25-29	13% (39)	10% (30)	13% (29)	15% (25)	10% (23)
30-34	5% (15)	4% (12)	9% (19)	10% (17)	6% (15)
35-39	1% (<5)	4% (13)	3% (7)	4% (6)	5% (11)
40-49	3% (9)	2% (7)	4% (8)	4% (6)	1% (<5)
50-64	1% (<5)	2% (6)	2% (5)	1% (<5)	2% (5)
65 and over					1% (<5)
Grand Total	100% (296)	100% (291)	100% (222)	100% (162)	100% (235)

Class Load	Fall '17	Fall '18	Fall '19	Fall '20	Fall '21
Full-time	43% (128)	36% (104)	60% (133)	52% (85)	35% (83)
Part-time	57% (168)	64% (187)	40% (89)	48% (77)	65% (152)
Grand Total	100% (296)	100% (291)	100% (222)	100% (162)	100% (235)

Education Goal	Fall '17	Fall '18	Fall '19	Fall '20	Fall '21
Basic Skills	0% (<5)	3% (10)		1% (<5)	0% (<5)
Degree/Cert Only	8% (24)	7% (20)	3% (6)	2% (<5)	1% (<5)
Enrichment	3% (8)	9% (25)	73% (162)	78% (126)	93% (219)
Intend to Transfer	56% (165)	52% (151)	18% (41)	17% (28)	3% (8)
Retrain/Recertify	1% (<5)	2% (6)	0% (<5)	1% (<5)	0% (<5)
Undecided/Unstated	32% (94)	27% (79)	5% (12)	2% (<5)	2% (<5)
Grand Total	100% (296)	100% (291)	100% (222)	100% (162)	100% (235)

Program

Art

Term

Multiple

Gender

All

Ethnicity

All

Age Group

All

Class Load

All

Education

All

Winter Terms



Student Counts

Age Group	Winter '18	Winter '19	Winter '20	Winter '21	Winter '22
Under 18			2% (<5)	5% (<5)	27% (17)
18-19	27% (12)	47% (18)	28% (28)	13% (5)	16% (10)
20-21	11% (5)	21% (8)	13% (13)	13% (5)	13% (8)
22-24	25% (11)	13% (5)	19% (19)	8% (<5)	14% (9)
25-29	23% (10)	8% (<5)	16% (16)	23% (9)	2% (<5)
30-34	7% (<5)	5% (<5)	11% (11)	18% (7)	16% (10)
35-39	2% (<5)		6% (6)	5% (<5)	8% (5)
40-49	2% (<5)	3% (<5)	4% (<5)	10% (<5)	5% (<5)
50-64	2% (<5)	3% (<5)	2% (<5)	5% (<5)	
Grand Total	100% (44)	100% (38)	100% (101)	100% (39)	100% (63)

Class Load	Winter '18	Winter '19	Winter '20	Winter '21	Winter '22
Part-time	100% (44)	100% (38)	100% (101)	100% (39)	100% (63)
Grand Total	100% (44)	100% (38)	100% (101)	100% (39)	100% (63)

Education Goal	Winter '18	Winter '19	Winter '20	Winter '21	Winter '22
Degree/Cert Only	14% (6)	3% (<5)		3% (<5)	3% (<5)
Enrichment	2% (<5)	3% (<5)	61% (62)	69% (27)	75% (47)
Intend to Transfer	66% (29)	74% (28)	33% (33)	21% (8)	11% (7)
Retrain/Recertify			2% (<5)		
Undecided/Unstated	18% (8)	21% (8)	4% (<5)	8% (<5)	11% (7)
Grand Total	100% (44)	100% (38)	100% (101)	100% (39)	100% (63)

Enrollments	Winter '18	Winter '19	Winter '20	Winter '21	Winter '22
Day	100% (44)	100% (38)	36% (36)		
Unknown			64% (65)	100% (39)	100% (63)

Program

Art

Term

Multiple values

Gender

All

Ethnicity

All

Age Group

Multiple values

Class Load

Part-time

Education Goal

Multiple values



Student Counts

Age Group	Winter '18	Winter '19	Winter '20	Winter '21	Winter '22
Under 18			2% (<5)	5% (<5)	27% (17)
18-19	27% (12)	47% (18)	28% (28)	13% (5)	16% (10)
20-21	11% (5)	21% (8)	13% (13)	13% (5)	13% (8)
22-24	25% (11)	13% (5)	19% (19)	8% (<5)	14% (9)
25-29	23% (10)	8% (<5)	16% (16)	23% (9)	2% (<5)
30-34	7% (<5)	5% (<5)	11% (11)	18% (7)	16% (10)
35-39	2% (<5)		6% (6)	5% (<5)	8% (5)
40-49	2% (<5)	3% (<5)	4% (<5)	10% (<5)	5% (<5)
50-64	2% (<5)	3% (<5)	2% (<5)	5% (<5)	
Grand Total	100% (44)	100% (38)	100% (101)	100% (39)	100% (63)

Class Load	Winter '18	Winter '19	Winter '20	Winter '21	Winter '22
Part-time	100% (44)	100% (38)	100% (101)	100% (39)	100% (63)
Grand Total	100% (44)	100% (38)	100% (101)	100% (39)	100% (63)

Education Goal	Winter '18	Winter '19	Winter '20	Winter '21	Winter '22
Degree/Cert Only	14% (6)	3% (<5)		3% (<5)	3% (<5)
Enrichment	2% (<5)	3% (<5)	61% (62)	69% (27)	75% (47)
Intend to Transfer	66% (29)	74% (28)	33% (33)	21% (8)	11% (7)
Retrain/Recertify			2% (<5)		
Undecided/Unstated	18% (8)	21% (8)	4% (<5)	8% (<5)	11% (7)
Grand Total	100% (44)	100% (38)	100% (101)	100% (39)	100% (63)

Enrollments	Winter '18	Winter '19	Winter '20	Winter '21	Winter '22
Day	100% (44)	100% (38)	36% (36)		
Unknown			64% (65)	100% (39)	100% (63)

Program

Art

Term

Multiple values

Gender

All

Ethnicity

All

Age Group

Multiple values

Class Load

Part-time

Education Goal

Multiple values

Spring Terms



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Program

Art

Term

Multiple values

Gender

All

Ethnicity

All

Age Group

All

Class Load

All

Education Goal

All

Credit Status

All

Student Counts

Gender	Spring '18	Spring '19	Spring '20	Spring '21
Female	59% (138)	62% (137)	61% (151)	69% (109)
Male	41% (95)	38% (84)	36% (89)	31% (49)
Unknown/non-respondent			2% (6)	1% (<5)
Grand Total	100% (233)	100% (221)	100% (246)	100% (159)

Ethnicity	Spring '18	Spring '19	Spring '20	Spring '21
Asian	1% (<5)	5% (11)	0% (<5)	
Black or African ...	17% (40)	19% (42)	26% (65)	21% (34)
Latinx	77% (179)	68% (150)	65% (161)	72% (115)
Native Hawaiian...	1% (<5)		0% (<5)	
Two or More Rac...	1% (<5)	4% (9)	1% (<5)	2% (<5)
Unknown/Non-R...		1% (<5)	4% (11)	1% (<5)
White	3% (6)	3% (7)	2% (<5)	3% (5)
Grand Total	100% (233)	100% (221)	100% (246)	100% (159)



Student Counts

Age Group	Spring '18	Spring '19	Spring '20	Spring '21	Spring '22
Under 18	1% (<5)	2% (<5)	17% (43)	14% (22)	19% (32)
18-19	25% (58)	24% (53)	15% (38)	14% (23)	13% (22)
20-21	24% (57)	26% (58)	20% (49)	18% (28)	11% (19)
22-24	24% (55)	16% (36)	13% (32)	17% (27)	17% (29)
25-29	14% (32)	17% (37)	15% (37)	11% (17)	14% (23)
30-34	5% (11)	5% (11)	9% (22)	9% (15)	9% (15)
35-39	3% (7)	6% (14)	4% (10)	8% (13)	7% (11)
40-49	3% (6)	3% (6)	2% (6)	6% (10)	5% (9)
50-64	2% (<5)	1% (<5)	4% (9)	3% (<5)	4% (7)
Grand Total	100% (233)	100% (221)	100% (246)	100% (159)	100% (167)

Class Load	Spring '18	Spring '19	Spring '20	Spring '21	Spring '22
Full-time	33% (78)	35% (77)	42% (103)	42% (66)	39% (65)
Part-time	67% (155)	65% (144)	58% (143)	58% (93)	61% (102)
Grand Total	100% (233)	100% (221)	100% (246)	100% (159)	100% (167)

Education Goal	Spring '18	Spring '19	Spring '20	Spring '21	Spring '22
Basic Skills	1% (<5)				
Degree/Cert Only	8% (18)	8% (17)	1% (<5)	2% (<5)	1% (<5)
Enrichment	1% (<5)	3% (7)	84% (207)	84% (134)	84% (140)
Intend to Transfer	67% (156)	56% (123)	13% (31)	10% (16)	13% (21)
Retrain/Recertify	0% (<5)	2% (<5)			
Undecided/Unstated	22% (52)	32% (70)	2% (6)	4% (6)	3% (5)
Grand Total	100% (233)	100% (221)	100% (246)	100% (159)	100% (167)

Enrollments	Spring '18	Spring '19	Spring '20	Spring '21	Spring '22
Day	56% (129)	49% (106)	57% (139)	29% (47)	23% (36)
Evening	13% (30)	5% (11)	14% (37)	7% (12)	
Unknown	31% (74)	46% (105)	28% (73)	64% (102)	77% (133)

Program

Art

Term

Multiple values

Gender

All

Ethnicity

All

Age Group

Multiple values

Class Load

All

Education Goal

All

Summer Terms



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Program

Art

Term

Multiple values

Gender

All

Ethnicity

All

Age Group

All

Class Load

All

Education Goal

Multiple values

Credit Status

All

Student Counts

Gender	Summer '18	Summer '19	Summer '20	Summer '21
Female	73% (81)	59% (70)	79% (56)	72% (77)
Male	27% (30)	40% (48)	21% (15)	25% (27)
Unknown/non-respondent		1% (<5)		3% (<5)
Grand Total	100% (111)	100% (119)	100% (71)	100% (107)

Ethnicity	Summer '18	Summer '19	Summer '20	Summer '21
Asian	3% (<5)	1% (<5)		3% (<5)
Black or African ...	26% (29)	16% (19)	24% (17)	10% (11)
Latinx	62% (69)	71% (85)	72% (51)	75% (80)
Native Hawaiian...				1% (<5)
Two or More Rac...	3% (<5)	4% (5)		1% (<5)
Unknown/Non-R...		6% (7)	3% (<5)	7% (8)
White	6% (7)	2% (<5)	1% (<5)	3% (<5)
Grand Total	100% (111)	100% (119)	100% (71)	100% (107)



Student Counts

Age Group	Summer '17	Summer '18	Summer '19	Summer '20	Summer '21
Under 18	27% (42)	11% (12)	33% (39)	31% (22)	45% (48)
18-19	16% (25)	18% (20)	24% (28)	15% (11)	5% (5)
20-21	14% (21)	24% (27)	9% (11)	13% (9)	10% (11)
22-24	17% (26)	15% (17)	15% (18)	14% (10)	4% (<5)
25-29	12% (19)	20% (22)	11% (13)	10% (7)	10% (11)
30-34	7% (11)	5% (5)	6% (7)	11% (8)	8% (9)
35-39	3% (5)	5% (5)	2% (<5)	1% (<5)	7% (7)
40-49	1% (<5)	2% (<5)	1% (<5)	1% (<5)	6% (6)
50-64	2% (<5)	1% (<5)		3% (<5)	4% (<5)
65 and over					2% (<5)
Grand Total	100% (154)	100% (111)	100% (119)	100% (71)	100% (107)

Class Load	Summer '17	Summer '18	Summer '19	Summer '20	Summer '21
Full-time				1% (<5)	
Part-time	100% (154)	100% (111)	100% (119)	99% (70)	100% (107)
Grand Total	100% (154)	100% (111)	100% (119)	100% (71)	100% (107)

Education Goal	Summer '17	Summer '18	Summer '19	Summer '20	Summer '21
Basic Skills		4% (<5)	11% (13)	3% (<5)	
Degree/Cert Only	6% (9)	4% (<5)	8% (9)	1% (<5)	
Enrichment	3% (5)	8% (9)	13% (16)	79% (56)	93% (99)
Intend to Transfer	28% (43)	52% (58)	51% (61)	14% (10)	7% (7)
Undecided/Unstated	63% (97)	32% (36)	17% (20)	3% (<5)	1% (<5)
Grand Total	100% (154)	100% (111)	100% (119)	100% (71)	100% (107)

Enrollments	Summer '17	Summer '18	Summer '19	Summer '20	Summer '21
Day	53% (81)	34% (38)	59% (70)	56% (40)	50% (54)
Unknown	47% (73)	66% (73)	41% (49)	44% (31)	50% (53)

Program

Art

Term

Multiple values

Gender

All

Ethnicity

All

Age Group

All

Class Load

All

Education Goal

Multiple values

Headcount: There has been a 21% decrease in student headcount between fall 2017 and fall 2021. This follows the campus wide (CW) trend of falling enrollment,

however, the Art Program's decrease is significantly less than the CW trend for the same period, which is about 41%. This indicates that although general enrollment is declining, there is demand for art courses. This may also be due to increased demand for Art 101 through dual enrollment and distance education.

Gender: Between fall 2017 and fall 2021 there was a 3% increase in female students enrolled in art classes. This follows CW trends showing a slight increase in female enrollment overall. There also have traditionally been more women taking art courses than males in American colleges and universities.

Ethnicity: There has been a 4% increase in African American students taking art courses and 7% decrease in Latinx students. White students taking art courses has increased by 1%.

Age: Large drops are seen in the Age category. The percentage of 19-year-olds taking art classes decreased 5%, from 19% in 2017 to 14% in 2021. Similarly, 22–24-year-olds dropped 6%. There was a dramatic increase in under 18-year-olds (presumably dual enrollment students) from 11% to 29%. The percentage of 30–39-year-olds also increased from 6% to 11%, though this increase is below the campus total percentage in that range of 15%. Overall, the increase in students under 18 and older students and a decrease in 18–24-year-old students are reflective of CW trends.

Class Load: There was an 8% decrease in the number of full-time students enrolled in art courses, from 43% to 35%. This is in line with the CW trend towards increasing numbers of part-time students and decreasing full-time students.

Educational Goal: The Art Department experienced a huge drop in the number of students listing transfer as their educational goal, down 56% in fall 2017 to 3% in fall 2021. In contrast there has been a major increase in the number of students who are taking art classes for enrichment: 3% in 2017 to 93% in 2021. This is reflected in the CW trend.

Course Grade Distribution: Identify and explain trends in course grades. Make sure to address gaps in grade distribution if applicable.



Program
Art

Grade Distribution

Academic Year
2021-22

Course ID
All

Grade
All

Academic Y.	Course ID	Grade							Grand Total
		A	B	C	D	DR	F	W	
2021-22	ART-101	194 (39%)	65 (13%)	67 (13%)	16 (3%)	<S (1%)	75 (15%)	77 (15%)	497 (100%)
	ART-103	<S (30%)	<S (10%)	<S (30%)	<S (10%)		<S (20%)		10 (100%)
	ART-104	13 (42%)	<S (6%)	7 (23%)			<S (13%)	5 (16%)	31 (100%)
	ART-110	<S (20%)	<S (10%)	<S (30%)			<S (20%)	<S (20%)	10 (100%)
	ART-160	<S (50%)		<S (25%)				<S (25%)	<S (100%)
	ART-209	20 (74%)		<S (4%)	<S (4%)		<S (7%)	<S (11%)	27 (100%)
	ART-210	<S (100%)							<S (100%)
	ART-222	<S (67%)		<S (33%)					<S (100%)
	ART-223	<S (100%)							<S (100%)
	ART-224							<S (100%)	<S (100%)

The majority of students taking Art courses received a passing grade. As an example, the number of As, Bs and Cs in Art 101 Art and Visual Culture, was fairly consistent, with about 80% passing the course. Other lecture courses had success rates between 60%–80%. Retention rates were mostly in the 80% range but did vary between 60% and 92%. Studio courses have shown a clear trend of increased success, but this varied widely between courses.

Success Rates: Identify and explain trends in success rates. Make sure to address equity gaps in success rates if applicable.



Overall Success and Retention

Success Rate by Course

Course ID	2017-18	2018-19	2019-20	2020-21	2021-22
ART-101	67%(679)	67%(571)	58%(595)	61%(387)	66%(497)
ART-102			69%(35)	84%(19)	
ART-103		81%(31)			70%(10)
ART-104			60%(10)		71%(31)
ART-110	61%(31)	40%(35)	33%(30)	83%(6)	60%(10)
ART-130	75%(12)		55%(11)	100%(<5)	
ART-141		86%(14)		83%(6)	
ART-160		82%(11)	38%(13)		75%(<5)
ART-207				92%(12)	
ART-209					78%(27)
ART-210	100%(<5)		100%(5)		100%(<5)
ART-222	64%(11)	67%(6)	100%(<5)	100%(<5)	100%(<5)
ART-223		100%(<5)			100%(<5)
ART-224					0%(<5)
Grand Total	67%(737)	67%(669)	58%(703)	65%(437)	67%(586)

Unique Students

Academic Year	Count
2017-18	700
2018-19	635
2019-20	646
2020-21	408
2021-22	542
Grand Total	2715

Program
Art

Academic Year
All

Course ID
All

Gender
All

Ethnicity
All

Age Group
All

Class Load
All

Education Goal
All

Overall Success Rate

Academic Year	Success Rate
2017-18	67% (737)
2018-19	67% (669)
2019-20	58% (703)
2020-21	65% (437)
2021-22	67% (586)
Grand Total	65% (3132)

Overall Retention Rate

Academic Year	Retention Rate
2017-18	84% (737)
2018-19	85% (669)
2019-20	80% (703)
2020-21	78% (437)
2021-22	84% (586)
Grand Total	82% (3132)



Success Rates

Gender	Summer '17	Fall '17	Winter '18	Spring '18	Summer '18	Fall '18	Winter '19	Program
Female	78%(109)	58%(165)	79%(28)	71%(143)	88%(81)	64%(176)	81%	Art
Male	78%(45)	60%(135)	81%(16)	61%(96)	80%(30)	58%(116)	51%	Business
Unknown/non-res..								Term
								All
								Gender
								All
Ethnicity	Summer '17	Fall '17	Winter '18	Spring '18	Summer '18	Fall '18	Winter '19	Ethnicity
American Indian o..						100%(<5)		All
Asian	78%(9)	100%(<5)	100%(<5)	100%(<5)	100%(<5)	75%(<5)		Ethnicity
Black or African A..	77%(31)	46%(65)	64%(11)	55%(42)	83%(29)	51%(41)	67%(6)	All
Latinx	80%(98)	63%(214)	84%(31)	69%(183)	87%(69)	63%(230)	75%(32)	Age Group
Native Hawaiian o..		67%(<5)		50%(<5)		0%(<5)		All
Two or More Races	62%(13)	0%(6)	100%(<5)	33%(<5)	100%(<5)	67%(6)		Class Load
Unknown/Non-Re..		100%(<5)						All
White	100%(<5)	71%(7)		100%(6)	71%(7)	75%(8)		Education Goal
								All
Age Group	Summer '17	Fall '17	Winter '18	Spring '18	Summer '18	Fall '18	Winter '19	Education Goal
Under 18	79%(42)	66%(32)		33%(<5)	100%(12)	75%(40)		All
18-19	76%(25)	53%(59)	83%(12)	60%(58)	85%(20)	51%(61)	61%(18)	
20-21	81%(21)	51%(82)	80%(5)	65%(60)	81%(27)	56%(75)	88%(8)	
22-24	77%(26)	63%(57)	73%(11)	74%(57)	76%(17)	58%(48)	60%(5)	
25-29	74%(19)	67%(39)	70%(10)	61%(33)	86%(22)	77%(30)	100%(<5)	
30-34	82%(11)	60%(15)	100%(<5)	91%(11)	100%(5)	50%(12)	100%(<5)	
35-39	100%(5)	100%(<5)	100%(<5)	71%(7)	80%(5)	77%(13)		
40-49	0%(<5)	67%(9)	100%(<5)	83%(6)	100%(<5)	71%(7)	100%(<5)	
50-64	100%(<5)	67%(<5)	100%(<5)	75%(<5)	100%(<5)	67%(6)	100%(<5)	
65 and over								
Class Load	Summer '17	Fall '17	Winter '18	Spring '18	Summer '18	Fall '18	Winter '19	
Full-time		60%(131)		73%(79)		61%(104)		
Part-time	78%(154)	59%(169)	80%(44)	64%(160)	86%(111)	62%(188)	74%(31)	

African American students fell below the program success standard of 60.2% in 8 out of 10 semesters. However, the 2021-2022 academic year shows a positive

success trajectory. Latinx students fell below the program success standard in 1 out of 10 semesters. There does not appear to be a trend as the success rates rise and fall alternatively in both groups.

However, African American students appear to be disproportionately affected by low success rates. To correct this, more African and African Diaspora artists could be included in the curriculum. Additionally, a workshop focusing on successful art history study techniques like flash cards would ensure all students know how to study. Study groups have proven to increase student success but may be difficult to mandate since so many of our students have family and work obligations that prevent them from committing to a set study group schedule. For studio courses, ensuring students are exposed to images of African and African Diaspora artists may help to engage those students further. Likewise, inviting African and African Diaspora artist to facilitate workshops in studio courses would also offer another opportunity for students to relate deeper to the course work.

On average, female students had higher success rates than male students most semesters, by as much as 38% (Winter 2019). To bring up the success rates of male students more effort could be made to relate the curriculum to the male experience and encourage study groups.

Retention Rates: Identify and explain trends in retention rates. Make sure to address equity gaps in retention rates if applicable.



Overall Success and Retention

Success Rate by Course

Course ID	2017-18	2018-19	2019-20	2020-21	2021-22
ART-101	67%(679)	67%(571)	58%(595)	61%(387)	66%(497)
ART-102			69%(35)	84%(19)	
ART-103		81%(31)			70%(10)
ART-104			60%(10)		71%(31)
ART-110	61%(31)	40%(35)	33%(30)	83%(6)	60%(10)
ART-130	75%(12)		55%(11)	100%(<5)	
ART-141		86%(14)		83%(6)	
ART-160		82%(11)	38%(13)		75%(<5)
ART-207				92%(12)	
ART-209					78%(27)
ART-210	100%(<5)		100%(5)		100%(<5)
ART-222	64%(11)	67%(6)	100%(<5)	100%(<5)	100%(<5)
ART-223		100%(<5)			100%(<5)
ART-224					0%(<5)
Grand Total	67%(737)	67%(669)	58%(703)	65%(437)	67%(586)

Unique Students

Academic Year	Students
2017-18	700
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2021-22	542
Grand Total	2715

Program

Art

Academic Year

All

Course ID

All

Gender

All

Ethnicity

All

Age Group

All

Class Load

All

Education Goal

All

Overall Success Rate

Academic Year	Success Rate
2017-18	67% (737)
2018-19	67% (669)
2019-20	58% (703)
2020-21	65% (437)
2021-22	67% (586)
Grand Total	65% (3132)

Overall Retention Rate

Academic Year	Retention Rate
2017-18	84% (737)
2018-19	85% (669)
2019-20	80% (703)
2020-21	78% (437)
2021-22	84% (586)
Grand Total	82% (3132)

Retention rates continue to be consistently in the 80–85% range with the 2020–2021 academic year (78%) being the one exception. This is a big improvement from our last program review. This can be attributed to a focus on finding ways to reach out to students who are struggling early in the semester so that a downward trajectory can be corrected. Faculty meet with students regularly to check progress and address any concerns of the student or instructor. Additionally, many of our students arrive in lecture courses without understanding how to study art as a subject. Our faculty spend time teaching students how to best study for these courses.

Likewise, we plan to continue periodic review of course syllabi and calendars to ensure all faculty are following curriculum. Adhering to the schedule of faculty performance evaluation set out in the faculty contract will ensure the most qualified people are teaching courses and are teaching them at the college level.

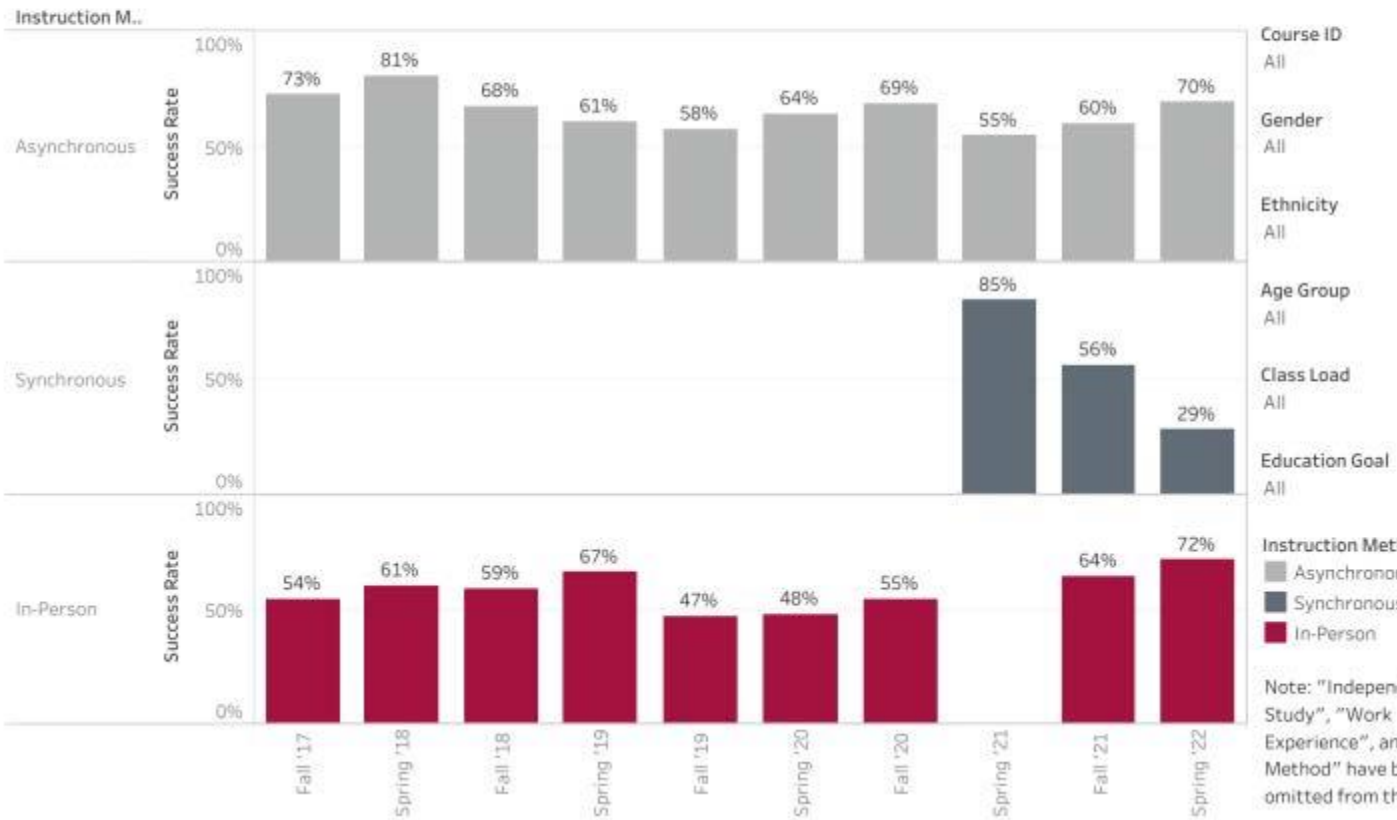
Distance Education: Compare and contrast success and retention rates between in-person and distance education courses.



Success by Modality

Instruction Method	Fall '17	Spring '18	Fall '18	Spring '19	Fall '19	Spring '20	Fall '20	Program
Asynchronous	73%(77)	81%(74)	68%(80)	61%(75)	58%(88)	64%(73)	69%(88)	Art
Synchronous								
In-Person	54%(223)	61%(165)	59%(212)	67%(153)	47%(137)	48%(185)	55%(77)	Term

Term
Multiple values



In-person and asynchronous classes have been following a similar trend, with asynchronous outperforming synchronous classes. This is a huge change from our

previous Program Review, where success rates of DE classes were far below that of in-person. This could be attributed to better DE practices and training that faculty are required to take. DE courses are also considered more accessible for students with many personal and work commitments because they fit in to their busy schedules better.

Fill Rates: Discuss course sections offered and fill rates. Analyze any applicable trends.

Fall Terms

Fill Rates

Course Id	Fall '19	Fall '20	Fall '21
ART-101	58% (157)	46% (110)	52% (154)
ART-102		43% (17)	
ART-103			33% (10)
ART-110	29% (8)		40% (8)
ART-130	27% (7)	15% (<5)	
ART-209			80% (24)
ART-210			5% (<5)
ART-222	14% (<5)	11% (<5)	

Prog

Art

Term

Multiple values

Course Id

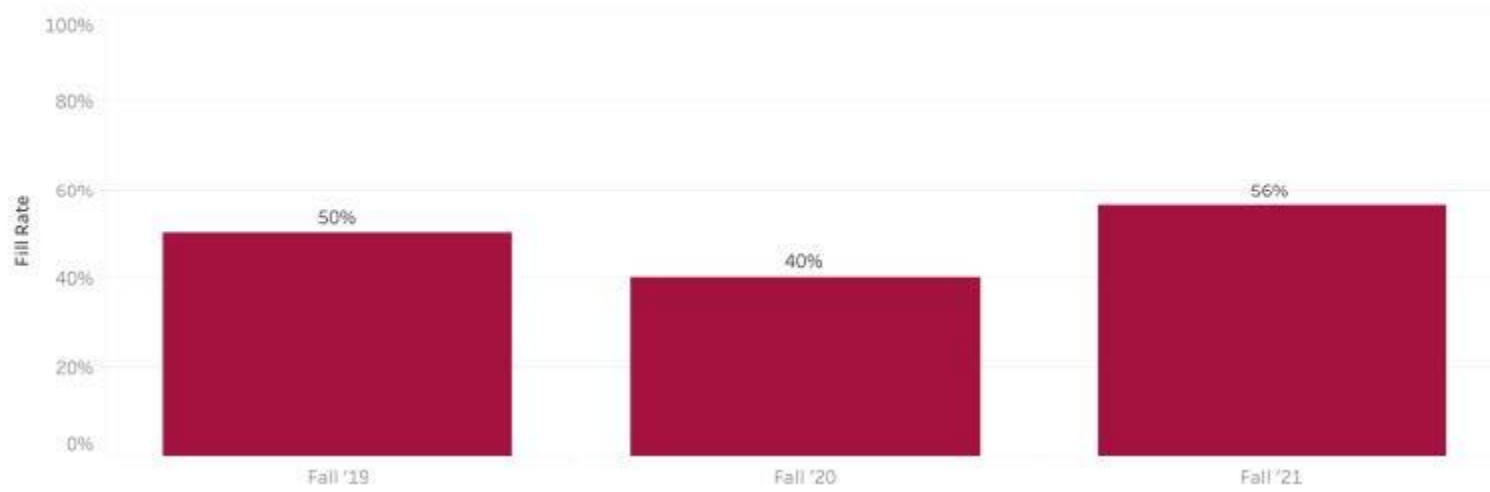
All

Instructor Name

All

GPD

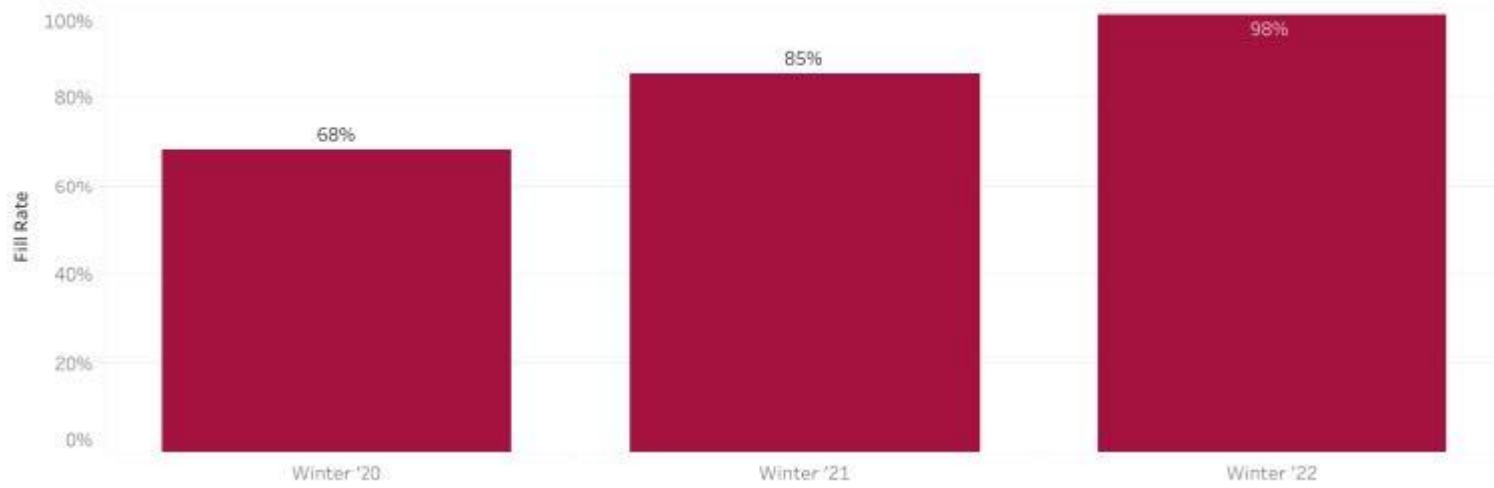
All



Fill Rates

Course Id	Winter '20	Winter '21	Winter '22
ART-101	70% (63)	85% (34)	98% (59)
ART-102	64% (29)		

- Prog
Art
- Term
Multiple values
- Course Id
All
- Instructor Name
All
- GPD
All



Winter Terms

Spring Terms

Fill Rates

Course Id	Spring '20	Spring '21	Spring '22
ART-101	49% (154)	46% (110)	55% (117)
ART-104			93% (28)
ART-110	39% (11)	18% (5)	
ART-141		17% (5)	
ART-160	38% (9)		11% (<5)
ART-207		30% (12)	
ART-210	21% (5)		
ART-222			11% (<5)
ART-223			7% (<5)
ART-224			()

Prog

Art

Term

Multiple values

Course Id

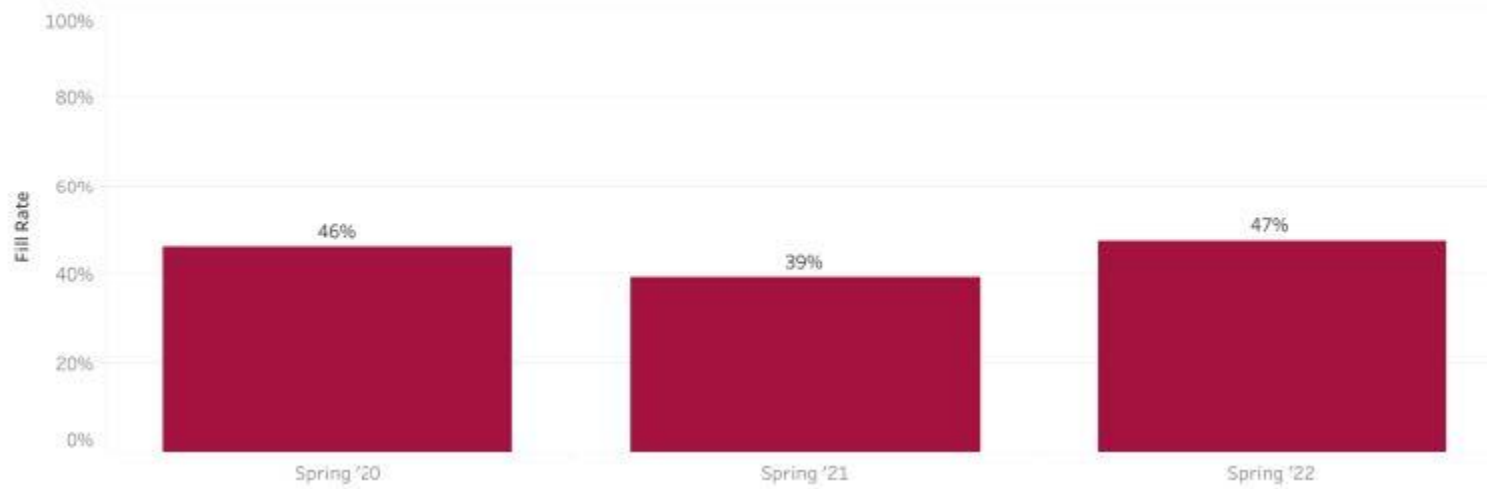
All

Instructor Name

All

GPD

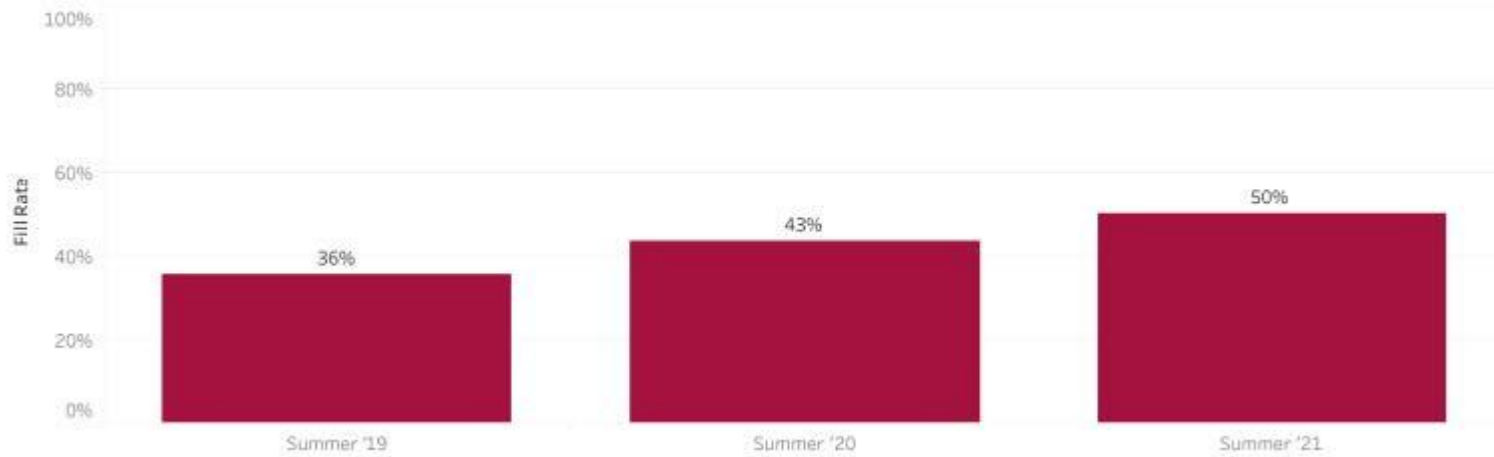
All



Fill Rates

Course Id	Summer '19	Summer '20	Summer '21
ART-101	38% (103)	43% (52)	50% (90)
ART-104	20% (9)		

- Prog
Art
- Term
Multiple values
- Course Id
All
- Instructor Name
All
- GPD
All



Summer Terms

There is a general trend towards increased fill rates in all courses. This can be attributed to less sections of courses being offered. Art 101 fill rates have

consistently increased, with the biggest gains seen in the winter terms (e.g. 98% fill rate winter 2022). This can be attributed to a higher demand for DE courses (we offer DE Art 101 during the winter). Studio courses tend to have lower fill rates due to the smaller number of dedicated art majors taking these courses. The pandemic also played a major role in declined fill rates Spring 2020, Fall 2020, Spring 2021.

Course Scheduling: Discuss the days and times offered for courses. Why were these choices made? Should changes be made for future scheduling?

Fall Terms

Enrollments	Fall '17	Fall '18	Fall '19	Fall '20	Fall '21
Day	63% (184)	62% (179)	51% (112)	37% (60)	52% (128)
Evening	12% (35)	11% (32)	10% (22)	10% (16)	
Unknown	26% (77)	27% (80)	39% (88)	53% (88)	48% (112)

Winter Terms

Enrollments	Winter '18	Winter '19	Winter '20	Winter '21	Winter '22
Day	100% (44)	100% (38)	36% (36)		
Unknown			64% (65)	100% (39)	100% (63)

Spring Terms

Enrollments	Spring '18	Spring '19	Spring '20	Spring '21	Spring '22
Day	56% (129)	49% (106)	57% (139)	29% (47)	23% (36)
Evening	13% (30)	5% (11)	14% (37)	7% (12)	
Unknown	31% (74)	46% (105)	28% (73)	64% (102)	77% (133)

Summer Terms

Enrollments	Summer '17	Summer '18	Summer '19	Summer '20	Summer '21
Day	53% (81)	34% (38)	59% (70)	56% (40)	50% (54)
Unknown	47% (73)	66% (73)	41% (49)	44% (31)	50% (53)

The number of online courses we offer has increased our percentages in the Unknown category. Each semester plus summer and winter sessions, several sections of Art 101 Art and Visual Culture: A Global Perspective are offered, and one section is offered at night and this section usually has lower enrollment. We

should be offering more studio courses at night in order to better meet student needs. For example, in Spring 2023, enrollment for Art 141 (which was offered in the evening) was twice as much as Art 141 enrollment in Fall 2022.

Degree and Transfer: What number of students earn degrees or certificates? What number of students transfer?

Degrees and Certificates Awarded 2015-16 through 2019-20

This interactive dashboard provides information about program completion at Compton College for all academic years between 2015-16 and 2019-20. Program awards are represented by the bar graph below, and totals based on the selected characteristics are provided to the right of the graph.

Use the drop-down menus to the right to select characteristics you would like to use to filter the data (e.g., looking at awards for specific programs or demographics). You can also click the "Award Type" in the legend below to highlight those awards on the graph. Selecting "Breakout by Program" will show the individual awards conferred by each program rather than the default aggregate view.

Raw data for the number of awards by type, program, and academic year are presented in a table beneath the graph, and these values can also be changed by selecting filters from the drop-down menus to the right.

Award Filters

Guided Pathway Division (GPD)

All

Program

Art (Various Majors)

Award Type

All

Year

All

Award Type

(Click to Highlight)

■ ADTs

■ Certificates

■ Degrees

Demographic Filters

Age Group

All

Gender

All

Ethnicity

All

Breakout by Program

No



	2015-16		2016-17	2017-18	2018-19	Grand Total
	ADTs	Certific.	ADTs	Degrees	Degrees	
Art (Various Majors)	< 5	< 5	< 5	< 5	5	10

We are seeing an increase in students earning degrees in art, with 5 degrees conferred in the 2018–2019 academic year and 10 degrees conferred during the reporting period of this review. This trend is expected to continue. This may be due to offering necessary courses on a consistent schedule that makes it possible for students to acquire a degree in art.

List any related recommendations

1. More dual enrollment sections of Art 101
2. Expand our offerings of Art 207 and Art 209 and potentially offer to partnering high schools. These courses meet art requirements and expand cultural competency.
3. We recommend an Art faculty retreat where full time and adjunct faculty come together yearly to share resources, assignments, best practices, and teaching strategies
4. Encourage all art faculty to seek PD for teaching DE and DEIA to ensure we're reaching all our students
5. Offering fieldtrips and hands-on workshops with artists to expose students to artwork and artists on a deeper level

Academic Program Review: (3) Curriculum First Submission: Version by **Rodriguez, Mayela** on **11/07/2023 00:38**

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.

COMPTON						
COURSE	COURSE #	Course Title	CTE	Date Last Reviewed	Course In Review	Next Review Semester
Courses in bold are due for review and approval this semester.						
Courses <u>underlined</u> are past due and must be submitted ASAP.						
ART	101	Art and Visual Culture: A Global Perspective	N	4/18/2023		Spring 2028
<u>ART</u>	<u>102</u>	<u>History of Western Art - Prehistoric to Gothic</u>	<u>N</u>	<u>5/19/2020</u>		<u>Spring 2022</u>
ART	103	History of Western Art - Proto-Renaissance to 19th Century	N	12/8/2020		Fall 2025
<u>ART</u>	<u>104</u>	<u>History of Western Art - 19th Century to Contemporary Times</u>	<u>N</u>	<u>5/19/2020</u>		<u>Spring 2022</u>
ART	109	Contemporary Art in World Cultures	N	4/18/2022		Spring 2027
ART	110	Drawing Fundamentals I	N	10/19/2021		Fall 2026
ART	129	Fundamentals of Color	N	5/16/2022		Spring 2027
ART	130	Two-Dimensional Design I	Y	10/19/2021		Fall 2023
ART	141	Digital Art Fundamentals	Y	6/15/2021		Spring 2023
<u>ART</u>	<u>160</u>	<u>Three-Dimensional Design</u>	<u>Y</u>	<u>8/20/2019</u>		<u>Fall 2021</u>
ART	207	Art History of Mexico and Central and South America	N	12/8/2020		Fall 2025
ART	209	History of African Art	N	10/19/2021		Fall 2026
ART	210	Drawing Fundamentals II	N	10/19/2021		Fall 2026
ART	219	Watercolor Painting I	N	8/20/2019		Fall 2024
ART	220	Watercolor Painting II	N	8/20/2019		Fall 2024
ART	222	Fundamentals of Painting I	N	5/19/2020		Spring 2025
ART	223	Fundamentals of Painting II	N	5/19/2020		Spring 2025
ART	224	Fundamentals of Painting III	N	5/19/2020		Spring 2025
ART	230	Two-Dimensional Design II	Y	6/16/2020		Spring 2025

Explain any course additions to current course offerings.

There are no course additions at this time.

Explain any course deletions and inactivations from current course offerings.

There are no course deletions at this time.

Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)

- Art 101 - 4-5 sections of DE are offered each semester; 1- 2 sections are offered winter and summer
- Art 103 – at least 1 section of DE is offered each semester
- Art 207 – at least 1 section of DE is offered each academic year
- Art 209 – at least 1 section of DE is offered each academic year

Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.

Current course offerings provide students with a strong foundation in Studio Art and Art History. It is essential for art students to learn current art making methodologies, technologies and theory if they are to transfer successfully into 4-year degree programs and be competitive in the art market. In addition, students need to understand current technologies to create and distribute portfolios to potential clients and art programs. Additional digital art courses should be added if we are to prepare our students for the rapidly changing job market. Photography and graphic design courses should be added to the curriculum to further prepare students.

Art students transferring into the UC system undergo a portfolio review and review of all syllabi of studio courses. We have encountered some feedback in regard to our curriculum not reflecting contemporary art practices. To rectify this, studio courses now incorporate more contemporary art theory and practice to ensure articulation with UC system courses. There are no concerns about courses being articulated into the CSU system.

How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.

Degrees and Certificates

Since spring 2018, it is possible for a student to earn the following degrees at Compton College:

\u25CF AA degree in General Studies: Fine and Applied Arts

\u25CF Studio Arts AA-T degree

We are considering adding an AA-T in Art History with our current offering of classes.

Our goal each academic year since 2018 has been to have 5 students earn an art degree with increases of 5 students each year. Despite the Pandemic, we've managed to confer nearly 10 Art degrees since 2018.

Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

N/A

List any related recommendations.

1. Add digital art courses to the list of course offerings with the intent of developing a design program.
2. Add game design courses to the list of course offerings with the intent of developing a game design program.
3. Continue offering studio courses in person.
4. Continue offering DE options for Art History Courses.
5. Ensure course offerings are provided on a cycle for students to earn degrees.
6. Offer more courses in the early afternoon and evenings.

Academic Program Review: (4) Assessment of Student Learning Outcomes (SLO's) First Submission:

Version by **Rodriguez, Mayela** on **11/07/2023 00:38**

Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.

We do not have access to a more current Alignment grid beyond this one from our last Program Review in 2017.

4. ASSESSMENT AND STUDENT LEARNING OUTCOMES (SLO)

Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: Art	Number of Courses: 12	Date Updated: 11.13.2014	Submitted by: V. Palacios	
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ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms</i>	3. Communication and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>
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SLO-PLO-ILO ALIGNMENT NOTES:

Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.

DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.

PLOs

PLO to ILO Alignment

	1	2	3	4
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PLO #1 Create/Use of Form Upon completion of the art program, students will have the ability to create artworks that demonstrate competency in the use of form, media, and technique.		X	X	
PLO #2 Critiquing Form and Content Upon completion of the art program, students will demonstrate the ability to comprehend, identify, analyze, and critique art works in terms of form, medium, style, and content.	X			
PLO #3 Content Knowledge Upon completion of the art program, students will demonstrate the ability to critically communicate ideas about art by oral, visual, and/or written methods.	X	X		
PLO #4 Researching and Analyzing Art Upon completion of the art program, students will be able to research and analyze the historical, geographical, and chronological context of art and visual culture.	X	X		X

SLOs	SLO to PLO Alignment				COURSE to ILO Alignment			
	P1	P2	P3	P4	1	2	3	4
ART 101 Art and Visual Culture in Modern Life: SLO #1 Analysis of Content Students will be able to demonstrate analysis of content through the historical, geographical, and chronological context of art and visual culture.				X				
ART 101 Art and Visual Culture in Modern Life: SLO #2 Comprehend and Critique Students will be able to demonstrate the ability to comprehend and critique art and visual culture in terms of form, medium, and style.		X			X	X		
ART 101 Art and Visual Culture in Modern Life: SLO #3 Communication Students will be able to demonstrate the ability to effectively communicate ideas about art and visual culture verbally or by written methods.			X					X

effectively communicate ideas about prehistoric through gothic art verbally or by written methods.								
ART 102B History of Western Art - Proto-Renaissance to 19th Century: SLO #1 Analysis of Content Students will be able to demonstrate analysis of content through the historical, geographical, and chronological context of renaissance through nineteenth-century art.				X				X
ART 102B History of Western Art - Prehistoric to Gothic: SLO #2 Comprehend and Critique Students will be able to demonstrate the ability to comprehend and critique renaissance through nineteenth-century art works in terms of form, medium, and style.		X			X	X		
ART 102B History of Western Art - Prehistoric to Gothic: SLO #3 Communication Students will be able to demonstrate the ability to effectively communicate ideas about renaissance through nineteenth-century art verbally or by written methods.			X					
ART 102C History of Western Art - 19th Century to Contemporary Times: SLO #1 Analysis of Content Students will be able to demonstrate analysis of content through the historical, geographical, and chronological context of renaissance through nineteenth-century art.				X				X
ART 102C History of Western Art-19th Century to Contemporary Times: SLO #2 Comprehend and Critique Students will be able to demonstrate the ability to comprehend and critique renaissance through nineteenth century art works in terms of form, medium, and style.		X			X	X		
ART 102C History of Western Art - 19th Century to Contemporary Times: SLO #3 Communication Students will be able to demonstrate the ability to effectively communicate ideas about renaissance through nineteenth-century art verbally or by written methods.			X					
ART 106 Cross-Cultural Art: SLO #1 Analysis of Content Students will be able to demonstrate analysis of content through the historical, geographical, and chronological context of cross-cultural art.				X				X
ART 106 Cross-Cultural Art: SLO #2 Comprehend and Critique Students will be able to demonstrate the ability to comprehend and critique cross-		X			X	X		

ART 110 Drawing Fundamentals I: SLO #2 Critiquing a Drawing A student will be able to demonstrate the ability to judge a drawing in terms of its line, value, volume, proportion, perspective and composition.		X			X			
ART 110 Drawing Fundamentals I: SLO #3 Assembling a Portfolio A student will prepare a portfolio of drawings that demonstrates the fundamental skills needed to succeed in 200-level studio art courses.			X					
ART 130 Two-Dimensional Design I: SLO #1 Formal Analysis Students will be able to demonstrate an understanding of the principles and elements of design and the ability to use the formal vocabulary in the evaluation and analysis of works of art.		X						
ART 130 Two-Dimensional Design I: SLO #2 Self-Critique Students will be able to demonstrate the ability to analyze and assess their own design projects.		X						
ART 130 Two-Dimensional Design I: SLO #3 Two-Dimensional Composition Students will be able to design and execute original two-dimensional compositions, using professional tools and materials.	X							
ART 160 Three-Dimensional Design: SLO #1 Elements and Principles Students will be able to demonstrate the ability to fabricate a three-dimensional project by appropriately applying an understanding of the elements and principles of design.	X							
ART 160 Three-Dimensional Design: SLO #2 Utilizing Materials Students will be able to demonstrate basic competency in utilizing materials and methods appropriate for three-dimensional design.	X				X			
ART 160 Three-Dimensional Design: SLO #3 Problem-Solving Students will be able to demonstrate basic problem-solving skills appropriate for the challenges inherent in each three-dimensional design project.		X						
ART 209 History of African Art: SLO #1 Analysis of Content Students will be able to analyze and explain content through the historical, geographical, and chronological context of African art.				X				X
ART 209 History of African Art: SLO #2 Comprehend and Critique		X			X	X		

<p>ART 210 Drawing Fundamentals II: SLO #2 Creative Drawing Upon successful completion of this course, students will be able to create compositions utilizing image manipulation techniques and creative invention in order to deconstruct, reformulate, and translate single and groups of objects into effective compositions employing the principles and elements of pictorial organization.</p>	X							
<p>ART 210 Drawing Fundamentals II: SLO #3 Critiquing a Drawing Analyze and critique drawings in terms of value and volume, proportion and placement, theme and concept, composition and structure, improvisation and expression, and technique and craft.</p>		X						
<p>ART 222 Fundamentals of Painting I: SLO #1 Light and Volume Upon successful completion of this course, students will be able to paint natural and manufactured forms correctly applying highlight, core shadow, half-light, cast shadow, and reflected light to create the illusion of volume.</p>	X							
<p>ART 222 Fundamentals of Painting I: SLO # 2 Paint Manipulation Upon successful completion of this course, students will be able to demonstrate paint manipulation techniques such as dry-brush, blends and transitions, texture and pattern, dry-brush, and alla prima.</p>	X				X			
<p>ART 223 Fundamentals of Painting II: SLO #1 Exploration and Invention Upon successful completion of this course, students will be able to demonstrate exploration and invention strategies consistent with selected themes and concepts.</p>	X							
<p>ART 223 Fundamentals of Painting II: SLO # 2 Environmental Elements Upon successful completion of this course, students will be able to invent contextual and environmental elements consistent with selected themes and concepts.</p>	X				X			
<p>ART 223 Fundamentals of Painting II: SLO # 3 Form Upon successful completion of this course, students will be able to create theme-related paintings that adapt various color harmonies, and incorporate hue, value, intensity, mood, light, and space</p>	X							

Provide a timeline for your course and program level SLO assessments.

SLO Timeline Worksheet (2021 - 2024)

Division: FACH

Program: Art

Program Review Year: 2021

Directions: Use this worksheet to enter the existing assessment timelines for 2020 and distribute assessments for each SLO/PLO statement over the next four-year timeline (2021-2024). Type an X in the cells below to indicate the semester in which the SLOs/PLOs are being assessed. This worksheet should be emailed to the Division Chair by June 12, 2020. Chairs are responsible for making sure the information is complete and e-mailing an electronic copy of this Timeline Worksheet document (in Word or PDF format) to the SLO Coordinator sjohnson@compton by June 15, 2020. Once received by the SLO Coordinator, this information will be input into Nuventive.

Course and SLO #	Note if offered only in FA/SU/SP	2020			2021			2022			2023			2024		
		SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA
PLO #1							X									
PLO #2											X					
PLO #3														X		
ART 101 - SLO #1											X					X
ART 101 - SLO #2							X						X			
ART 101 - SLO #3										X				X		
ART 102A - SLO #1											X					X
ART 102A - SLO #2							X						X			
ART 102A - SLO #3										X				X		
ART 102B - SLO #1											X					X
ART 102B - SLO #2							X						X			
ART 102B - SLO #3										X				X		
ART 102C - SLO #1							X		X	X						X
ART 102C - SLO #2							X		X				X			X
ART 102C - SLO #3							X		X					X		X

ART 106 - SLO #1																	
ART 106 - SLO #2																	
ART 106 - SLO #3																	
ART 110 - SLO #1									X								X
ART 110 - SLO #2							X						X				
ART 110 - SLO #3									X					X			
ART 130 - SLO #1							X						X				
ART 130 - SLO #2									X								X
ART 130 - SLO #3										X				X			
ART 209 - SLO #1																	
ART 209 - SLO #2																	
ART 209 - SLO #3																	
ART 210 - SLO #1										X							X
ART 210 - SLO #2										X					X		
ART 210 - SLO #3							X							X			
ART 222 - SLO #1										X							X
ART 222 - SLO #2							X							X			
ART 222 - SLO #3									X						X		
ART 230 - SLO #1																	
ART 230 - SLO #2																	
ART 230 - SLO #3																	
ART 223 - SLO #1										X					X		
ART 223 - SLO #2										X							X
ART 223 - SLO #3														X			

State the percent of course and program SLO statements that have been assessed.

100% of course and program SLO statements have been assessed.

Summarize the SLO and PLO assessment results over the past four years and describe how an analysis of those results led to improved student learning. Analyze and describe those changes. Provide specific examples.

- What we have learned in reviewing SLOs is that assignments (art projects and written) need to be very clear in both their requirements and importance in all art courses. It is suggested that all instructors use a rubric for assignments, and if possible, provide examples. We have found that providing these examples is a very effective way to communicate expectations.

- We continue to highly recommend field trips to see artworks in person to increase understanding and appreciation. Also, pairing a writing assignment with a field trip such as a museum report analyzing artworks increases completion rates of the assignment. For smaller classes, the school van could be used to transport students to and from area cultural institutions. Experiencing work in person is a vital part of the art curriculum and should be emphasized in each class. Additionally, bringing artists to campus to give talks and workshops has proven to be beneficial to our students.
- As an example of SLO assessment driving success, in Art 101, we have recently added a fourth SLO: identify art and artists within your community. This new SLO comes from the need to connect students to LA's impressive art scene and center the creativity happening in Los Angeles County. We also feel that this SLO helps students see themselves in the creative scene. 2023/2024 is the first year we will be formally assessing the SLO. This has been a wonderful opportunity for our faculty to rework their Art 101 material to emphasize and prioritize local art and artists. Although it has been recommended to our faculty to do this prior to the addition of the new SLO, SLO #4 now formalizes this expectation underscoring how essential and important it is to center this material in the course.

Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.

The goal of SLO/PLO assessment is to find out what's working, and where there is room for improvement. Ideally all instructors would be engaged in this process. If SLO assessments were shared between instructors teaching the same course, the results would be more accurate, and beneficial to all instructors; however, this is currently not the case. SLO assessments and results are currently siloed, making it difficult to ascertain a holistic understanding of the department's success. Right now, our main way of communicating information about SLOs is via email to full-time and adjunct faculty. This was how information about our new SLO for Art 101 was shared with faculty. Our proposed solution for this is to formalize a yearly or semesterly meeting over lunch between full-time and adjunct faculty to share assessment strategies and tools with one another. Doing this would provide more consistency and transparency to the assessment process at the department level. We also believe that developing a common assessment tool will also further promote consistency amongst faculty.

List any related recommendations.

1. Host a yearly or semesterly meeting over lunch for full-time and adjunct art faculty to share SLO assessment strategies and tools with one another; \$250 for lunch
2. The creation of a common assessment tool to be used amongst Art Department faculty.
3. Continue taking students on fieldtrips to enhance their understanding of course materials. Cost: \$7,280
4. Host artists on campus for in-class talks and workshops. Cost: \$3,000

Academic Program Review: (5) Analysis of Student Feedback First Submission: Version by **Rodriguez, Mayela** on 11/07/2023 00:38

Describe the results of the student survey in the area of student support.

The feedback on student support was overall very positive with 85% of students selecting strongly agree or agree for instructor support of academic goals and 91% of students selecting strongly agree or agree for opportunities for active participation. A bit lower was a sense of community with 82% selecting strongly agree or agree; however, this is a significant increase of 9% from the last program review in 2017.

Describe the results of the student survey in the area of curriculum.

Since our last program review, where 57% of students selected strongly agree or agree to our program offering an appropriate range of courses, we've seen a marked improvement with 94% of students selecting strongly agree or agree. 92% of students selected strongly agree or agree for being able to register for needed courses in the program.

Describe the results of the student survey in the area of facilities, equipment and technology.

Questions regarding facilities were not included in the survey. 34% of students indicate a preference for in-person classes, 31% indicate a preference for online classes, and 24% indicate a preference for hybrid classes. This tells us that it is imperative to hold our in-person classes in modernized and accessible facilities. Anecdotally, art students are excited to move into our new studio space, however many questions remain regarding the outfitting of the space for an art class. Additionally, students in Art 141 (Digital Art Fundamentals) have expressed concerns regarding the accessibility of digital art programs we use for the course. At the moment, students can only use the Adobe programs on Compton College computers within the designated computer lab. The lab hosts other classes, making it impossible for students to work on their assignments outside of class. Likewise, Library/Student Success Center computers are not equipped with the Adobe programs so students are unable to access the programs. We recommend having a computer lab exclusive to the Art Department with extended hours for students.

Describe the results of the student survey in the area of program objectives.

85% of students indicated that they were aware of course outcomes.

Discuss the implications of the survey results for the program.

Survey results indicate students feel supported in the art program overall. We've seen an improvement across the board in students responding positively to faculty support and opportunities for engagement. Student response to a sense of community in the program has also improved. Studio art classrooms tend to be very social, lively environments, with many students becoming friends. Lecture courses tend to be less social, and this is an area that could be improved upon with more group exercises and discussions.

According to the survey, we've also seen an increase in positive responses to our course offerings. Anecdotally, students in Art 141 have indicated a desire for more digital art offerings. Currently, Art 141 is the only digital art course we offer. In response to our students' needs, and to grow and modernize the program, we are actively building more digital art offerings, with the larger goal of creating a design program. Likewise, as mentioned above, the Adobe programs we use for digital art classes are limited to a specific computer lab that is shared by several classes. As we build out additional digital art course offerings, we foresee a need for a designated computer lab used exclusively for art students to maximize accessibility.

Areas that need improvement also include facilities and equipment. We are in the process of moving into a new art classroom, however this process has been inconsistent and opaque with many false starts. As a program, we have no knowledge of the state of this room and how it has/will be outfitted to facilitate art classes. Without adequate knowledge of the space, we anticipate a rocky integration for students.

Finally, about 50% of students indicated a preference for morning classes, while 31% indicated mid-day classes were their preference and 16% indicated evening classes were preferred. Our offerings line up well with this data; however, we could consider offering more evening options.

Discuss the results of other relevant surveys (if applicable).

No Value

List any related recommendations

1. Have a designated computer lab for digital art students equipped with Adobe Creative Cloud.
2. Add digital art courses to the list of course offerings with the intent of developing a design program.
3. Integrate more group exercises into lecture courses to foster community.
4. After the move, survey students every semester about the updated art studio facilities.
5. Offer more courses in the early afternoon and evenings.

Academic Program Review: (6) Facilities and Equipment First Submission: Version by Rodriguez, Mayela on 11/07/2023 00:38

Describe and assess the existing program facilities and equipment.

We were finally able to visit the new Art Department facilities in Instructional Building 2. We are excited to use the new space, hopefully by Spring 2023. We saw the space in an unfinished state. Our needs in the section below reflect this.

Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Equipment Needs

- We need a cork-board or metal surface on one of the walls to display student work during critiques. **Cost: \$150**
- Similar to the blinds installed on the exterior windows, we would like blinds on the hallway windows so that we can provide a space without distractions for students; we also want to eventually offer a figure drawing course, which requires a classroom that provides an expected level of privacy for models. **Cost: \$5,000**
- We request the security camera in the classroom be removed

Storage Needs

- In-class storage:
 - Additional cabinetry and storage above the sinks. **Cost: \$3,000**
 - A large, lockable cabinet to securely store tools and expensive equipment. **Cost: \$1,000**
- External Storage:
 - The new art room in IB2 has a smaller footprint than the current art room. Because of this, we need additional storage space for art equipment, materials, books, and furniture (easels, drawing horses, etc.)
 - Room 123, the currently proposed faculty office is windowless and isolated down a short hallway. This will not be a good place to meet with students and would be better served as a storage room.
 - We also request Room 124 be used as art storage

Faculty Offices

- We request to have our offices on the second floor of IB2

Outdoor Art Courtyard

- We request a security camera for the outdoor courtyard space. **Cost: \$500, or \$0 if moved from inside the classroom to outside**
- We request shading for the outdoor space to make it more enjoyable for students. **Cost: \$600**

Display Cases & Pedestals

- Display cases in IB2. **Cost: \$10,000**
- 5 new pedestals for gallery shows. **Cost \$1,500**

These facility and equipment requests are essential for operating a successful art classroom. Without these needs being met, our students' art education experience will be negatively impacted.

Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

- We need a functional kiln (\$3,000–\$5,000), 15 pottery wheels (1,500-\$2,000 each), and a slab roller (\$1,000) in order to begin offering pottery and hand-building ceramics classes. These are standard and popular art courses offered on different campuses that we do not currently offer. The kiln is currently considered part of IB2 budget, but we are listing it here for emphasis. **Cost \$40,000**
- Digital Art courses will require a computer classroom with the Adobe creative suite (Photoshop and Illustrator) and web animation and game design programs installed, with sufficient memory to handle large files. Apple computers are the industry standard, so long term we will need a dedicated Mac computer lab classroom for these courses, which could be shared with the Film/Video area. **Cost: \$100,000**

Not meeting these needs would hold back our Art Department offerings, making our department less competitive compared to art departments with more resources to offer classes students are more interested in.

List any related recommendations.

- Necessary art supplies for classroom and art majors (paint, canvases, etc.). **Cost: \$1,500 each year, ongoing**
- Supplies for hands-on arts events on campus for Art Majors and interested students. **Cost: \$1,300 each year, ongoing**
- Books, posters and other learning aids to be kept in the classroom. **Cost: \$500 each year, ongoing**
- Budget for Art Department event receptions. **Cost: \$1,200 Ongoing**
- Funding custom campus artworks as a way to beautify and bring more art to campus. **Cost: \$12,000 each year, ongoing**

Academic Program Review: (7) Technology and Software First Submission: Version by **Rodriguez, Mayela** on 11/07/2023 00:38

Describe and assess the adequacy and currency of the technology and software used by the program.

Currently, digital art classes have been forced to move computer labs at the last minute. This is not ideal, as this requires ITS to reinstall Adobe programs onto the new computers. As the art department begins to offer more digital art classes, we need to establish a specific computer lab that is exclusive to the Art Department to hold art courses in. Ideally, this computer lab contains Apple computers, which are the industry standard in creative fields.

Although students have access to the full Adobe Cloud suite (an essential industry standard), there have been inconsistencies as to which computers on campus students can use these Adobe programs. Students enrolled in a digital art course should be able to access Adobe programs with no problem on any campus computer.

Additionally, our facility for non-digital studio courses lacks adequate technology to support a modernized learning environment. We only have one projector to connect our computers for classroom presentations and this setup is often unreliable. Ideally, our new art room in IB2 will have a computer and projector set up, like other rooms in the new buildings.

Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

- Printers (art students only access; password protected) and Materials for Printing (ink & paper) – a suite of printers, both regular photo and large format printers would allow students in Art 141 and future digital art classes to print out their work for critique. Seeing work that is designed for print actually printed is an important part in the design process. This would also allow students the opportunity to practice preparing files for print. Professional creatives are expected to know how to do this. **Cost: \$3,400**
- Canon Rebel T8i for use by Art Faculty - A Canon Rebel T8i will be used by Art Faculty to help Art Majors document their work for their portfolios through individual consultations and group workshops. Students will learn and practice best practices for documenting their work for art portfolios. High quality documentation of student work for portfolios necessary for transfer into college art programs. **Cost: \$950**
- Photography equipment - Photography equipment will include a backdrop frame and seamless paper backdrops (\$200), reflectors (\$50), and a basic lighting kit (\$100). This equipment will be used by Art Faculty to help Art Majors document their work for their portfolios through individual consultations and group workshops. Students will learn and practice best practices for documenting their work for art portfolios. High quality documentation of student work for portfolios necessary for transfer into college art programs. **Cost: \$350**
- Computer, DVD Player, and Projector Set Up in New Art Room in IB2 - Most studio art classes have a lecture component that includes projected digital images, videos or websites. Currently in D-42, we only have one projector to connect our computers for classroom presentations and this setup is often unreliable. Ideally, our new art room in IB2 will have a computer and projector set up (with DVD and sound only playing capabilities), like other rooms in the new buildings. **Cost: \$2500**

Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

- A fleet of dSLR cameras – Compton College does not currently offer any photography classes, which other community colleges offer. One of our course recommendations is to offer photography. In order to teach photography, we will need a fleet of dSLR cameras for students to check-out for use during the semester. **Cost: \$15,000**
- Drawing Tablets – knowing how to draw on a digital tablet is an industry expectation. Students should have access to drawing tablets/lpads in order to successfully complete digital art courses at Compton College. **Cost: \$15,000**

- Establish a Mac computer lab exclusive to the Art Department – students need access to mac computers for digital design as they are the industry standard in creative fields. Professional creatives and design firms prefer Mac computers over PCs. Learning design on a PC puts students at a disadvantage when entering the field. **Cost: \$100,000**

List any related recommendations.

No Value

Academic Program Review: (8) Staffing First Submission: Version by Rodriguez, Mayela on 11/07/2023 00:39

Describe the program's current staffing, including faculty, administration, and classified staff.

The Art Department is a small department on a small campus. Two full time faculty members and 4-6 adjunct faculty teach the 10-13 courses offered each semester.

To ensure the best instructors are teaching our students, current faculty needs to be regularly evaluated. The Art program needs faculty committed to teaching curriculum to ensure our courses stay transferable and articulated.

In 2022, we hired our second full-time faculty member. She has taken on teaching Art 141, our only digital arts class, and plans to build out more digital art offerings in the coming years. There is growing demand for digital art courses, and we are in the process of building curriculum infrastructure to support this need on campus.

Since the last Program Review, we've successfully transitioned all Art History courses to Distance Education. This move to Distance Education requires current full-time faculty and adjunct faculty to be DE certified and aware of DE best practices through professional development. Implementation of Guided Pathways on our campus will increase enrollment in the Art History courses as they are electives in other majors besides Art, including Ethnic Studies and History.

In addition to our full-time and adjunct faculty, we are in need of student staff to support our department. Compton College Art is small but mighty, as evidenced by the additional programing, projects, and publications put together each year by our full-time faculty. Having a student worker (or workers) on staff each academic year would help make these additional endeavors much more manageable. We envision this student role including studio management (cleaning and organizing the art room), gallery sitting the annual student art show, as well as helping at arts-related events on campus.

Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

Short Term Recommendations

1. Hire a student worker to support the department throughout the academic year. Cost: \$1500
2. Continue evaluating current faculty to ensure competency.

Long Term Recommendations

1. Hire adjunct instructor(s) to teach new game design courses.

List any related recommendations.

No Value

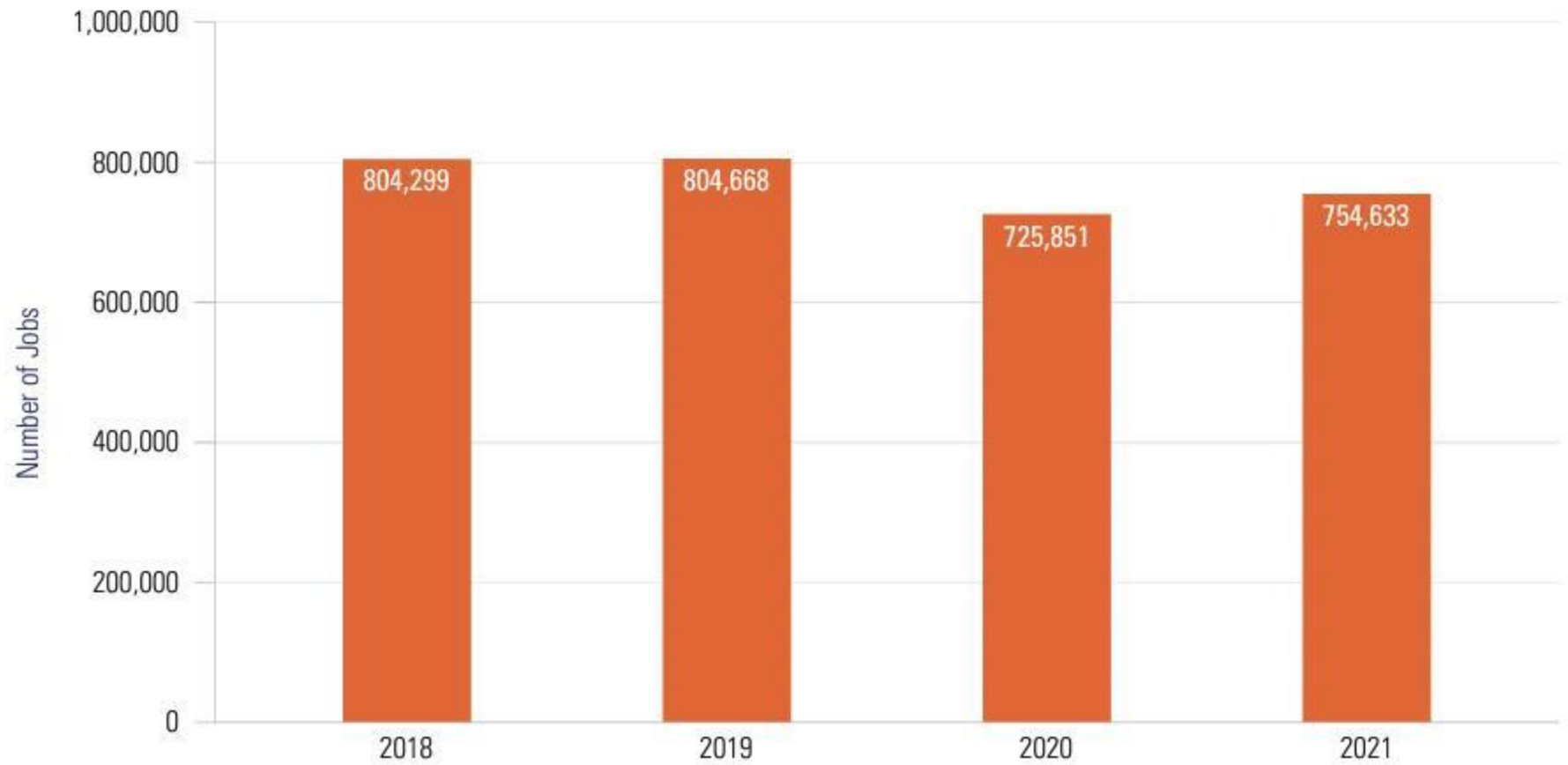
Academic Program Review: (9) Direction and Vision First Submission: Version by Rodriguez, Mayela on 11/07/2023 00:39

Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?

As we continue to move past the Pandemic, its impact on the arts and creative fields has proven profound. Being one of the most negatively impacted industries by the Pandemic, California's creative industry has made an impressive rebound according to the [2023 Otis Report on the Creative Economy](#). Specifically in Southern California, creative economy employment in 2021 recovered a third of the total jobs lost due to the Pandemic. Artnet, a digital arts database and auction site, points out that "[a]nother key finding [from the Otis report] shows that California's creative economy supported over 5.1 million workers, accounted for \$978.6 billion in total economic activity, and generated \$194.1 billion in taxes—a significant jump compared to last year's report. In 2022, there were just 3.9 million workers and the creative economy accounted for \$687.6 billion in total activity and \$128 billion in taxes." This demonstrates the resilience and necessity of the creative industry job market.

This recovery is especially seen within the entertainment sub-industry. Entertainment continues to be the largest creative industry in Los Angeles County. All Fine Art areas can be found within the entertainment industry, so this improvement applies across our Program. As entertainment becomes increasingly digital, the Art Department must add technology-based arts courses to keep our students competitive. Even areas that were not previously digital now require these skills. For example, an artist with a studio practice needs to create a digital portfolio of artwork to share with potential clients and galleries, usually on a website or other online platform.

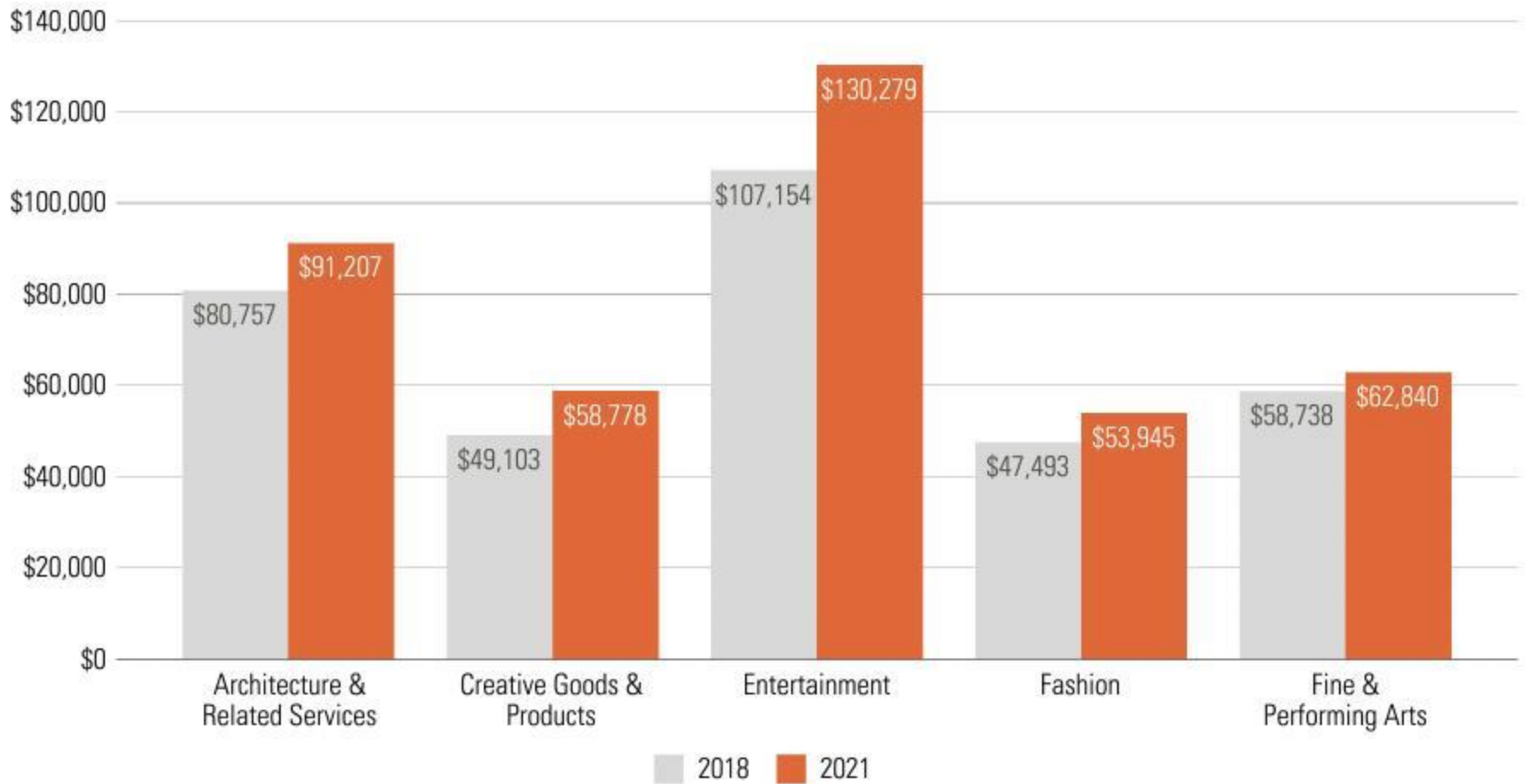
FIGURE R6.1: CREATIVE ECONOMY EMPLOYMENT IN SOUTHERN CALIFORNIA
2018 to 2021



Source: U.S. Bureau of Labor Statistics Quarterly Census on Employment and Wages; U.S. Census American Community Survey 5-Year Estimates

Creativity is a highly valued and recognized professional attribute. Along with the ability to think critically, collaborate with coworkers, and communicate effectively, creativity is a sought-after quality in a prospective employee. The salaries received by many creative individuals working in the Los Angeles region bear this out. Since 2018, despite the Pandemic, every sector of the Creative Industry has seen significant wage increases, with the biggest gains seen in the entertainment industry. Although some of this wage increase may be partially attributed to inflation, the rebound that we have seen California's creative sector accomplish since the pandemic is heartening to see.

FIGURE R6.5: ANNUAL WAGES BY CREATIVE SECTOR IN SOUTHERN CALIFORNIA
2018 vs. 2021



Source: U.S. Bureau of Labor Statistics Quarterly Census on Employment and Wages; U.S. Census American Community Survey 5-Year Estimates

Explain the direction and vision of the program and how you plan to achieve it.

The Compton College Art Department embraces the global community, and the study of art and its creation as a central aspect of all human knowledge. We strive to engage our students, the college and the wider community in experiences that bring art to life. The Department offers outstanding instruction in Studio Art and Art History, guiding our students to success in whatever they endeavor: transfer to a 4-year degree program or art school, career enhancement or change, and personal enrichment and expression.

The Art Department's primary responsibility is to prepare students for upper division study at a four-year college, university or art school. Almost all our courses are UC transferable, and the vast majority are articulated to the UC and Cal State system. Each semester we offer several sections of Art 101 - a GE area 3 and IGETC Area C course. Therefore, many of our students have a major outside of Art. We serve students pursuing general education, those looking to transfer to a CSU or UC system school (IGETC) and art majors. We also give lifelong learning opportunities to the extended Compton community with the Studio Arts and Art History course offerings.

Our biggest hurdle as a department and as a school has been recovering from the profound impacts of the 2020 Pandemic. The disruption it caused our campuses has been deeply felt, predominantly in lower registration numbers. The Art Department proved to be extremely agile to the new realities the Pandemic forced. We were able to shift all our classes online and learned some valuable lessons from that experience, mainly that our DE art history courses did well and continue to do well whereas our studio art courses proved much harder to go online due to several factors, including student access to space and materials. Our students craved in-person studio courses during the Pandemic, and now that we're shifting out of such a tumultuous time, it is essential that we continue to provide more high quality in-person studio courses for our students.

In 2022, we hired a second full-time faculty member to join the art department, to help us provide more studio arts options for our students. Led by our new hire, a goal for the department is to continue bolstering our digital art offerings. We plan to bring graphic design, web design, digital photography, and game design in the coming years. "Silicon Beach" as the area around Playa Vista, Culver City and Venice is called, is only 21 miles from Compton. This hub of new media, animation and internet programming is our neighbor, affording Compton College an opportunity to forge partnerships at these firms such as Electronic Arts, Hulu, and Google. As job market data shows, firms such as these value digital skills as essential ones. The Art Department should grow as we are better able to meet the needs of our students who want to enter the workforce with digital as well as traditional art skills. With increased digital arts offerings, there are more opportunities for internship and work programs for students in creative fields.

The Art Department is a vital part of Compton College. Our curriculum provides a strong foundation in studio art and art history, preparing students to transfer into a 4-year institution, prepare for a career in the arts, or explore the arts as a life enriching activity. Upcoming courses in digital art will update and modernize our program, leading to more opportunities in the job market. Shared resources and collaborative projects with other CTE areas like Welding, Machine Tool Technology, and Automotive Collision Repair, ensures the Art Department is current, flexible, and highly responsive to the needs of the 21st century art student.

List any related recommendations.

1. Add digital art courses to the list of course offerings with the intent of developing a design program.
2. Continue to offer DE Art History courses.
3. Continue offering studio art courses in person at a variety of times.
4. Collaborate with CTE areas on campus, such as Welding, Machine Tool Technology, and Automotive Collision Repair.
5. Increase partnerships with companies in creative industries to host internships and work programs for art majors.

Academic Program Review: (10) Prioritized Recommendations First Submission: Version by Rodriguez,

Mayela on 11/07/2023 00:39

Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation.

1. More dual enrollment sections of Art 101
 1. *Establish partnerships in the community and with the K-12 schools.*
2. Expand our offerings of Art 207 and Art 209 and potentially offer to partnering high schools. These courses meet art requirements and ethnic studies requirements and expand cultural competency.
 1. *Establish partnerships in the community and with the K-12 schools.*
3. Continue offering studio courses in person.
 1. *Support the success of all students to meet their education, and career goals.*
4. Continue offering DE options for Art History Courses.
 1. *Support the success of students through the use of technology.*
5. Ensure course offerings are provided on a cycle for students to earn degrees.
 1. *Support the success of all students to meet their education, and career goals.*
6. Offer more courses in the early afternoon and evenings.
 1. *Support the success of all students to meet their education, and career goals.*
7. Continue taking students on field trips to enhance their understanding of course materials. Cost: \$7,280
 1. *Improve recruitment, enrollment, retention, and completion rates for our students.*
8. Host artists on campus for in-class talks and workshops. Cost: \$3,000
 1. *Improve recruitment, enrollment, retention, and completion rates for our students.*
9. Add digital art courses to the list of course offerings with the intent of developing a design program.
 1. *Support the success of students through the use of technology.*
10. Add game design courses to the list of course offerings with the intent of developing a game design program.

1. *Support the success of students through the use of technology.*
11. Necessary art supplies for classroom and art majors (paint, canvases, etc.) Cost: \$1,500 Ongoing
1. *Support the success of all students to meet their education, and career goals.*
12. Books, posters and other learning aids to be kept in the classroom. Cost: \$500 Ongoing
1. *Support the success of all students to meet their education, and career goals.*
13. Lab tech/gallery assistant student position hired for the whole year. Cost: \$1500 Ongoing
1. *Improve recruitment, enrollment, retention, and completion rates for our students.*
14. Budget for Art Department event receptions. Cost: \$1,200 Ongoing
1. *Improve recruitment, enrollment, retention, and completion rates for our students.*
15. Supplies for hands-on arts events on campus for Art Majors and interested students. Cost: \$1,300 Ongoing
1. *Improve recruitment, enrollment, retention, and completion rates for our students.*
16. Art Classroom IB2: We need a cork-board or metal surface on one of the walls to display student work during critiques Cost: \$150
1. *Support the success of all students to meet their education, and career goals.*
17. Art Classroom IB2: Blinds on the hallway windows. Cost: \$5,000
1. *Support the success of all students to meet their education, and career goals.*
18. Computer, DVD Player, and Projector Set Up in New Art Room in IB2; Cost: \$2500
1. *Support the success of students through the use of technology.*
19. Art Classroom IB2: We request the security camera in the classroom be removed
1. *Support the success of all students to meet their education, and career goals.*

20. Art Classroom IB2: Additional cabinetry and storage above the sinks. Cost: \$3,000

1. *Support the success of all students to meet their education, and career goals.*

21. Art Classroom IB2: A large, lockable cabinet to securely store tools and expensive equipment. Cost: \$1,000

1. *Support the success of all students to meet their education, and career goals.*

22. Art Classroom IB2: Room 123, the current proposed office is windowless and feels too isolated and not a good place to meet with students, would be better served as a storage room.

1. *Support the success of all students to meet their education, and career goals.*

23. Art Classroom IB2: We also request Room 124 be used as art storage

1. *Support the success of all students to meet their education, and career goals.*

24. Art Classroom IB2: We request to have our offices on the second floor of IB2

1. *Support the success of all students to meet their education, and career goals.*

25. Art Classroom IB2: We request a security camera for the outdoor courtyard space. Cost: \$500

1. *Support the success of all students to meet their education, and career goals.*

26. Art Classroom IB2: We request shading for the outdoor space to make it more enjoyable for students. Cost: \$600

1. *Support the success of all students to meet their education, and career goals.*

27. Art Classroom IB2: Display cases in IB2. Cost: \$10,000

1. *Support the success of all students to meet their education, and career goals.*

28. 5 Pedestals for campus gallery- \$1,500

1. *Support the success of all students to meet their education, and career goals.*

29. Canon Rebel T8i for use by Art Faculty to document Art Major work. Cost: \$950

1. *Support the success of students through the use of technology.*

30. Photography equipment. Cost: \$350

1. *Support the success of students through the use of technology.*

31. A fleet of dSLR cameras; Cost: \$15,000

1. *Support the success of students through the use of technology.*

32. Drawing Tablets; Cost: \$15,000

1. *Support the success of students through the use of technology.*

33. Printers (art students only access; password protected) and Materials for Printing (ink & paper); Cost: \$3,400

1. *Support the success of students through the use of technology.*

34. Funding custom campus artworks as a way to beautify and bring more art to campus. Cost: \$12,000 Ongoing

1. *Improve recruitment, enrollment, retention, and completion rates for our students.*

35. Art Classroom IB2: Digital Art courses will require a computer classroom of Apple computers with the Adobe creative suite (Photoshop and Illustrator) and web animation and game design programs installed. Cost: \$100,000

1. *Support the success of students through the use of technology.*

36. We recommend hosting an Art faculty catered lunch where full time and adjunct faculty come together yearly to share resources, assignments, best practices, and teaching strategies. Cost \$250

1. *Support the success of all students to meet their education, and career goals.*

37. The creation of a common assessment tool to be used amongst Art Department faculty.

1. *Support the success of all students to meet their education, and career goals.*

38. Continue evaluating current faculty to ensure competency.

1. *Support the success of all students to meet their education, and career goals.*
39. Encourage all art faculty to seek PD for teaching DE and DEIA to ensure we're reaching all our students
1. *Support the success of all students to meet their education, and career goals.*
40. Hire adjunct instructor(s) to teach new game design courses.
1. *Support the success of students through the use of technology.*
41. Collaborate with CTE areas on campus, such as Welding, Machine Tool Technology, and Automotive Collision Repair.
1. *Support the success of all students to meet their education, and career goals.*
42. Increase partnerships with companies in creative industries to host internships and work programs for art majors.
1. *Establish partnerships in the community and with the K-12 schools.*
43. Art Classroom IB2: Ceramics equipment; We need a functional kiln (\$3,000–\$5,000), 15 pottery wheels (1,500-\$2,000 each), and a slab roller (\$1,000)
Cost \$40,000
 1. *Improve recruitment, enrollment, retention, and completion rates for our students.*