

## 22-23 Annual Progress Report

### Recommended actions for improvement identified in the 5-Year Self-Study.

Faculty in the department will work to close the gap of 12%.

- **Guided Pathways and Schedule-** We did discuss that we would work with guided pathways to align our schedule of Art courses with the maps.
- **Curriculum Updates and Culturally Responsive Teaching:** Show more diverse examples of African American artists for our lectures in online, hybrid, and face-to-face courses. We could also assign textbook readings by diverse authors, perspectives, and visual arts examples. This could be reflected in our Course outlines as well as teach with culturally responsive teaching.
- **Outreach:** Our equity action plan over the Summer of 2020 was to recruit and hire life models that are African American.
- **Hiring Practices:** We will work with the HR and dean to review portfolios and interviews with new adjunct applicants. Viewing the applications only through resumes limits the understanding of how an applicant addresses culturally relevant pedagogy and closes the achievement gap.
- **Instructional modality of the program course(s) delivery:** We plan to work as a department with our male adjunct faculty to have them prepared and trained to teach online, hybrid, virtual hybrid, and face-to-face studio art courses. Our department's values would be to share best practices or our online courses with our adjunct faculty.

### Actions taken and progress made in accomplishing the improvement.

- **Department Chair Scheduling and Guide Pathways-** During 2021-22 the department chair from Art met with the guided pathways counselors and worked to align our Art Degrees and Studio Art For Transfer degrees to create guided pathways maps. From this work, the department chair worked closely with the previous two deans to align the art schedule with scheduling with the guided pathway map. Guided pathways is a goal or strategy to help all our students including diverse students succeed with a clear pathway for success to complete our program.
- **Curriculum Updates and Culturally Responsive Teaching -** We are starting to update our curriculum to include African American Artists. Art 4A Fundamentals in Drawing, one of our Core art classes on our degrees was updated in 2022 to reflect African American Artists. Show more diverse examples of African American artists for our lectures in online, hybrid, and face-to-face courses. We could also assign textbook readings by diverse authors, perspectives, and visual arts examples. This could be reflected in our Course outlines. Teach with culturally responsive teaching. Art History (Art 1) is changing the language of the course outline to be more diverse and culturally relevant.
- **Outreach:** Previous to this year 2022-23 we did have support as department chairs to work directly with the dean on hiring new diverse models. and diverse faculty. Our equity action plan over the Summer of 2020 was to recruit and hire life models that are African American. We did recruit two female African American Models for zoom Figure Drawing sessions. From the two, we have one female African American Model that is still in our model pool. We could continue to recruit more diverse pools of models for F2F model pools as well as zoom online instruction.
- **Hiring Practices and Department Chair Work:** In 2021-22 the department chair worked directly with the dean to support hiring practices of models as well as schedules that reflected guided pathways. We are requesting for portfolio reviews of candidates for new hiring new adjuncts in Studio Arts/Ceramics/Digital Painting.
- **Instructional modality of the program course(s) delivery:** Have J1 and J2 evaluations for all faculty including male faculty that teach hybrid and online courses. Male adjunct faculty to have them prepared and trained to teach online, hybrid, virtual hybrid, and face-to-face studio art courses. Our department's values would be to share best practices or our online courses with our adjunct faculty. We will encourage our faculty to sign up for POCR (Peer Online Course Review) and or visit online office hours by the online team to improve the course design and navigation of their courses.

### Evidence used to evaluate progress.

(ex: What data are you using to make your progress judgment?)

- Here is a [data chart](#) that explains the disproportionate impact of by ethnicity for online versus in-person classes by our entire division. Within this area, you can see the differences between online versus f2f for the ART department.
- The art department also individually looks at inquiry tool data by instructor.

## New trends, policies, or state initiatives that have impacted your actions for improvement.

- **Department Chair Duties, Guided Pathways and Art Schedule:** We had respected Department chair duties previous to 2022-23. We are in the process of negotiation with FA to have Department Chair duties back to work with schedules, hiring, outreach, and work with support of our part time faculty. With scheduling in particular, we need the department duties respected with release time so we can design our ART schedule and list of courses by quarter to align with the Guided pathways map. With times we offer our classes we also need to work with the new school's system of aligning our course offering times and day with program mapper with the other classes in our college. We are starting to now schedule some and not all classes in different blocks of times. We continue to also want to serve our on campus Ceramic population and offer classes that also meet the student's needs.
- **Outreach/ Hiring/ Dual enrollment** - Life Models need to be finger printed and go through an extensive human resource process to work for our district. This process is for on campus modeling instruction. The process to recruit diverse models (ethnicity, gender, age) and work with human resources takes many extra hours for the hiring process. With the new trends of not supporting the work the department chair has done previous to 2022-23, we are on hold to put the time and work to have more diverse models. For on campus modeling we have no models of color working for us in the district. We do have now only one African American female model that can work on zoom but lives in a different state. This is an issue with the representation of models for highly enrolled life drawing courses. There are also new trends of dual enrollment in our school. We are offering more classes in dual enrollment sites and in the past year with having two deans, they would hire without reviewing a portfolio for the course or communicate this information directly to the full time faculty. This has impacted our department since we have not had any contact with these faculty.
- **Curriculum Updates-** To coordinate curriculum updates, we need department chairs to help with this process. This means holding meetings with the department faculty, working with part time and also working with the articulation officer to make sure our courses articulate. Articulation is a factor with making substantial changes to making equity changes to our course outlines of records. The process is slow and is happening in the curriculum committee. We have to continue to work with articulation and have our transferable courses meet the CID's in Studio Arts.
- **J1 Evaluations, Online -Regular and substantive interaction** has impacted our ways to teach online. For our hybrid course offerings by part-time faculty, there needs to be more support for these faculty to interact weekly with their students by giving individual critique feedback online. Decisions to remove department chairs have greatly impacted our department. We also don't have a clear policy that evaluations are happening for online and hybrid courses. We also have a policy currently for J1 evaluations that don't fully represent hybrid instruction. Although in Fall 2022 our two part time were evaluated for fully online and hybrid instruction, the part-time did that taught hybrid did not feel they were evaluated fully for their face to face portions. Until the J1 fully represents hybrid instruction we are unable to understand if our part time faculty that teach hybrid are practicing regular and substantive interaction.

## Actions needed/designed to address the area of work/improvement for new trends, policies, or state initiatives.

- **Department Chair Duties, Guided Pathways, and Schedule:** We need the department chair duties to come back, be respected and compensated by our administration so we can continue to advance with equity-minded practices with an outreach of diverse models, hiring, designing the Art Schedule and regular evaluations for our part-time faculty for hybrid and online instruction. We are looking to build 50% of our course offerings on campus and 50% online for different student populations and equity needs. We designed our guided pathways to be able to assist our students to take either the fully online pathway or the in-person pathway. An area of action or need we need from our current dean is to allow the department chair the time to assist with the schedule to have time to analyze our guided pathway maps to allow this to align with our schedule. The department chair is knowledgeable about the best times the classes should be offered. This would mean on weekends, nights, and different modalities (hybrid, zoom, and or on canvas). We also care to not have scheduling conflicts where all classes are scheduled on the same day or time.
- **Outreach/ Hiring:** We need department chairs for outreach and hiring. By removing this duty, we are now not having the time or direction to outreach and hire models. We need policies to change around outreach and hiring for live models in our district. This is specifically around fingerprinting of models that live outside the area of our district. We need more diverse models in our district pool. As stated previously we have only white models in our district's life model pool. We need life models that are African American, Latinx, Asian, Native American, Filipino, Male, Female, and of different ages. For hiring or part-time, we need actions with the new dean to work directly with the department chair to hire new part-time faculty on-campus as well as online. This process needs to be transparent and we need to be able to review an art portfolio by the candidate. With dual enrollment hiring, we are requesting that regular evaluations will be done for dual enrollment faculty. We want a closer connection between the instruction of our course outline of records with the instruction in the dual enrollment sites. This includes the instructors understanding how to teach with different modalities as well as being Canvas certified.
- **Curriculum Updates & Culturally Responsive Teaching Professional Development Support-** The entire department could work on title 5 updates to include more diverse artists, textbooks, and course content. The communication will need to not only be for full-time faculty but also for our part-time faculty that are teaching hybrid and online courses. We want to encourage part-time teachers to use the course outlines and also add more representation of diverse artists in lectures and class assignments.
- **Online Course Quality and Regular and Substantive Feedback-** The department could work on having more faculty complete POQR (Peer Online Course Review) and culturally responsive PD cohorts. The challenge we do face is the timing that POQR is offered. We have 2 part-time faculty and one that teaches hybrid is unable to attend sessions during the daily times offered. We will need more support from online learning and our dean to support our part-time online faculty with regular and substantive interaction.

This form is completed and ready for acceptance.



Administrator's Name:

Date:

Comments: