

# Student Services Program Review Report

## Sierra College, 2018-19

Department/Program Name: Ridley Gallery

Date Submitted: 3/17/19

Submitted By: Lisa Marasso

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as well all other staff and stakeholders invested in the present and future success of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

**1) Relevancy: This section assesses the program's significance to the students, the college, and the community.**

1a) To provide context for the information that follows, describe the basic functions of your area and/or program.

If applicable, also describe how the program aligns with state mandates, priorities set by external agencies, or any other relevant organizations.

***Ridley Gallery showcases 6-8 Art Exhibitions per year, with a variety of emphasis that enrich the educational experience including***

***A. Excellence in curation, brings exhibitions of both regionally and nationally recognized artists to campus***

***B. Promotion of Cultural and Diversity awareness***

***C. Supporting educators in the classroom and expanding student's knowledge through exhibitions, lectures and supplemental material***

***D. Fostering relationships with the community by presenting consistently high caliber programming that brings visitors and visibility to Sierra College***

1b) How does your program support the district mission, as quoted below, and align with student needs? Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes) and/or or the district's strategic planning goals.

Sierra College provides an academic environment that is challenging and supportive for students of diverse backgrounds, needs, abilities, and goals with a focus on access, equity, student-centered learning, and achievement. The college is committed to practicing diversity and inclusion and recognizes that a diverse and inclusive curriculum and workforce promotes its educational goals and values. Institutional learning outcomes guide the college's programs and services, encouraging students to identify and expand their potential by developing knowledge, skills, and values to be fully engaged and contributing members of the global community. Sierra prepares students by offering Associate's and transfer degrees, certificates, career and technical education, foundational skills, as well as lifelong learning and enrichment.

***As a result of Ridley Gallery's variety in programming, all of our exhibitions fulfill a multitude of the District's Mission Statement goals. By presenting high quality exhibitions Ridley Gallery "encourages students to identify and expand their potential". By exposing students to various artistic and cultural experiences and ideas, Ridley Gallery expands their perception of what is possible and promotes a level of cultural understanding that can only add to their development in becoming "fully engaged and contributing members of the global community".***

***Ridley Gallery brings a professional development level to the fields of Art, Applied Art and Design, and Photography, with opportunities such as the Hallberg Merit Award Exhibition and the Annual Juried Student Exhibition. These opportunities prepare and familiarize our students with the professional practices needed for success, as well as development of professional practices through student employment.***

1c) Please analyze your program's effectiveness in supporting the strategic goals with which your program aligns. Please provide evidence in support of this analysis, including service or student learning outcomes, equity data, or other measurements of success.

Goal 1: Achieve equitable access and increase student success, retention and persistence in order to increase the number of students who complete certificates and degrees or transfer to four year colleges and universities while maintaining high levels of academic integrity.

***Through excellence in curation, bringing nationally recognized artists to campus, as well as exhibiting privately held collections, and exhibitions of work by their instructors Ridley Gallery supports the goal of student success and retention. Through exposure to these exhibitions this adds to students' ability to confidently and competitively apply to four year programs with a high level of academic and intellectual proficiency. Students gain proficiency in professional artists' practice through participation in gallery exhibitions.***

Goal 2: Identify and close success and equity gaps amongst underserved and/or underrepresented student populations.

***Ridley Gallery's diverse programming brings attention to various underserved and/or underrepresented student populations. This programming allows students to have a greater sense of involvement and belonging in our campus community, and gives surrounding students a greater understanding of a cross section of identities and experiences.***

Goal 3: Provide professional growth and develop a climate of inclusion in order to support highly effective and innovative teaching and learning, support services, operations, and collaboration.

***Ridley Gallery provides growth opportunities for staff, by presenting exhibitions broadening their knowledge of cultural and artistic practices. By offering exhibition opportunities for our visual arts faculty to exhibit their own work, Ridley Gallery compels them to develop professional research to share with the campus and community.***

Goal 6: Expand community partnerships and funding opportunities to support strategic goals and leverage resources.

***Ridley Gallery has expanded community partnerships with organizations such as Blue Line Arts, Hacker Lab Rocklin, and with the Arts Council of Placer County. We have been instrumental in Next Gen artists inclusion in the 2017 Placer Art Studio Tour, collaborated on Clayfest events, and brought the Maker Fusion exhibition to campus, and include many regional artists in our Holiday Show and Sale. We connect with community organizations through our selection of prominent arts professionals as jurors for our Annual Student Show, and local business sponsorships.***

Please discuss any developments related to MAPS, guided pathways or interest areas that have impacted and/or will impact your program's support for these goals:

***While Ridley Gallery shares an obvious fit with the Performing and Visual Arts interest area, like all academic art galleries plays a cross- disciplinary role in enriching and creating dialogue within many interest areas.***

1d) Optional Additional Data: Describe any other relevant contributions of your program not incorporated above. These may include but are not limited to contributions to diversity,

campus climate, cultural enrichment, community ties, partnerships, and service. Please include specific data and examples when these are available and relevant to the analysis.

***The services offered by Ridley Gallery are fundamental to a thriving educational community. The breadth of representation and diversity included in our exhibitions directly adds to creating a climate of inclusion on campus, as well as functioning as a major component of our campus' and communities' cultural enrichment offerings.***

## 2) Currency

***Please note: Attached at the close of this document is the Ridley Gallery Schedule of Exhibitions for the past 3 years. The list is numbered and referred to throughout this document in relation to how our programming fulfills program and institutional goals. We are a program without a DSR, and the exhibition list is the most concise way to record, interpret, and convey this self collected data.***

2a) Service Outcomes and Student Learning Outcomes Assessment: Considering any relevant information, please describe and analyze your program's development and assessment of Service Assessment Outcomes and/or Student Learning Outcomes, including any relevant information regarding diversity and equity goals. Please describe any improvements or changes made to the program as a result of this analysis.

Outcomes and outcome data:

- 1. Gallery workplace experience: Student Workers/Interns gain experience in gallery operations procedures including: receiving artwork, inventory, planning layout and hanging of exhibitions, labeling, interpersonal skills (both with artists and gallery patrons)***
- 2. Cultural literacy: Through exposure to a variety of works by artists of differing backgrounds including race, ethnicity, religion, economic status, and sexual orientation, students gain cultural literacy and a greater understanding of diversity.***
- 3. Technical skill observation: Students observe a wide variety of handling of artistic media and artistic discipline through contemporary and historical examples, applying these observations to art making and art viewing.***
- 4. Professional practice: Students gain experience in professional artistic practice in a gallery setting***

Assessment of outcomes/assessment cycle

***The task of assessing the outcomes of a program whose scope of service is offered and available to any student, in any course, and to any visitor from outside of campus continues to be a challenge and requires a holistic approach in evaluation.***

- 1. Gallery workplace experience: Student Workers/Interns gain experience in gallery operations procedures including: receiving artwork, inventory, planning layout and hanging of exhibitions, labeling, interpersonal skills (both with artists and gallery patrons). Assessed every semester, challenges include finding and recruiting student workers. Future efforts could be aided by working with ASSC and other student organizations to find students for which gallery work aligns with their professional goals.***
- 2. Cultural literacy: Through exposure to a variety of works by artists of differing backgrounds including race, ethnicity, religion, economic status, and sexual orientation, students gain cultural literacy and a greater understanding of diversity. Achieved through every exhibition and the 13 artists that have provided artists talk during exhibitions. Assessed annually looking for breadth in programming with focus on diversity and results dictate the following year's schedule.***
- 3. Technical skill observation: Students observe a wide variety of handling of artistic media and artistic discipline through contemporary and historical examples, applying these observations to art making and art viewing. Achieved through all exhibitions, Assessed annually looking for breadth in programming of artistic media, stylistic, and technical skills, and results dictate the following year's schedule.***
- 5. Professional practice: Students gain experience in professional artistic practice in a gallery setting. Achieved through every exhibition, though the clearest examples can be found in exhibitions 4,7,11,13,15,19,20,23. Assessed annually beginning in 2018 through review of student success in professionalism in the execution of the Hallberg Award Exhibition.***

2b) Professional Development: Describe how departmental activities serve to improve student service and student outcomes. Include flex activities, departmental meetings and activities, conferences, outreach to other colleges, research and implementation of best practices, changes in legislation, mandates from regulatory agencies, required faculty certifications, health and safety trainings or other factors. How do these activities contribute to your program's self-assessment and planning?

***Given the one part-time Director faculty member, beyond Art Depart Flex week meetings and Gallery Advisory Committee meetings, much of the professional development is done independently. I have built and maintain ties to various community arts organizations throughout the region, including serving on the Blue Line Arts Board as a liaison for Sierra College. I continuously researches and visits museums and galleries to maintain an understanding of contemporary gallery trends and to scout for potential exhibition ideas for the Ridley Gallery.***

Please describe your staff development needs based on this analysis.

2c) Optional Additional Data: Provide any other information, not included above, that contributes to your program's success in supporting student service and student outcomes.

**3) Effectiveness: This section assesses the effectiveness of the program in light of traditional measurements.**

3a) Retention and Success/Service Outcomes: Please analyze your success in achieving your program goals using whatever data is relevant to your program, including service outcomes and/or student learning outcomes. Describe any changes you have made that have improved the effectiveness of the program as well as any barriers you may have encountered in making these or other changes.

As relevant, please address your program's role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.

**Ridley Gallery Program Goals are achieved through exhibitions. Please see the schedule of exhibitions at the close of this document to coordinate with numbers noted exemplifying satisfactory outcomes of goals.**

***A. Excellence in curation, brings exhibitions of both regionally and nationally recognized artists to campus (Outcome achieved: Exhibition 1,3,5,6,10,16,17,18)***

***B. Promotion of Cultural and Diversity awareness (Outcome achieved: Exhibitions 1,5,8,9,10,18,21,22)***

***C. Supporting educators in the classroom and expanding student's knowledge through exhibitions, lectures and supplemental material (Outcome: all exhibitions)***

***D. Fostering relationships with the community by presenting consistently high caliber programming that brings visitors and visibility to Sierra College (Outcome: Exhibitions 3,4,7,11,13,15,19,20,23)***

***Ridley Gallery serves as an ancillary for classes, offering support and enrichment for instructional programming contributing to student retention, though direct retention contribution rates would difficult to track.***

3b) Usage Trends - Identify and analyze the usage trends relevant to your program for the last three years. Address separately the data for on ground and on-line services, as well as usage at the various centers when applicable. Analyze these trends as well as any challenges experienced by the program in terms of providing timely and effective student service. If you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

As relevant, please address any impact of the development of Interest Areas and Guided pathways on program planning and assessment.

***The most quantifiable way to assess usage patterns is through exhibition guest counts as recorded by our student worker and Patrons Club gallery sitters. The numbers in this report are similar to the last program review document. Dips in visitor counts can be attributed to varying durations of exhibitions, and popularity of student or faculty based exhibitions. Annual Holiday Show and Sale visitor counts are not recorded, as it is such a popular event that it becomes difficult to track while assisting visitors.***

Spring 2016

***1. Catastrophe, Crisis, and Other Family Traditions, Visitor Count 564.***

***2. Album Selections, Visitor Count 772***

***3. Passing the Baton 2, Visitor Count 385***

***4. 19<sup>th</sup> Annual Juried Student Exhibition, Visitor Count 867***

Fall 2017

***5. Confluence, Visitor Count 423***

***6. Brood Patterns, Visitor Count 532***

***7. 18<sup>th</sup> Annual Holiday Show and Sale***

Spring 2017

***8. Generic Memory, Visitor Count 743***

***9. Fossils and Seeds, Visitor Count 892***

***10. Cara a Cara, Count 573***

***11. 20<sup>th</sup> Annual Juried Student Exhibition, Visitor Count 903***

Fall 2018

- 12. Mark Makers**, Visitor Count 913
- 13. Maker Fusion**, Visitor Count 489
- 14. Selected Landscapes**, Visitor Count 412
- 15. 19<sup>th</sup> Annual Holiday Show and Sale**

Spring 2018

- 16. Katie's Cache, The Work and Collection of Katie Borcz**, Visitor Count 692
- 17. Reflecting**, Visitor Count 347
- 18. Recollections and Ruminations**, Visitor Count 532
- 19. 21<sup>st</sup> Annual Juried Student Exhibition**, Visitor Count 942

Fall 2019

- 20. Hallberg Award Exhibition**, Visitor Count 723
- 21. Shaden Mousa, Cacti**, Visitor Count 364
- 22. Dissolution of Selfhood**, Visitor Count 489
- 23. 20<sup>th</sup> Annual Holiday Show and Sale**

3c) Equity: Analyze and evaluate your program's performance in promoting and/or achieving equity. Based on this analysis, describe any plans you have to sustain or improve the program's contribution to student equity as a central component of student success.

***Ridley Gallery has successfully fulfilled its program goal of Promotion of Cultural and Diversity awareness (Outcome achieved: Exhibitions 1,5,8,9,10,18,21,22). Equity is of acute focus in programming, and beyond reflections of our campus community that fulfill these important goals (exhibitions of student work and solo exhibitions of new faculty), and inclusion of artists from varied underrepresented backgrounds. We have also had exhibitions in which the content addressed dialogues pertaining to equity, such as "Cara a Cara" by Andres Alvarez that featured representations portraits of Latinx artists in the community, and "Catastrophe, Crisis, and Other Family Traditions" by Jessamyn Lovell, examining socio economic class and personal identity. This will be a continued focus in programming.***

3d) Please provide any additional information relevant to the assessment and evaluation of your program.

3e) Referring to the analysis in 3a-3d, your departmental planning document, and relevant outcomes assessments and evaluation, please describe your program's plans to maintain or increase its effectiveness and evaluate your efforts to achieve these goals.



***As projected in our last program review, Ridley Gallery increased the number of exhibitions from 6 to 8 per year during the last 3 years. While this was successful in increasing the variety of works shown, it proved to be impractical as a blanket approach to scheduling given the variance in installation needs per exhibition (some take a day, some take a week, etc.), the limited amount of student workers, and the realities of having just one part-time faculty director. Over the next three years, we will continue with all our our program goals as listed, but we will be more flexible on having 6 vs 8 exhibitions per year. We will focus on quality over quantity of exhibitions, making sure the exhibitions receive appropriate support including care in handling of works, and adequate marketing outreach, and allowing more time to recalibrate internal operations of the gallery.***

**4) Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.**

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Please include any analysis of relevant performance assessments in your explanation and of any impacts on program planning and development related to guided pathways, student equity, and student Success.

- ***Ridley Gallery will continue to support and enrich the classroom setting by offering a variety of exhibitions that are of use to our educators in many departments and disciplines. Ridley Gallery provides high quality programming, and serves as a direct provider of community education and lifelong learning.***
- ***Ridley Gallery will continue outreach efforts both within campus and throughout the community***
- ***Ridley Gallery will continue to support the goal of creating a climate of inclusion by presenting a wide selection of exhibitions with representation of a breadth of diversity as a top curatorial concern.***

4b) Please describe and justify any projected requests for additional staff, new or augmented technology/equipment, and additional or remodeled facilities necessary to support the goals presented above. Please incorporate any relevant data related to service outcomes, student success, and equity.

Equipment/Technology: ***We have sufficient equipment and technology.***

Facilities: ***We have requested a quote 3/12/19 from facilities to resurface the pock marked walls of the gallery. The walls are the original surface installed in the building of the LRC, and now show the wear and tear of 20+ years of artwork installation changed out multiple times a semester. Resurfacing of the walls would greatly increase the visual quality of our exhibitions.***

Staff: ***Ridley Gallery is overseen by one part-time Gallery Director, and staffed by work study students and Patrons Club volunteers as Gallery Sitters during open hours. This level of support is appropriate for our current level of operations.***

4c) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
x	x				x		

### 5) Summary/Closing

5a) Briefly summarize the program’s strengths, weaknesses, opportunities/future directions, challenges.

***Ridley Gallery is an incredibly efficient use of resources. It achieves a remarkable amount with a very limited faculty and budget. Ridley Gallery consistently presents high quality exhibitions, and is known throughout the region as an excellent Community College Gallery.***

5b) How has the author of this report integrated the views and perspectives of stakeholders in the program?

***This document was written by Lisa Marasso, Gallery Director, and has been reviewed by members of the Gallery Advisory Committee***

***\*\*\*\*Please see the following Ridley Gallery Schedule of Exhibitions for the past 3 years. The list is numbered and referred to throughout this document in relation to how our***

***programming fulfills program and institutional goals. We are a program without a DSR, and it is the most concise way to record, interpret, and convey the data self collected.***

Spring 2016

**1. *Catastrophe, Crisis, and Other Family Traditions***, photography and video by Jessamyn Lovell (lecturer UNM, Albuquerque) examining class and personal identity

**2. *Album Selections***, Oil Painting by SC Faculty Patrick Marasso

**3. *Passing the Baton 2***, an Invitational exhibition of Ceramic Educators throughout the state, coordinated in collaboration with Blue Line Arts and Clayfest

**4. *19<sup>th</sup> Annual Juried Student Exhibition***, juried by local artist Jay Stargaard

Fall 2017

**5. *Confluence***, Contemporary Sculpture, Painting and Installation, guest curated by Belinda Hanson including Chico based artists

**6. *Brood Patterns***, Figurative Oil Paintings by Bay Area artist Cynthia Horn

**7. *18<sup>th</sup> Annual Holiday Show and Sale***, fundraiser exhibition featuring 40-55 artists' works by students, faculty, and members of the community

Spring 2017

**8. *Generic Memory***, Sculpture and Installation by SC Faculty Sandi Escobar

**9. *Fossils and Seeds***, SC Faculty Rebecca Gregg Photographic Retrospective

**10. *Cara a Cara***, Photography by Andres Alvarez, featuring portraits of Latinx artists throughout the region

**11. *20<sup>th</sup> Annual Juried Student Exhibition***, juror Erin Wade, Director of 1078 Gallery, Chico

Fall 2018

**12. *Mark Makers***, Painting and Sculpture by SC Faculty and Staff Tom Fillebrown and Anthony Maki Gill.

**13. *Maker Fusion***, a group exhibition of Makers, in collaboration with the Rocklin Hacker Lab

**14. *Selected Landscapes*** by SC Faculty Martin Gessler

**15. *19<sup>th</sup> Annual Holiday Show and Sale***, fundraiser exhibition featuring 40-55 artists' works by students, faculty, and members of the community

Spring 2018

**16. *Katie's Cache, The Work and Collection of Katie Borcz***, after the sudden passing of Art dept faculty Katie Borcz, Ridley Gallery worked with her family to bring an exhibition of both Katie's personal work and her extensive collection of well known California based artists to campus

**17. *Reflecting***, Photography by Elizabeth Opalenik, Bay Area based artist invited by the photography dept in conjunction with their OH2 event (OH2 Keynote speaker)

**18. *Recollections and Ruminations***, Santa Clara University Professor Pancho Jimenez ceramic exhibition

**19. *21<sup>st</sup> Annual Juried Student Exhibition***, Juried by Verge Center for the Arts Director Liv Moe

Fall 2019

**20. Hallberg Award Exhibition**, featuring the works of four exceptional SC students, selected by portfolio review in the spring, to develop a body of work for fall exhibition

**21. Cacti**, paintings by SC Faculty Shaden Mousa

**22. Dissolution of Selfhood**, Paintings by Omar Thor Arason and Manuel Fernando Rios (SC PT Faculty)

**23. 20<sup>th</sup> Annual Holiday Show and Sale**, fundraiser exhibition featuring 40-55 artists' works by students, faculty, and members of the community