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College of San Mateo

COMPREHENSIVE
PROGRAM REVIEW &
PLANNING
Form Approved 9/2/2008:
Governing Council
Revised: 2/21/2010

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

DEPARTMENT OR PROGRAM: 2-D Art Program

DIVISION: Creative Arts/Social Sciences

I.   DESCRIPTION OF PROGRAM

The 2-D Art Program consists of 21 sections and enrolls approximately 511 students. The program offers traditional art methods and materials as well as digital applications, Chinese brush painting, and public art. Classes are offered both on the San Mateo and Coastside campuses. Courses include: Drawing & Composition I and II, Design, Color, Watercolor I and II, Oil Painting I and II, Acrylic Painting I and II, Life Drawing (with anatomy), Figure Drawing and Portraiture, Digital Printing & Mixed Media, Mosaic Mural I and II, and Chinese Brush Painting.

II.   STUDENT LEARNING OUTCOMES (SLOs)

a. Briefly describe the department's assessment of SLOs. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

The following courses have been assessed for one course SLO each: Oil Painting I and II, Drawing & Composition I and II, Life Drawing, Watercolor, Design, Figure Drawing & Portraiture. By the end of the S 2010 semester all courses will have been assessed by portfolio for one or two course SLOs and all the 2-D Program, program SLOs. It was found that students achieved the desired outcome in the majority of assessments of course SLOs.

b. Briefly evaluate the department's assessment of SLOs. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

In Art 301 it was determined that one SLO did not reflect the actual course content. The SLO was dropped and replaced with one more accurate. The program has not yet completed the first complete cycle. The Program SLOs will be assessed by portfolio in May, 2010. No new resources are required.

c. Below please update the program's SLO Alignment Grid below. The column headings identify the General Education (GE) SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns.

If this *Program Review and Planning* report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

GE-SLOs→ Program Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
Art 207	X	X	X	X	X

III. DATA EVALUATION

a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?
While the enrollment data shows stability and consistency from 2006-2009, any projections will have to be adjusted due to class cuts. In Fall 2010, program offerings will be three or even four sections less. This will result in lower total enrollments.

b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?
 The percent of full-time faculty has been around 21%. This is far below the mandated 75%. As a result, program action steps are significantly slower to be implemented for one important reason: adjunct faculty teach elsewhere and often cannot attend flex or program meetings. This suggests that one more full-time faculty is needed to replace the imbalance.

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c. Referring to the Productivity [LOAD] data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale.
The load is above the college target even with the limitation of no more than 30 students able to fit in a studio classroom with studio furniture.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

a. Considering the overall "Success" and "Retention" data, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (*Note that item IV b, below, specifically addresses equity, diversity, age, and gender.*)

Retention rates are above the college average. The success rate is 10% above the college average. Students who complete coursework do well in the program.
Unmet Student Needs: Retention rates could be improved with a program website which would include course materials accessible to students. Also, an art gallery would offer many students their first exhibition opportunity, an essential component for their professional resume. A gallery would also create a cultural ambiance, energizing the department.

b.   Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

To increase enrollments of degree track students, Watercolor (cut for F2010) can be replaced with Illustration, a course which was once offered in the form of "Rendering" and which has not been offered for many years. Illustration would include watercolor techniques, but in service of newer popular applications such as animation. The newest course, digital printing and mixed media, is a course that is attracting younger, transfer students. Illustration would be a related course which might share the same demographic, but not requiring digital tools.

V.   REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT

a.   Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	1. Our experienced faculty are excellent instructors. 2. We have a fine new facility and a digital lab shared with photography. 3. Our department has a good reputation for teaching the basic skills of drawing and painting.	1.The public is excited about art both as enrichment and as training for digital applications such as animation and illustration.
Weaknesses	1. With a large adjunct faculty, SLO assessment is very slow. 2. Lack of an art gallery limits integration of the arts on campus, community outreach, and disallows students their first art exhibition for their resumes. 3. No course to teach basic Macintosh computer proficiency for art students.	1. Skyline and Canada offer GE and IGETC credit in studio classes. We are not grandfathered in to have IGETC credit for studio art classes. 2. Skyline has a large art gallery and curator which creates outreach for the programs.
Opportunities	1. CSM- Create links with architecture, sciences, nursing, and programs in which students may need to draw or create images in order to comprehend concepts: i.e. life drawing related to medicine and kinesiology. Create stronger connections to graphics and multi-media. 2. Summer art classes are in demand with	1. Meet with transfer faculty to discuss how our program can best prepare art students for their programs. This is especially relevant to the use of our digital lab in preparing art students for transfer to design programs. 2. Make contacts with high schools whose students have to fulfill VPA requirements for freshman admission to 4-year schools. High

	high enrollments. 3. The Art and Photography digital lab is a resource which all art faculty can integrate into their courses.	schools may not have art for the VPA requirements.
Threats	1. Art enriches the lives of life-long learners. Yet, this demographic is targeted as secondary to transfer, vocational, and basic skills. 2. Clerical mistakes in the schedule can cause a quick drop in enrollments. 3. Burn-out of one FT faculty with 10 adjunct, art facilities, administrative, and assessments.	1. As economics decline in the community, students have less time to take studio art classes due to work and family pressures. 2. Digital hardware and software for the digital lab has to be upgraded often and is expensive.

b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health. If new positions have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect on data from Core Program and Student Success Indicators for this section.)

1. Renovation of building 4 has contributed to the professional face and general morale of the art department. Also, the new digital lab shared with photography enabled art to offer 21st century training and creative tools to our students. All 2-D art classes were full or overenrolled in Spring 2010. There is a fresh excitement that is palpable in the art building.
2. On the other hand, with a large adjunct faculty, the 2-D art program was vulnerable to course reductions and lost 30% of its offerings, including transfer and high enrollment courses. See action steps #a.

VI. Goals, Action Steps, and Outcomes

a. Identify the program's goals. Goals should be broad issues and concerns that incorporate <u>some sort of measurable action</u> and should connect to CSM's *Institutional Priorities 2008-2011, Educational Master Plan, 2008*, the Division work plan, and GE- or certificate SLOs.
1. Enable students transferring to CSU, UC, or private art schools to use CSM units towards a Baccalaureate degree.
2. Complete first full cycle of Program assessments and institute annual assessments.

Identify the action steps your program will undertake to meet the goals you have identified.
1. Expand GE offerings with Art 300, Art 201, and Art 207.
2. Submit a request for IGETC approval of Art 300, the new **Two Dimensional Design and Color Concepts** course to be offered S2011. This class enables students to study color since the Color class was cancelled.
3. Initiate contact with potential transfer school faculty to make an ACT team.
4. Complete first cycle of course and program SLOs.
5. Hire a second FT faculty for reasons stated in V. (Internal Factors Weaknesses) and in anticipation of a campus art gallery.

6. Briefly explain, specifically, how the program's goals and their actions steps relate to the *Educational Master Plan*.
1. Conduct comprehensive analysis of internal data and information by assessing effectiveness of the courses and program annually by means of portfolio reviews.
2. Forecast future program needs by making connections with transfer faculty.

7. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the goals are reached.

1.and 2. Achieving GE status for more courses. 3. Meeting with the assembled ACT team.
4. Completion of a full cycle of assessments for courses and the 2-D Program 5. Assemble a hiring committee for a second FT faculty in 2-D Art.

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

   * *Note:* Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
A second full-time 2-D art faculty position is requested.	<u>If Granted:</u> A cohesive and effective strategy can be implemented to tailor courses to transfer schools and create relationships with transfer art departments. More full-time faculty energy can be focused on tightening course outlines and effectiveness based on assessments. With a new CSM art gallery slated for 2012, 2 full-time faculty would enable the gallery to be curated, creating a broad venue for cultural events for the entire community. **This is the strength of Skyline's art department.** <u>If not granted:</u> The 2-D program will continue to offer students excellent classes. But as economic emergencies and state budgets flounder, the need to create relationships to transfer schools and other forms of outreach will become more urgent. There will not be enough faculty to perform the outreach. *The opportunities listed in V. will be missed.* Also, administrative demands will increase for full-time faculty and with one FT faculty in the program, either classes or the	1. A second full-time faculty will be available and able to attend to SLO assessments. 2. Two FT faculty creates a team effort, supporting each other and the program. With a campus art gallery as a tool for outreach to a broader range of ethnicity and ages, two faculty can be much more coordinated in their efforts than 11 individuals who are not generally available. A second FT faculty will offer more hours in which to initiate contact and create relationships with potential transfer schools and with an art gallery, the greater community. CSM does not have a theater department nor a gallery. With a gallery and a team of 2 full-time art faculty in the program, the creative voice of students and faculty can be expressed to the community. This is humanism in action. Art in action has the power of a moral force (for good!!)

program will suffer. Adjunct faculty are not available for these tasks.	

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
none	Input text here.	Input text here.

b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for <u>instruction</u> (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: NEW **2 X 6' aluminum step ladders needed to plug in studio lamps in 4-139, 4-111, and 4-241** **Number:** Input text here. **Vendor:** Input text here. **Unit price:** Input text here. **Total Cost:** Input text here. **Status*:** Input text here.	If granted: faculty will use the new stage lighting to illuminate still lifes and figures. If not granted: Faculty will resort to using dangerous standing lamps which fall over and break.	Input text here.

**Status = New, Upgrade, Replacement, Maintenance or Repair.*

VIII. Course Outlines
a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Update Date	Six-year Update Due Date
Art 201	10-08	2014
Art 202	4-07	2013
Art 206	4-07	2013
Art 207	4-07	2013
Art 214	2-10	2016
Art 223	4-07	2013

Art 224	4-07	2013
Art 225	10-07	2013
Art 226	10-07	2013
Art 231	4-07	2013
Art 232	4-07	2013
Art 236	11-09	2015
Art 245	8-09	2015
Art 246	8-09	2015
Art 301	4-07	2013
Art 315	12-07	2013

IX. Advisory and Consultation Team (ACT)

a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the *Program Review and Planning* report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

List ACT names here.
Two advisors (did not review the final document): John Sewart, CSM, Marsha Ramezane, CSM.

Attach or paste ACT report here.

b.   Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation:

Please list the department's *Program Review and Planning* report team:

Primary program contact person: Judith Pittman
Phone and email address: 650-574-6291   pittmanj@smccd.edu

Full-time faculty: Judith Pittman
Part-time faculty:
Administrators :
Classified staff:
Students:

Primary Program Contact Person's Signature	*Date*
Full-time Faculty's Signature	*Date*
Part-time Faculty's Signature	*Date*
Administrator's Signature	*Date*
Classified Staff Person's Signature	*Date*
Student's Signature	*Date*
Dean's Signature	*Date*