COLLEGE of SAN MATEO

This Annual update is due on March 25th of each year that your three year Program review and planning document is not due. Please email a copy of this to your Division dean, the VP of Instruction and the Academic Senate President.

1. What is the name of your Department and/or Division?

> Creative Arts Department/ 2-D Art Program

2. List the names of everyone who participated in developing this annual update.

> Kevin Henson and Judith Pittman

3. Based on the elements in your Annual Update Data Sheet (Provided by IRP to your dean) and goals stated in your most recent Program Review, please identify any key successes and challenges.

> Successes based on Data Sheet
> 1. The general trend is that the program is reaching 15% more students overall (FTES).
> 2. Just a Reminder: A studio art class with 30 students produces twice the FTES as a typical English class that meets three hours a week because each art class meets 6 hours a week. An art instructor earns 5 units of load for each 6 hours in the classroom whereas an English instructor earns 6 hours of load for 6 hours in the classroom. On a cost analysis basis art classes are more productive in terms of FTES and less expensive for the district.
> 3. There is a significant increase in productivity (WSCH) with an insignificant increase in faculty (FTEF).
> 4. The general trend is better student retention and student success. While the most recent year shows no change in the consistently high student success rate of 81%, this is only to be expected with such a large increase in WSCH (less time with each student.)
> 5. 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.
> 6. With 100% transferable courses, this program supports the college goal of preparing students
> for transfer.
>
> Successes based on 2010 program Review Goals:
> The program continues to offer a range of courses needed for transfer into art programs.
> Challenges based on 2010 Program Review:
> Disparity in resource allotment regarding full-time faculty remains.

4. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reason.

> The 2-D Art Program is on track for meeting the goals stated in the 2010 Program Review. Annual Goals from the last PR are achieved here:
> 1. More faculty are using smart technology in the classroom.
> 2. The first of two flex workshops has occurred to teach faculty how to use the etching press in 4-139 for non-toxic printmaking which can be integrated into the art curriculum.
> 3. A CSM 2-D Art Program website is published.
> 4. Student artwork can now be seen on the website which, without a gallery, is a small opportunity for art students to show their work.

5. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.)

> 1. Maintain the high quality of instruction with a reduced faculty and less sections.

6. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

> In the face of budget reduction, we will work to maintain the high quality of instruction with a reduced faculty and less sections.

7. Student Learning Outcome and Assessment focus for this year:

    a. Academic areas: Identify at least one course SLO in on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

1. Art 301- #4. Apply a series of logical steps in the design process of planning and executing an artwork.
    - To be **measured** by a portfolio of two design projects including statements of intention, thumbnail sketches and roughs (preliminary drawings.)
    - The projects are **evaluated** by comparing the statements of intention, thumbnail sketches and roughs to the finished artworks.

After evaluating the 2 projects, **recommendations** will be made for possible changes in curriculum.

Assessment:

1. Sufficient Understanding of the Concepts

  a. The statement of the artist's intention is reflected in the thumbnail sketches, through the preliminary roughs culminating in the final project.
  b. Form and color composition are developed through thumbnail, roughs, and refined in the final project.
  c. The final project demonstrates appropriate and careful use of materials refined to a finished state.

2. Moderate Understanding of the Concepts
  a. The statement of the artist's intention is reflected in the thumbnail sketches, through the preliminary roughs culminating in the final project.
  b. Form and color composition are not developed through thumbnail, roughs, and refined in the final project.
  c. The final project may not demonstrate appropriate and careful use of materials refined to a finished state.

3. Insufficient Understanding of the Concepts
  a. The project may not demonstrate an artist's intention.
  b. The intention is not developed through thumbnail sketches, roughs, and refined with appropriate and careful use of materials to a finished state.

    b. Student services areas: TBD

8. **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS** *(Data resources: Educational Master Plan, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)*

    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, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
none	Input text here.	Input text here.

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.
Input text here.	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 instruction (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: taborets **Number:** 7 **Vendor:** Blue Moon Closets **Unit price: $215.00** **Total Cost:** $1505.00 **Status*:** new **ITEM #2- Barn Doors for standing lamps** Number: 3 Vender: bhphotovideo.com Unit Price: $36.00 Total Cost: $125.00 new	If not granted: painting students will not have a place to put their paints during class.	More students will be accommodated in painting classes.

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

Judith Pittman
_____3-22-2011_____

Primary faculty contact   *Date*

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Additional faculty   *Date*

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Additional faculty   *Date*