College of San Mateo

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

INSTRUCTIONS

For information about cycles for *Comprehensive Program Review and Planning*, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage:
http://collegeofsanmateo.edu/prie/program_review/program_review.php)

Resources for Supporting Documentation:
A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are listed at the end of this document.

(You may delete this section, when you submit your final program review.)

Next Steps:
Program Review and Planning reports are due March 25, 2012. This date is aligned with CSM's *Integrated Planning Calendar*. (See: http://collegeofsanmateo.edu/prie/planning.asp)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

James Carranza, Academic Senate President, carranza@smccd.edu
Susan Estes, Vice President of Instruction, estes@smccd.edu
Jennifer Hughes, Vice Prsident of Student Services, hughesj@smccd.edu
John Sewart, Dean (PRIE), sewart@smccd.edu

DEPARTMENT OR PROGRAM: 2D Art Program

DIVISION: Creative Arts/ Social Sciences

I.   DESCRIPTION OF PROGRAM

The 2-D Art Program consists of 21 sections and enrolls approximately 600 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. Please list the courses, if any, for which SLOs have not been assessed. What assessment is planned for these courses? What assistance or resources would help to complete assessment?
    Art 236 Chinese Brush Painting   Art 315 Digital Printing and Mixed Media
    These courses are being assessed this semester.

b. Please list any degrees offered. Have SLOs been identified for each degree? Briefly describe the department's plan for assessment.
    Numerous A.A. degrees are in the process of being distilled into two degrees.
    SLOs will completion of this process.

c. Please list any certificates offered. Have SLOs been identified for each certificate? Briefly describe the department's plan for assessment.
    No certificates are offered.

d. Based on assessment results, 1) what changes will the department consider or implement to improve student learning; 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.)
    1. Instructors have planned additional lectures or assignments to improve SLO results.

e. 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		

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, to-be-arranged hours (TBA), lab components. etc.) require significant adjustments to the Enrollment and WSCH projections? **NO**

b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTEF 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 should replace half of the adjunct faculty.

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 and is increasing 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.

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.
Successes based on Data Sheet
1. **The general trend is that the program is stable at approximately 600 students.**
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 no change in WSCH or in faculty (FTEF). Productivity (Load) is significantly up from the previous semester.**

4. The general trend is stable retention and student success. The most recent year shows an increased student success rate of 84%. The load is above the college target and increasing <u>even with the limitation of no more than 30 students able to fit in a studio classroom with studio furniture.</u>
5. With 100% transferable courses, this program supports the college goal of preparing students for transfer.

   Retention rates could be improved with course materials accessible to students on the program website.

   Discuss distance education (online and hybrid modes) success and retention data and, where possible, compare with data for on campus sections.

   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.*) **N/A**

   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 (offered once/year) 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 analysis). See page 10 for definition of SWOT). Consider both external and internal factors. For example, if applicable, you might 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 college and District programs and services offered; 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	1. The public is excited about art both as enrichment and as training for digital applications such as animation and illustration.

	teaching the basic skills of drawing and painting.	
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.	l1. 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. 3. A new student art exhibition wall is in the process of completion. A student art exhibit may be held by the end of this Spring semester.
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 high enrollments.	CSU and UC colleges are capping enrollment, sending students to the community colleges.
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. Input text here.	1. Digital hardware and software for the digital lab has to be upgraded often and is expensive. 2. Resources may be skewed towards corporate training programs rather than transfer degrees.

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, equipment, or other resources 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 2012. There is a fresh excitement that is palpable in the art building.
   3. **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.**

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 *Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; College Index, 2008/9-2011/12; Institutional Priorities, 2008-2011; 5 & 5 College Strategies; GE-SLOs; SLOs.)*
   1. **Hold on to what we have.**
   2. **As adjunct faculty ages, hire excellent faculty to replace retirees.**
   3. **Maximize use of the program website.**
   4. **Offer an illustration class for animation.**

b. Identify the action steps your program will undertake to meet the goals you have identified.
    1. **Maintain strong enrollment and student success.**
    2. **Advertise for a part-time faculty pool.**
    3. **Teach instructors how to add course material to the 2D website with flex activities.**
    4. **Search for and hire an instructor for illustration and animation.**

c. Briefly explain, specifically, how the program's goals and their actions steps relate to CSM's *Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; College Index, 2008/9-2011/12; Institutional Priorities, 2008-2011; and 5 & 5 College Strategies.*
    CSM will match its programs and services—and the manner in which they are delivered—to the evolving needs and expectations of our students and the community.

d. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the goals are reached.
    1. **Full enrollment in courses offered.**
    2. **A pool of skilled and experienced applicants to teach in the 2D Program.**
    3. **Course materials available on the college website.**
    4. **Interviews scheduled for an illustration, animation instructor with the goal of hiring. An outline written for such a course.**

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 2D Art Faculty	If granted: the Program will be prepared for the imminent retirement of the existing one full-time faculty. If not granted: the Program could flounder without even one FT faculty and nine adjuncts.	

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: Rotary Print Trimmer Number: 1 Vendor: Unit price: $257.00 Total Cost: Status*: new	If granted: digital students can prepare artwork for exhibition. If not: incomplete projects.	Input text here.
Item: Air Conditioner for 4-111 Number: 1 Vendor: Unit price: Total Cost: Status*: new	If granted: students and faculty will not suffer from extreme heat during spring and summer, resulting in illness and student withdrawals.	
Item: Self-healing cutting mats (24"x36") Number: 2 Vendor: Unit price: Total Cost: Status*: new	If granted: digital students will not slice into wooden tables in 4-231.	
Item: Easels Number: 10 Vendor: Jerry's Artorama Unit price: $75.00 + tax Total Cost: Status*: new	If granted: irreparable easels can be replaced with new ones.	

*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 Updated	Six-year Update Due
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.
N/A
List ACT names here.

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*
Classified Staff Person's Signature	*Date*
Student's Signature	*Date*
Dean's Signature	*Date*

**Comprehensive Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION**

<u>Section 1</u>
This section contains a listing of sources for data and key documents referred to in Section 2 along with other resources. Contact information for relevant people is also included.

Academic Senate
http://www.collegeofsanmateo.edu/academicsenate/
Contact: csmacademicsenate@smccd.edu
James Carranza, Academic Senate President, carranza@smccd.edu, (650) 574-6568

College Catalogs and College Class Schedules are archived online:
http://collegeofsanmateo.edu/schedule/archive.asp

Course Outlines are found at:
http://collegeofsanmateo.edu/articulation/outlines.asp

Committee on Instruction
http://collegeofsanmateo.edu/committeeoninstruction/
Contact: Teresa, Morris, morrist@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both instructional and student services program review)
Note: PRIE has a new website as of 2/15/2012; Program Review resources will temporarily be housed at "old" site as we makes the transition to a new site:
http://collegeofsanmateo.edu/prie/program_review/program_review.php

Core Program and Student Success Indicators (See links for *"Quantitative Data for Instructional Programs"*)
Distance Education Program Review Data
Glossary of Terms for Program Review
Listing of Programs Receiving Program Review Data from PRIE
Rotation Schedule for Instructional Program Review, 2008-2014
http://collegeofsanmateo.edu/prie/program_review/program_review.php

Office of Planning, Research, and Institutional Effectiveness (PRIE)
(Note: PRIE has a new website as of 2/15/2012; the URL will remain the same.)
http://collegeofsanmateo.edu/prie/
Contact: John Sewart, Dean, sewart@smccd.edu, (650) 574-6196
Contact: Milla McConnell-Tuite, Coordinator, mcconnell@smccd.edu, (650)574-6699

At PRIE Website
College Index, 2008/9-2011/12,
http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp
Educational Master Plan, 2008, http://collegeofsanmateo.edu/prie/planningdocs.asp
Educational Master Plan, Data Updates, 2011-12
http://collegeofsanmateo.edu/institutionalresearch/
Institutional Priorities, 2008-2011
http://collegeofsanmateo.edu/prie/planningdocs.asp
Five in Five College Strategies, http://collegeofsanmateo.edu/prie/planningdocs.asp

Student Learning Outcomes (SLOs) website:
http://www.collegeofsanmateo.edu/sloac/
Contact: David Locke, SLO Coordinator, Locke@smccd.edu,(650)574-6624
Also see PRIE site for SLO assessments' support: http://collegeofsanmateo.edu/prie/slos.asp

Section 2
This section contains the references that serve as data sources for the individual sections of the Comprehensive Program Review Form. Explanatory notes are included.

DEPARTMENT OR PROGRAM:
To identify programs on the comprehensive program review cycle, see *Rotation Schedule for Instructional Program Review, 2008-2014* at PRIE website:
http://collegeofsanmateo.edu/prie/program_review/programReview_forms.php

Also see *Listing of Programs Receiving Program Review Data from PRIE.*

I.   **DESCRIPTION OF PROGRAM**
   - "Number of Sections" data from *Core Program and Student Success Indicators* (published by PRIE for each program)
   - CSM Course Catalog
   - Department records

II. **STUDENT LEARNING OUTCOMES**
   - SLO records maintained by the department
   - CSM SLO Coordinator
   - SLO Website: http://collegeofsanmateo.edu/sloac
   - The definitions for the General Education (GE) SLOs can be found on the CSM SLOAC website.

III. **DATA EVALUATION**
   - Enrollment, WSCH, FTEF, and productivity data for each program can be found in *Core Program and Student Success Indicators.* (Published by PRIE.)

   - Productivity is also commonly known as "LOAD." See *Glossary of Terms for Program Review* for definitions of key terms.

   - Faculty Load: the ratio of the weekly contact hours (WSCH) of enrolled students and a faculty's hours of instruction per week. In other words, WSCH divided by FTE. ?

   - The College's general target productivity will be recommended by the Budget Planning Committee.

IV. **STUDENT SUCCESS EVALUATION AND ANALYSIS**
   - *Educational Master Plan, 2008*
   - *Educational Master Plan, Data Updates, 2011-12*
   - *College Index, 2008/9-2011/12*
   - *Five in Five College Strategies*
   - *Institutional Priorities, 2008-2011*
   - *Student Success (course completion and retention) data from the "Core Program and Student Success Indicators";*
   - *Other reports published by PRIE regarding student success*

- *Previous Program Review and Planning reports*
- *other department records*

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

- *Educational Master Plan, 2008*
- *Educational Master Plan, Data Updates, 2011-12*
- *College Index, 2008/9-2011/12*
- *Five in Five College Strategies*
- *Institutional Priorities, 2008-2011*
- *Student Success (course completion and retention) data from the "Core Program and Student Success Indicators;*
- *Other reports published by PRIE regarding student success*
- *Previous Program Review and Planning reports*
- *Other department records*

a. About SWOT Analysis:
SWOT Analysis is a strategic planning tool used to evaluate the **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats involved in a project or initiative. It involves specifying the objective of the venture or project and identifying the internal and external factors that are favorable and unfavorable to achieving that objective. SWOT analysis considers both underline internal and underline external conditions.
Strengths: attributes of the organization that are helpful to achieving the objective.
Weaknesses: attributes of the organization or that are harmful to achieving the objective.
Opportunities: *external* conditions that are helpful to achieving the objective.
Threats: *external* conditions that are harmful to achieving the objective

b. Reflect on data from *"Core Program and Student Success Indicators"*

VI. Action Steps and Outcomes

- *Educational Master Plan, 2008*
- *Educational Master Plan, Data Updates, 2011-12*
- *College Index, 2008/9-2011/12*
- *Five in Five College Strategies*
- *Institutional Priorities, 2008-2011*
- *GE- or Certificate SLOs*
- *College Index, 2009-2010*
- *Course SLOs*
- *Department records*
- *Core Program and Student Success Indicators*
- *Previous Program Review and Planning reports*
- *Division work plan*

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

- *Educational Master Plan, 2008*
- *Educational Master Plan, Data Updates, 2011-12*
- *College Index, 2008/9-2011/12*
- *Five in Five College Strategies*
- *Institutional Priorities, 2008-2011*
- *GE- or Certificate SLOs*
- *Course SLOs*

- *Department records*
- *Core Program and Student Success Indicators*
- *previous Program Review and Planning reports*

VIII. Course Outlines
- *Department records*
- *College Catalog*
- *Committee On Instruction*
- *Course Outlines (online)*
- *Office of the Vice President of Instruction*
- *Division Dean*