Program Name: Enter Program Name   Academic Year: 201X- 201X
Faculty Contact: 4T   Program Review Submission Date: Enter Date

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I. Description of Program

Provide a brief description of the program and how it supports the college's College Mission and Diversity Statements, Institutional Priorities, 2008-2013, 5 in 5 College Strategies, Spring 2011, and other institutional planning documents as appropriate.

The 2-D Art 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. Recently, we implemented the AA-T TMC in Studio Arts. The 2D Art program offers, in conjunction with art history, photo and 3D art, all the courses for the AA-T.

II. Summary of Student and Program Data

A. *Student Learning Outcomes Assessment*

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

We performed a complete assessment of all SLOs for all courses in AY 2011-12 and determined we were successfully communicating the information. We plan to reassess in the Fall of 2014.

B. *Student Success Indicators*

1. Review Student Success and Core Program Indicators and discuss any differences in student success indicators across demographic variables. Also refer to the College Index and other relevant sections of the Educational Master Plan: Update, 2012, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to ARCC data.

   There is essentially no difference between male and female regarding success and retention. As the students age, they succeed at higher rates and are retained at higher rates. Two ethnic groups, Black and Pacific Islanders stand out as succeeding at lower than average rates respectively compared to the average. Because those two groups are also the 2nd and third smallest in terms of the number of students, it makes each individual student weigh more as reflected in the percentages. Nonetheless, we plan to discuss as a program what supports we might provide to help these students improve their success.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to Delivery Mode Course Comparison.

   Currently, the 2D Art program does not offer online or distance education courses.

C. *Program Efficiency Indicators. Do we deliver programs efficiently given our resources?*

Summarize trends in program efficiency as indicated in the Student Success and Core Program Indicators (LOAD, Full-time and Part-Time FTEF, etc.).

The load dropped in both 11-12 and 10-11. Success and retention have stayed high relative to other programs in the Division (in the 80%s). The college LOAD for the same years dropped from 576 to 532, and College wide retention was 84%. Thus the 2D Art program numbers remain good.

D. Course Outline Updates

Review the course outline update record. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the Committee on Instruction website for course submission instructions. Contact your division's COI representatives if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Most 2D Art course outlines were updated in 2007 (or later). Thus, we anticipate updating many of our courses in the coming academic year.

Courses to be updated	Faculty contact	Submission month
ART 201 (Drawing)	Rebecca Alex	November 2013
ART 202 (Drawing)	Rebecca Alex	November 2013
ART 206 (Figure Draw)	Rebecca Alex	November 2013 Tab to add rows
ART 207 (Life Draw)	Rebecca Alex	November 2013
ART 223-226 (Painting)	Rebecca Alex/Moran	November 2013
ART 231-232 (Watercolor)	Rebecca Alex/Carnie	November 2013
ART 236 (Chinese Brush)	Ming Ren	November 2013
ART 301 (Design)	Deb Rumer	November 2013
ART 315 (Digital Art)	Seth Eisen	November 2013

E. Website Review

Review the program's website(s) annually and update as needed.

The 2D ART website is relatively complete. However, over the next year, we hope to update the student and faculty art gallery sections. In addition, we plan to highlight the AA-T and faculty/student exhibits (on and off site) better.

Faculty contact(s)	Date of next review/update
Rebecca Alex/Kevin Henson/Lani Sevilla	8/31/13
	Tab to add rows

F. Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's Gainful Employment Disclosure Data, External Community, and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

Click here to enter Gainful Employment Disclosure Data narrative

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

Click here to update the Advisory Committee information

III. Student Learning Outcomes Scheduling and Alignment

A. *Course SLO Assessment*

Explain any recent or projected modifications to the course SLO assessment process or schedule.

No Change

B. *Program SLO Assessment*

Explain any recent or projected modifications to the program SLO assessment process or schedule.

N/A

C. *SLO Alignment*

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to TracDat related Program and Institutional SLO reports.

N/A

IV. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See Institutional Research as needed.

In December of 2012, Jude Pittman (the sole full-time 2D art faculty member) retired. The college is in the process of hiring a full-time 2D Art faculty member. We anticipate that much of the first year will be a process of acclimation to the role of full-time CSM art faculty member (whether an internal or an external candidate is hired). But we also anticipate that this will be an exciting time for the art program.

The renovation of building 4 and the new gallery space in building 10 (2nd floor and Division Office) have contributed to the professional face and general morale of the art department. There is a fresh excitement that is palpable in the art building and around exhibit openings.

On the other hand, changes at the State-level around repeatability have alienated and driven away many of our adult learners—long a mainstay of the mix with traditional transfer students in our studio art classes.

In addition, we have experienced increasing challenges in classroom management as students with less preparation and greater acuity of emotional and mental health issues arrive in our classes.

V. Institutional Planning

A. *Results of Plans and Actions*

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

The results of the first full round of SLO assessments demonstrates that the department is successfully teaching the students in our studio art classes. We wish to develop greater ways of digitally documenting student portfolios as evidence in our SLO assessment process.

B. *Program Vision*

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the College Mission and Diversity Statements, Institutional Priorities, 2008-2013, and other institutional planning documents as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[*Note*: CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F.1 and II.F.2.]

[*Note*: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

1. Re-examine and consider instituting required pre-requisites for the program. For instance, require Art 201 (Composition and Drawing I) as the entry level course needed for all subsequent studio art courses. Require 201, Color and Design for all painting courses. This would make us a stronger program in terms of satisfying foundation courses required of art majors both for transfer and upper division courses. It may impact painting class enrollments for a time, but eventually, we may be able to increase the number of 201 courses offered as the feeder class to all other courses.

2. Our scheduling of HBA hours has proved confusing to students. As a program we need to reconsider and fix this confusion. Possible solutions: Re-word the catalog description of the required HBA hours so that is clearer to students when enrolling for a course how long each class will actually run. Many students don't realize that the course will run a half-hour longer than published and have to drop the class after the first class meeting, due to conflicting class schedules. Making this clearer would help our numbers, since we wouldn't be losing students the first or second class meeting due to this misunderstanding.

The 2D Art program resolved some hazardous materials handling issues during academic year 2012-13. We are now fully OSHA compliant in terms of Hazardous Waste Disposal. In addition, the better handling of hazardous waste materials in the studio courses has created better "teaching moments" for our students about hazardous materials.

At least one painting faculty member attended the HazMat workshop and is now certified to label HazMat materials. A goal is to provide training to certification for all faculty handling hazardous materials in their courses (e.g., oil painting, ceramics).

Our plan is to increase off-hours/homework time access to the studios through open hours, if possible. In addition, we hope to partner with the learning resource center (where appropriate) to promote student success.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

   Many of the courses in the 2D art program are taught by adjunct faculty members. We hope to creative some common "creation and critique" times to enrich and/or unify the faculty approaches to critique for students.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

   The 2D art program will work to incorporate the learning resource center services into a plan for student success. We know that our students need help with reading and writing—these skills will enrich their art making/understanding efforts. We know that our students often need student services support (counseling and other types of life assistance counseling). We wish to increase our efforts in awareness of existing services and best ways to refer students to the appropriate resources.

3. To guide the Institutional Planning Committee (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

   Faculty: Ideally, the 2D art program would increase the number of full-time faculty over time. We anticipate that a larger number of students will be pursuing the basic courses in pursuit of the TMC in Studio Arts.

   Equipment and Technology: While building 4 (fine arts complex) was recently renovated (five years ago now!), much of our basic equipment and furniture was not updated in that process. We anticipate needing to upgrade our drawing tables, art "donkeys," lights, props, and other equipment in the coming three to five years.

Instructional Materials: 4T

Classified Staff: The 2D Art program has long operated without on-site staff support. However, the addition of an instructional aide to assist in studio set-up/maintenance/clean up would free instructors to spend more time with students. In addition, the instructional aide could assist with coordinating the proper disposal of hazardous waste and management in the art studios.

Facilities: Room 4-411 (our painting studio) has long been miserable whenever temperatures rise (early fall, summer). We continue to request a ceiling mounted air conditioning unit which would address this issue.

C. *Plans and Actions to Improve Student Success*

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the Institutional Priorities, 2008-2013. For each plan, list actions and measurable outcomes.

We anticipate that the new full-time faculty member in 2D art may bring a specialization with them to the program. In the past, Jude Pittman's interest in mosaic mural production created an exciting elective opportunity for students. We hope to support the new full-time faculty member in creating an elective opportunity for studio art students.

Plan 1

Title:

4T

Description

4T

Action(s)	Completion Date	Measurable Outcome(s)
4T		4T
4T		4T
4T		4T

Plan 2

Title:

4T

Description

4T

Action(s)	Completion Date	Measurable Outcome(s)

4T		4T
4T		4T
4T		4T

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. *Itemized Resource Requests*

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
	Tab to add rows

Complete Full-Time Faculty Position Request Form for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

Equipment and Technology

Description (for ongoing program operation)	Cost
Ceiling Mounted Air Conditioner for 4-111	1000.00
4 Impact Tungsten 10" Floodlight Kit	300.00
6 Studio Spotlights	1122.00

Description (for prioritized plans)	Plan #(s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost
Epson Inks (8 cartridges)	609.00
Rotary Print Trimmer	257.00
6 x Self-Healing Cutting Mats (24x36)	180.00

Description (for prioritized plans)	Plan #(s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost
Part-Time Instructional Aide	$20K

Description (for prioritized plans)	Plan #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan #(s)	Cost

B. Cost for Prioritized Plans
Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost

1		
2		
	For additional plans, add rows and number accordingly.	