

*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**

This *Annual Update for Program Review and Planning* is due each year that your *Comprehensive Program Review and Planning* report is not due.

(For information about program review cycles, 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](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:**

All *Annual* and *Comprehensive Program Review and Planning* reports are due March 25, 2010. This date is aligned with CSM's *Integrated Planning Calendar*.  
(See: [http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php).)

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).

Diana Bennett, Academic Senate President, [bennettd@smccd.edu](mailto:bennettd@smccd.edu)  
Susan Estes, Vice President of Instruction, [estes@smccd.edu](mailto:estes@smccd.edu)  
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John Sewart, Dean (PRIE), [sewart@smccd.edu](mailto:sewart@smccd.edu)

**DEPARTMENT OR PROGRAM:**

**DIVISION:**

1. BRIEF DESCRIPTION OF PROGRAM: **3-D Arts**

**List of Current Offerings:**

- 1 section Art 405 Intro. To Sculpture
- 1 section Art 406 Adv. Sculpture
- 2 sections Art 682 Adv. Ceramics workshop
- 2 sections Art 411 Intro. To Ceramics
- 2 sections Art 412 Adv. Ceramics
- 4 sections Art 665mi Ceramics

The 3-D arts program supports our college goals by satisfying the General Education Requirement in Arts and Humanities for an A.A. Degree, preparing students for transfer to CSU and the UC Systems, Art Schools and as well as the 3-D requirement for entrance to art therapy programs at most private Universities. In addition, the program accommodates students seeking personal or career enrichment.

2. Based on the elements in your *Core Program and Student Success Indicators* (provided by PRIE for each program) and the goals stated in your most recent Program Review, please identify any key successes and challenges.

Challenges: Because of the construction during 2008-2009, faculty and TA's moved all equipment from the two studio rooms and then returned all equipment as room maintenance was scheduled. It was also a challenge to keep class enrollment at a high level due to disruptions and lack of access to the classrooms during the summer.

Two huge future challenges will be:

- 1) The pending elimination of the adjunct faculty at Hillsdale High School which will eliminate the 4 sections of ART 665 mi Ceramics at that school, and
- 2) The likely reduction of TA's hours for my classes.

My classes require a substantial time commitment outside of the regular classroom duties of lecture, instruction, demonstrations of technique, and supervision of student work. In addition to these classroom duties, I also inventory and order supplies such as glazes, chemicals and clays, make glazes, mix clay, repair and maintain equipment, load and unload kilns, direct and supervise special firing such as soda and ash, organize and clean the studio and equipment, and purchase and pickup necessary supplies and equipment on an ongoing basis as items are

used throughout the semester. The assistance of my TA's has been invaluable in making sure that these many tasks are accomplished.

Successes: Despite the ongoing construction disruptions, enrollment was maintained: The FTE numbers dropped slightly but they are still high (See FTEF and Success completion rate figures for 2007-2008.) The construction challenges were successfully used to rearrange and reorganize the studios to facilitate classroom instruction and development of student work.

3. 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 reasons.

The most important goals and targets identified were health and safety issues. Many of the goals were met, the most important being proper ventilation of the gas kilns and removal of peeling paint as well as clean-up and reorganization of the chemical storage room and disposal of outdated equipment and supplies. I believe that the electrical system is not yet up to code and we need a 220 line in the outside work areas.

Glass fusing is a medium that has been newly incorporated into the sculpture classes. We have dedicated a kiln to glass fusing, purchased new equipment with money donated to my class and created a workspace for this medium; it has become a popular option and the work has been of a high quality.

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

Another ongoing goal included the building a glass blowing station and a soda kiln. We received a grant plus funding from donations and we are now in the process of reviewing and evaluating the equipment and supplies needed to build the furnace. My students and I are working on building the equipment to blow hot glass. The hope is to have the equipment built by the summer of 2010.

A further goal is to rebuild our Raku kiln.

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

As mentioned above, having TA's to support the program is crucial. Especially this past year, in addition to helping me with program related duties, a huge proportion of the TA's time this year was involved in work that was necessary due to the campus construction in that there was so much moving of equipment and supplies, cleaning after work was done, etc. While this construction related workload is not anticipated to continue into the coming year, their assistance is invaluable in the functioning of the 3D program because of all the tasks outside of classroom time which must be undertaken to support student work and instruction.

**6. STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:**

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

**SLO:** Each ART 411 student is to generate a (thrown) clay form on the ‘Potterswheel’.

Each student portfolio must contain a “Thrown Work”. Keeping a thrown work for the portfolio is only allowed after student has first generated a 6-inch cylinder and cut it open for inspection in order to verify the student has met the necessary basic proficiency in throwing a 6-inch form. The students are to accomplish by the mid-term to ensure that they have enough skill to produce a thrown work during the semester.

- b. Student services areas: TBD

**7. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**

*(Data resources: Educational Master Plan, 2008, Institutional Priorities, 2008-2011, College Index, 2009-2010, 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, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
none	none	none

Classified 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

		<b>department action steps based on SLO assessment.</b>
none	none	none

- 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.

<b>Resources Requested</b>	<b>Expected Outcomes if Granted and Expected Impact if Not Granted</b>	<b>If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.</b>
<b>Item:</b> Welding/Metal Fabricating Equipment from discontinued CSM Welding Technology / Metal Fabrication Programs <b>Total Cost:</b> -0- <b>Status*:</b> Input text here.	Will increase student opportunities to create new and different sculptural works and, since already owned by CSM, no new equipment need be purchased.	405 and 406 SLO's : completion of a constructive work of metal media is one student option.

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

## 8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* evaluation:

Please list the department's *Annual Update for Program Review and Planning* report team as appropriate:

Primary program contact person: Rory Nakata

Phone and email address: 650 574-6290

Full-time faculty: Rory Nakata

Part-time faculty:

Administrators:

Classified staff:

Students:

<hr/> <i>Primary Program Contact Person's Signature</i> Rory Nakata	<i>Date</i>
<hr/> <i>Full-time Faculty's Signature</i>	<i>Date</i>
<hr/> <i>Part-time Faculty's Signature</i> <b>(as appropriate)</b>	<i>Date</i>
<hr/> <i>Administrator's Signature</i> <b>(as appropriate)</b>	<i>Date</i>
<hr/> <i>Classified Staff Person's Signature</i> <b>(as appropriate)</b>	<i>Date</i>
<hr/> <i>Student's Signature</i> <b>(as appropriate)</b>	<i>Date</i>
<hr/> <i>Dean's Signature</i>	<i>Date</i>

**Annual Program Review  
RESOURCES FOR SUPPORTING DOCUMENTATION**

This section contains a listing of sources for data and key documents referred to in this *Annual Update* along with other resources. Contact information for relevant people is also included.

**Academic Senate**

<http://www.collegeofsanmateo.edu/academicsenate/>

Contact: [csmacademicsenate@smccd.edu](mailto:csmacademicsenate@smccd.edu)

Diana Bennett, President, [bennettd@smccd.edu](mailto:bennettd@smccd.edu), (650) 358-6769

**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://www.smccd.net/accounts/csmcoi>

Contact: Laura Demsetz, Chair, [demsetz@smccd.edu](mailto:demsetz@smccd.edu), (650) 574-6617.

**Program Review Resources** (includes forms, data, and completed program reviews for both instructional and student services program review)

*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](http://collegeofsanmateo.edu/prie/program_review/program_review.php)

**Office of Planning, Research, and Institutional Effectiveness (PRIE)**

<http://collegeofsanmateo.edu/prie/>

Contact: John Sewart, Dean, [sewart@smccd.edu](mailto:sewart@smccd.edu), (650) 574-6196

Contact: Milla McConnell-Tuite, Coordinator, [mcconnell@smccd.edu](mailto:mcconnell@smccd.edu), (650)574-6699

**At PRIE Website:**

*College Index, 2009-2010*, [http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

*Comprehensive Listing of Indicators and Measures, 2009-2010*

[http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

*Division/Department Workplans, Spring 2009 (only)*

[http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

*Educational Master Plan, 2008*, <http://collegeofsanmateo.edu/prie/emp.php>

*Institutional Priorities, 2008-2011*

[http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

**Student Learning Outcomes (SLOs) website:**

<http://www.collegeofsanmateo.edu/sloac/>

Contact: Frederick Gaines, Interim SLO Coordinator, [gainesf@smccd.edu](mailto:gainesf@smccd.edu), (650)574-6183