

INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: 3D Art
Faculty Contact: Nakata

Academic Year: 201X- 201X
Program Review Submission Date: 2012-2013

I. Description of Program

- 1 section Art 405 Intro. To Sculpture
- 1 section Art 406 Adv. Sculpture
- 1 section Art 665 Adv. Ceramics workshop
- 2 section Art 411 Intro. To Ceramics
- 2 section Art 412 Adv. Ceramics
- 2 section Art 665 Intro. To Ceramics Enrollment Partnership project
- 1 section Art 665 Intro. To Sculpture Enrollment Partnership project

405 and 406 are the two sculpture classes. The 405 and 406 classes are taught concurrently. The 405 is the intro. class to 406. Students work in a variety of medium from stone, metal, to glass. Time to be arranged is required.

411 and 412 are the ceramics classes two sections of each. Each 412 is taught concurrently with a 411 section. 411 is the intro class to 412. Time to be arranged is required. Students work with clay in a variety of techniques and finishes.

ART 665MD ADVANCED CERAMICS WORKSHOP is a separate class this is the lab in which most student fulfill the time to be arranged requirement There are on average 15-20 student who enroll in the lab class and are not in any of the other 3D classes.

[College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

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 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. The classes touch on culturally diverse styles of work. These include Raku a Japanese firing, Pit Fire that is based on Native American and Central American firings, as well as a number of European techniques. Young pre-college students are reached through the classes at the high school as well as the high school student who take my classes because they are not offered in their High schools.

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.

A. Student Learning Outcomes Assessment After evaluating the SLOs

1. First Cylinder must be throwing by midterm in 411. This was required because the SLO requiring completion of Thrown work were the project most often not completed. The completion rate was still better than 85%

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2. Calendars with created and posted for 405/6 and 411/12. Though the completion data in sculpture 405/406 was good. Suggested deadlines for each project were determined and posted. This was to aid student in budgeting their time so all the required SLOs were met.

3. Two assignment were added to the requirements for 411

The glazing SLO while good could be improved by the requirement of two one to one project where the instructor guides each student individually to glaze two works,

B. Student Success Indicators

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 1. Student success and demographic variables

1. 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.

1. Student success and demographic variables

The demographics of my classes are 50% non-white, so I feel the classes at this time attract a diverse student mix. No action needed. No ethnic group fell below 50% completion. The only group at 50% had a total of 2 students. There are an equal number of older students and teens. The success rate of both groups success is close. The success averages above 80%. The only group bellow 75% is the 19 and bellow group. The additional Glaze projects and calendars with dates and the throw SLO's earlier deadline were added to raise the percentage of success. The 3D Art success averages is above the colleges average.

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

No online classes

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.).

In the data sheet the number of full time faculty is listed as 2 1.6 and 1.8.

I am the only full time faculty in 3D art. There are two teachers at the high school. I teach all 6 sections listed as sections taught. Even though the high school teachers seem to be listed in that full time faculty number, their students are not counted in the total number of students. When the total number of students (all mine) is divided by two (me and the other faculty) the number is artificially low. My student numbers have not changed by any large amount. The FTEF should not have dropped from 773.5 to 370.6.

During the 2011-2012 period sections were left out of the schedule. The summer 2012 Class maximums was listed as 4. The class was closed at 4 students. More than 15 added the first class session. The class also had 406 students and 665 students enrolled however they do not seem to be included in the totals.

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One semester my class was not in the catalog. Students only saw the class online as being open. These problems have been resolved and the classes are now correctly listed and the maximum number has been set at 20, which it was in the past, and allows for full classes.

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.

Courses to be updated	Faculty contact	Submission month
<p>A. All classes WERE UPDATED IN 2009 NO IMMEDIATE UPDATES ARE REQUIRED AT THIS TIME. HOWEVER THE INSTRUCTOR WILL BEGIN WRITING NEW COUSE OUTLIMES NEXT YEAR.</p>		
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B. Website Review

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

Faculty contact(s)	Date of next review/update
R. Lohman	3/1/2013
	Tab to add rows

C. 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

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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.

A. Student Learning Outcomes Assessment After evaluating the SLOs

1. Cylinders must be throwing by midterm in 411. This was required because the SLO requiring completion of Thrown work were the project most often not completed.
2. Calendars created and posted for 405/6 and 411/12. Though the completion data in sculpture 405/406 was good. Suggested deadlines each project was chosen. This is to aid younger student budget their time in order to finish all the projects and complete the SLOs.
3. Two assignment were added to the requirements for 411.
The glazing SLO while good could be improved by the requirement of two assignments of one to one project where faculty guides each student individually to glaze two works,

B. *Program SLO Assessment*

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

None at this time

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.

The course SLOs is the program SLOs for 3d art. The institutional SLOs critical thinking is required in the critiques. Writing skills are required for the mid term exams were narrative answers are

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required. Cultural views are discussed such as the different views of aesthetics for various cultures and how that influences the art. We use a number of culturally based firings.

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.

The cost of materials has risen.

V. Institutional Planning

A. Results of Plans and Actions

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

Raku kiln fired on specific dates. This has mitigated the complaints about smoke and odors getting in the theater. The vents are turned off when the firing takes place.

Chemical for glazes are now organized and stored. The ceramics materials are now stored in dust tight containers and labeled.

A 220v outlet was installed in the welding area.

Acquired a sand blaster for 405/6. This was needed because glass is popular as a sculpture media. This was not an equipment budget item.

Chairs and tables were replaced with newer items.

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.]

Up grading the equipment and the facility infrastructure is the best way to improve the quality of instruction possible and keep the studio safety compliant.

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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.

Beginning to work on three major art works. These works will be in a media that I already teach in 405/6. Making the works will introduce me to a number of techniques I presently am not familiar with.

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.

Continue the:

- o 2 section Art 665 Intro. To Ceramics Enrollment Partnership project
- o 1 section Art 665 Intro. To Sculpture Enrollment Partnership project

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: The studio is in need of a number of safety related upgrades:

The installation of ventilation for stone-carving area is needed to lessen the dust created from carving stone.

Exhaust ventilation for the Raku kiln. To better alleviate any smoke and odors from the firings

Raising the kiln on a Platform. This will reduce the risk of students falling on the kiln.

Replacing a flex pipe on the gas high fire kiln. This is a simple inexpensive fix to improve the gas pressure in the kiln, which is not currently adequate.

Replace corrugated roofing over the stone and metal fabrication outdoor spaces. The fiberglass roofing is thirty to forty years old and is need of replacement.

Check electrical outlets and devices such as overhead lighting to bring them up to OSHA standard. Many of the outlets are old and the outdoor lights my not be up to code,

The outlets in room A 11 under the windows should be hard wired into the breaker box. This is a simple inexpensive upgrade that would make their use much safer.

Running a gas line from an existing line to the Raku kiln would be a cost saving and safety step. The cost of propane and its delivery is much more expensive and logistically more complicated than using the existing natural gas. The natural gas is also safer because it is not in high-pressure cylinders. Estimated distance is approximately fifteen feet.

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Instructional Materials: 4T

The cost of materials needed in all the 3D classes listed has risen. An increase in material fees is needed in the near future.

Classified Staff: TA is needed.

Student assistance is needed because of the physical nature of ceramics. Over a ton of clay must be mixed and moved each semester. Kilns must be loaded with shelves each weighing 30 to 40 pounds. And student works must be moved to these kilns.

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.

Plan 1

Title:

Priority 1: Student Success

Priority 2: Academic Excellence

Description

The quality and the success of the student's experience is directly related to the facility and equipment. The greatest improvement to the learning experience is achieved by creating the most comprehensive and safe environment for student to do their work in.

Action(s)	Completion Date	Measurable Outcome(s)
Fix and upgrade facilities		Complete upgrades
4T		4T
4T		4T

Plan 2

Title:

4T

Description

4T

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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
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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
Replace kiln shelves for the Baily gas kiln. We need to replace a number of the kiln shelves for the gas kiln. The shelves eventually break from being subjected to temperatures of 2200 degrees F.	\$500

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

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Instructional Materials

Description (for ongoing program operation)	Cost
The material fees will need to be increase by at least \$5.	None to CSM

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

Classified Staff

Description (for ongoing program operation)	Cost

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
Clean drains on a once a semester schedule		

B. Cost for Prioritized Plans

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

Program Review: Enter Program Name

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Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	