College of San Mateo — Program Review Submission

2014-2015 Instructional Program Review

Program Name: **Art 3-D**
Program Contact: **Nakata, Rory**
Academic Year: **2014-2015**
Status: **Submitted for review**
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1. Description of Program

Provide a brief description of the program and how it supports the college's **College Mission and Diversity Statements**, **Institutional Priorities, 2013/14-2015/16**, **5 in 5 College Strategies, Spring 2011**, and other **Institutional Program Planning** as appropriate.

- 1 section Art 405 Intro. To Sculpture
- 1 section Art 406 Adv. Sculpture
- 1 section Art 665 Adv. Ceramics workshop (hold)
- 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
- 1 section Art 401 THREE-DIMENSIONAL DESIGN

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 411section. 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 405,406,411,412 lab classes and fulfill their by arrangement obligation at this time. There are also fifteen students who audit this class. This class will not be offered in the spring of 2015. The Enrollment partnership classes are held at Hillsdale High School.

ART401 is a Three dimensional foundation class.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses offered by the program. Identify trends and discuss areas in need of improvement.

411 the students who completed the 'throwing' SLO was 80%. This has improved. To improve this I required the students to complete the first thrown work by the mid-term. This prevents the students from waiting to complete this SLO by waiting until there is not sufficient time to learn the skill needed to fulfill the SLO. .This has raised the completion rate to over 90%
411 to improve the glazing SLO I have added two new assignments. Two works must be submitted at the final critique that were glaze by the student with my assistance during a one to one session. This will be evaluated at the end of this semester.
412 continuation of skill level added option of combining glass into the ceramics media and crystalline glazes.
405 figure was 95% constructed new design of stand to increase success rate This summer the completion rate was 100%

406 added a number of new techniques and rearranged the studio

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? See **course-to-program SLO alignment mapping**.

The SLO fulfillment ratio was in the almost 100% for the 411 SLO requiring the completion of the hand-built works. The fulfillment rate of the SLO for 411 for the throw object is in the 90% range and this is what I would like to raise. To raise the completion rate I have now created a student handbook for my class which is Emailed to each student.

3. Evaluate the program SLOs in relation to survey data from the degree and certificate award earners survey. What does the survey data reveal about the effectiveness of the program SLOs? Identify trends and discuss areas in need of improvement.

The last enrollment numbers and completion rates has risen in according to the data. The completion rate may be the results of the SLO. The changes are more result of polices outside the control of the instructor. An example is the change in the repeatability of classes. The goal of the instructor has always been to improve the success of the students in the classes. Having to create and quantify data in an Art classes has made me look at specific parts of the curriculum in a quantifiable way. So I must admit it was of some benefit. I believe I would have made the changes to my classes anyway as I am always evolving my classes.

4. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

The instructor is the faculty advisor of the visual arts club. As such I hear student feed back on how the studio is functioning. I also elicit and suggestion on how to improve my classes. As the SLOs are meant to improve the success of the students experience by providing data this student feed-back archives the same goal without the statistical aspect.

5. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs reveal about student attainment of the GE SLOs? See **GE SLO Alignment Summary Report** or **All Courses GE SLO Alignment Data**.

The GE SLOs Effective Communication and Critical Thinking are satisfied by the requirement of the mandatory written assignment in all the 3-D classes. The student is required to view and analyze a number of artists. They are then asked to provide a written explanation of why they did or did not like the work.

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.

The data shows the classes at CSM but does not reflect the classes at Hillsdale H. S. the completion rate has dropped, this may be due to the rise in the percentage of students under 19 years.

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

no on line classes are offered in the 3-D department.

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.)

This data once again is incorrect. If you do not count the three part time (off campus) instructors at Hillsdale High school there is only One instructor in the 3D Art. If you count the three part time instructors each has 30+ student each a semester. If one looks at the data under 19 years old these students do not seem to be accounted for.

3. 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 biggest impact has been the new policy prohibiting the repeating of classes for credit in the arts. Because of this I have raised the limit of my concurrently taught beginning classes to make up the loss of repeating advanced students.

4. Planning

A. Results of Program Plans and Actions

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

3D design will be taught by the full-time 3-D instructor and this may increase the enrollment.

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the **College Mission and Diversity Statements**, **Institutional Priorities, 2013/14-2015/16**, and other **Institutional Program Planning** as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators.
[**Note**: Specific plans to be implemented in the next year should be entered in C of the Planning section.
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 D1 and D2 of the Career Technical Education section.]

Plan to offer ceramics 3 and 4 and sculpture 3 and 4.

Many schools even some in the district have separated out throwing and hand building into distinct classes. Throwing 1&2 and Handbuilding 1&2, even taught concurrently as is the practice for many of the art classes at CSM, would allow for a more diverse and in depth curriculum.

There are further benefits from breaking the class into its summary parts. Currently students must sign up in advance and vie for use of equipment. With specific classes enrollment in each section can be limited appropriately for the available equipment.

Throwing 1 would require the completion of a six inch thrown cylinder and would proceed with a set of basic thrown objects: bowls, cups, plates, pitchers etc.

Throwing 2 would require the completion of a twelve inch thrown cylinder and would proceed with a more complex set of thrown objects:

teapots, large vases, small necked bottles, lidded jars and thrown and altered work. It may also encompass advanced texturing techniques such as sodium silicate crackle texture and chattering.

Hand building 1 would focus on the use of the studio's basic hand building equipment (slab roller, extruder etc) to produce hand built items. Projects would include a slab rolled mug, a tar paper vase, a non-functional pinch piece (sculptural), a majolica piece, an underglaze piece. etc.

Hand building 2 would focus on developing hand building skills learned in hand building 1, producing larger and more complex work. Students will make teapots, hand build lidded pieces, additional complex forms and develop new texturing techniques using found objects.

Finally a technical course would focus on the curriculum from the current ceramics 2 class. Students would learn how to load and fire kilns, learn basic glaze chemistry, create a series of melt test, line blends and a triaxial glaze test, culminating in the formulation of a final glaze. The course will also discuss the formulation of clay and topics required to run a full studio.

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

The hiring of a tech is welcomed because it will allow the faculty to spend more time with the students in the lab section of the classes instead of fixing equipment or loading kilns. An example is if a potters wheel has an issue while the instructor is instructing other student on how to create a coil for a specific project In the classes there are always different groups of students engaged in different activities such as throwing, hand-building, making glazes, or firing the Raku kiln.

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.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.
Leave sections blank if no major changes are anticipated.

Faculty

Equipment and Technology

Kevlar Gloves -- 3 pairs
Splash Guards for Pottery Wheels"
Glass Kiln -- Skutt GM22CS will be bought by the VAC a student club and donated to the college.
Repair/properly install the 240 outlet in the welding area
Install 240 outlet for new glass kiln in sculpture studio.
A particulate air filter system is needed in the stone carving area.
Plastic sheeting to be installed in the sculpture courtyard to prevent the spread of dust

Instructional Materials

Classified Staff

Tech was needed. Each ceramic student is required to produce a minimum of 15 assignments these must be loaded and then unloaded into the ceramics kilns twice for each work,bisque or first firing then a second firing known as the glaze firing. Many students produce twice this number of works. 20 students times 15 works times two firings times two classes is 1200 works minimum. It takes on the average 3-5 hours to load an electric kiln and 8 hours to load the large gas kiln. The electric kiln firing are automatic the gas kilns are manually fired and the firing last 12 hours and must be monitored and adjusted during the firing and manually turned off at the predetermined point. The glazes for the second firing are mixed from chemicals that are stored in a special room. The measuring with gram scales and mixing of glazes take one hour each times 20 glazes. Clay must be made for each student in a clay mixer each student is given 75 pounds of clay a semester for a total of 1500 lb. mixed based and distributed. sculpture student each build a clay figure which must be fired loaded etc, All materials for the classes are purchased and in most cases picked up by the instructor, There are a large number of machines and equipment to be maintained welders 4 electric kilns 3 gas kilns Raku kiln 17 potters wheels rollers extruder air compressor 30 nematic or heavy electric tools rig saws, etc. The position will be filled in May of 2015

Facilities

The facility needs some repair. However the maintenance of the classrooms is much better in the last few years. There have been upgrades to the equipment. Most notable a small gas kiln and a Raku kiln which alleviates an issue of smoke in the building.
The biggest issue is a lack of ventilation in the stone carving area. To alleviate this my students and I will use plastic screens to isolate the dust in a restricted area. A more robust solution is still need eventually. Follow is a copy of my last work request. Some but not all of these issues have been addressed. However the shelves are still not bolted to the wall which is a hazard if there were an earthquake.

copy of work request submitted 2014 the shelves are now mounted.

#1 is a Safety Issue request to repair or replace the surface mounted conduit and four electrical outlets on the backsplash of a 12-foot long workbench, located along the windows in the Sculpture Studio. The existing four outlets show evidence of overheating and arcing. Several of the outlets are in close proximity to splash from water cooled saws and grinders. The exposed 12-foot long power cord exits the conduit, drops approximately three feet to the floor, runs behind and under a 220 Volt electric ceramics kiln, behind a file cabinet and storage shelf and plugs into a wall outlet. I would like to have the outlet strip hard wired to the main distribution panel and either Outlet Ground-Fault Circuit Interrupters (GFCI) installed in the strip or a GFCI circuit breaker installed in the panel. #2 is a request to have a 208 Volt receptacle installed in the Sculpture Studio near the main distribution panel on a 40-amp breaker. An additional receptacle is necessary to operate a second electric kiln. #3 is a Safety Issue request to have the existing metal shelving units in the Sculpture Studio securely reattached to the concrete walls. Facilities had removed the shelves and retaining brackets to paint the walls, but neglected to reattach them. #4 is a request to have two lightweight wooden shelving units fastened to the cement wall in the Sculpture studio

C. Program 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, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

With the increasing number of younger students there is less interest in functional object within this age group. The instructor will move ceramics more toward clay sculpture, to this end I have added a new requirement in Art 411 ceramics of a non functional work. In sculpture the student interest in glass work has grown. To facilitate this interest in glass working, we will purchases a new glass forming kiln with donated money.

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form** and notify your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions

Equipment and Technology

Description	Cost
An electric glass kiln. The students have committed to fund raise and purchase a glass kiln.	

Instructional Material

Description	Cost

Classified Staff

Description	Cost

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost ?
Safety Issue request to have the existing metal shelving units in the Sculpture Studio securely reattached to the concrete walls. Facilities had removed the shelves and retaining brackets to paint the walls, but neglected to reattach them.	
Request facilities to clean out sock in central courtyard once every 1-2 year as needed. These flood the yard at least once a year.	
Request facilities to clean out sink cleanout in ceramics studio to prevent back up every 1-2 a year.	
Request facilities to clean out sink cleanout in throwing room to prevent back up every 1-2 year	
Request facilities to remove refuse from loading dock area, one time pick up. At the end of 2015 spring semester.	

6. Program Maintenance

A. 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
405	nakata	june
406	nakata	june
411	nakata	june
412	nakata	june

B. Website Review

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

Faculty contact(s)	Date of next review/update
nakata	3/1/2016

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
nakata	