

This Annual update is due on March 25th of each year that your three year Program review and planning document is not due. Please email a copy of this to your Division dean, the VP of Instruction and the Academic Senate President.

1. What is the name of your Department and/or Division?

Creative Arts Department/ 2-D Art Program

2. List the names of everyone who participated in developing this annual update.

Kevin Henson and Judith Pittman

3. Based on the elements in your Annual Update Data Sheet (Provided by IRP to your dean) and goals stated in your most recent Program Review, please identify any key successes and challenges.

3. Successes based on Data Sheet

1. The general trend is that the program is reaching 10% more students overall (FTES).
2. There is an increase in productivity (WSCH) in spite of a decrease in faculty (FTEF).
3. Average class sizes have increased: 2005-06, 26 sections at 27.7 students compared to 2007-08, 23 sections at 34.7 students

Successes based on 2006 program Review Goals -- All Annual and Long Term Goals were accomplished, some more completely than others. A fabulous modernized art facility with a digital lab shared between photography and art as well as a successful newly designed digital art course and a Renaissance Masters course has raised the bar of art instruction to the application of 21st century creative processes supported by rigorous traditional art practices.

Challenges based on Data Sheet: Projections

1. Projections suggest a decline in enrollments.
 - a. Perhaps this is due to the disruption and difficulties of the 2008 temporary relocation of the entire Program to a swing space. During this time, art students carrying art supplies had to climb steep staircases (100 steps?) due to limited parking proximate to classes. Also, facilities were barely adequate.
 - b. An experimental class and a new digital class also lacked necessary storage and a lab.
 - c. A team-taught class experienced decline and will not be team-taught this semester.

Challenges based on 2006 Program Review

Disparity in resource allotment regarding full-time faculty:

FTEF increased in the load taken by adjunct faculty: 2006- 6.13 FTEF 2008- 6.35 FTEF

4. 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 reason.

4. The 2-D Art Program is on track for meeting the goals stated in the 2006 Program Review. An itemized list of each goal is addressed here.

Annual Goals from last PR

1. Digital Classes- Art 315 has been redesigned to include digital printing with a new instructor and is now fully enrolled. Art 301 has a digital component tailored to opportunities presented in the new digital lab.
2. Marketing- The one FT faculty created a presentation to promote the digital class and showed it to six art and photography classes with the result of full enrollment in the digital class which had been cancelled the previous semester. This type of presentation will be implemented when needed to market low enrollment new classes in the future.

3. A website for the Art Department is slated to be made by the college.
4. A capstone class, Mosaic Mural I&II, will become a permanent course.
5. An open drawing and painting studio is now offered 3 hours a week.
6. New drawing studio furniture is in place.

Long-term Goals from last PR

1. Building #4 has been successfully renovated.
2. A new digital lab is shared between 2-D art and photography.
3. A student Art Gallery has been slated for building #1 by President Claire.
4. Student art is being exhibited off-campus.
5. More evening and summer classes are now being offered.

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

5. NEW GOALS

1. Integrate non-toxic printmaking using the 2-D Program etching press into the existing art curriculum, i.e. design and figure classes.
2. Expand faculty use of smart technology in the classroom.
3. Exhibit student artwork to a wider audience.

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

6. CRITICAL ISSUES

1. Overburdened full-time burn-out. This can be addressed by the one FT faculty taking a sabbatical in Fall 2010 and the hiring of a second FT faculty.
2. Aging adjunct absenteeism is expected to increase. This can be addressed with the hiring of a second FT faculty.

7. Student Learning Outcome and Assessment focus for this year:

We will continue assessing SLOs. This year each course will assess a second SLO
And all courses will complete one assessment cycle.

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

Art 206. Assess course SLOs with Portfolio Rubrics.

- b. Student services areas: TBD

8. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS (*Data resources: Educational Master Plan, 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 |
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| <p>Full-Time Faculty Position Requested</p> <p>In the 2-D Art Program the disparity in resource allotment regarding full-time faculty is likely one of the largest at CSM, certainly in the Creative Arts Department. In the Creative Arts Programs we have 31 classes:</p> <ul style="list-style-type: none"> • 16 of these are in the 2-D Program with one full-time faculty member. • The 15 remaining are in Photography, 3-Dimensional Art, and Art History with four full-time faculty. <p>With responsibilities including:</p> <ul style="list-style-type: none"> • Facility planning, purchase and repair • Adjunct faculty management and supervision • Class scheduling • College committees • New course development • With twelve adjunct faculty and sixteen classes <p>It is fair to say that I am the workhorse of the Creative Arts Department.</p> | <p>If granted the Program will have:</p> <ul style="list-style-type: none"> • A more effective program and assessment cycle • Greater student access to instructors • Greater participation in college committee work • Less full-time faculty burn-out • Less faculty absenteeism <p>If not granted the Program will have:</p> <ul style="list-style-type: none"> • Full-time faculty burn-out • Continued increasing aging adjunct absenteeism • Decline of quality instruction • Less student access to instructors • Less input of new ideas and classes | <p>based on SLO assessment.</p> <p>Input text here.</p> |
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| 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 department action steps |
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| | | based on SLO assessment. |
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- 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, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment. |
|--|--|---|
| <p>b. Instructional Resources</p> <p>1. White Block-Out Shades for Drawing Studio 4-139. (new)</p> <p>Order the same as new ones in 4-111</p> <p>2. Color balanced light bulbs for Color studio 4-241 (upgrade)</p> <p>Vender to be determined</p> <p>3. Ten easels for drawing studio 4-139. (new)</p> <p>Testrite Classic Easel #37436 Utrecht Art Supplies Customer # 59124 \$70.00 each</p> | <p>If Granted- Control of glare in morning drawing classes will enable students to observe consistent lighting needed to understand light theory If Not Granted- Lighting will be confusing to students trying to learn light theory.</p> <p>If Granted- Students will be able to discern color relationships accurately If Not Granted- Students will not be able to discern color relationships accurately.</p> <p>If Granted- There will be enough easels for full class enrollment If Not Granted- There will not be enough easels for a full class.</p> | <p>(fulfills course SLO).</p> <p>(fulfills course SLO).</p> |

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| <p>Q. X10= \$700.00 +tax free shipping not ordered</p> <p>Input text here. Number: Input text here. Vendor: Input text here. Unit price: Input text here. Total Cost: Input text here. Status*: Input text here.</p> | | |
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* Status = New, Upgrade, Replacement, Maintenance or Repair.

Judith Pittman

_____ March 17,
 2009 _____
Primary faculty contact *Date*

_____ *Date*
Additional faculty

_____ *Date*
Additional faculty