

Instructional Program Review

Program Name: **Art 3-D**

Program Contact: **Nakata, Rory**

Academic Year: **2016-2017**

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](#), [CSM Strategic Goals 2013/14 to 2015/16](#), and other [Institutional Program Planning](#) as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

The 3D art program provides students with the opportunity to explore and express themselves through person exploration and interaction with media in three dimensions. Through an introduction to three-dimensional design (Art 401) and newly expanded sequences in ceramics and sculpture, the program support art majors, students in other fields, and those with a life-long passion for art.

The accessibility of Art 401 and the introductory levels of ceramics and sculpture makes these course attractive for new students and has allowed it to be offered in local high schools, supporting Strategic Goal #1 – Improve Student Success. The advanced levels of the ceramics and sculpture sequences support Strategic Goal #2 – Promote Academic Excellence.

List of class:

1 section Art 401
 1 section Art 405
 1 section Art 406
 1 section Art 409
 1 section Art 410
 2 sections Art 411
 2 sections Art 412
 2 sections Art 417
 2 sections Art 418
 4 sections Art 400 (Hillsdale H.S.)
 1sections Art 401 (Halfmoon Bay H.S.)

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Specify how SLO assessment informs curriculum development and changes to curriculum.

Art 401 was evaluated in spring 2016. All the SLOs were achieved at or above the target rate. A prior SLO evaluation for Art 411 revealed that SLO #2. Generate (Throw) a clay form on the Potters Wheel, was not fulfilled as successfully compared to the other 411 SLOs. For this SLO The success rate was at about 75% To remedy this the course schedule was modified so that a cylinder had to be throw by the middle of the term. In addition, the class is now divided into two groups, with each group focusing on throwing for a 4-week period. The Art 411 SLO evaluations after these changes showed a 20% increase in the success rate. The SLO dealing with completion of hand-built works was met by almost 100% of the students. Success rates for the SLO dealing with thrown objects are now in the 90% range. To raise the completion rate further I have now created a student handbook for my class which is Emailed to each student.

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? Describe any additional methods used to assess program SLOs and reflect on the results of those assessments. See [course-to-program SLO alignment mapping](#).

Possess physical/technical skills within an art/design based medium to be used as tools for creative expression. Exhibit visual literacy and critical thinking through communication, analysis, and reflection on artworks and the concepts and influences from which artworks originate.

All three Art 411 SLOs support the program SLO "Possess physical/technical skills within an art/design based medium to be used as tools for creative expression." Students who satisfy the Art 411 SLOs have at least partially satisfied this program SLO.

Art 401 was taught for the first time in a number of years. SLO: #5 Translate ideas and visual experience into tactile forms objects using both formal and conceptual approaches. This SLO was achieved at a 100% rate. However there were logistical and storage issue not measured by the SLO that are being address. For example In future classes the projects will be refined and more focused on specific outcomes. A future SLO may be added to address the need for a safe and orderly completion of the assignments.

3. 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 (and for the GE SLOs, if available) 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. For example 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.

All the new classes 409 410 417 418 have written assignments requiring critical thinking and a written example demonstrating the level of their critical thinking. Possess physical/technical skills within an art/design based medium to be used as tools for creative expression. Exhibit visual literacy and critical thinking through communication, analysis, and reflection on artworks and the concepts and influences from which artworks originate.

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 for years 13-14 and 14-15 includes students at Hillsdale H. S. The data for 15-16 shows only the data for the CSM campus classes. This makes it difficult to draw any conclusions about the CSM classes from the data.

Comparing the data from the years that includes H.H.S. shows little change except, that Asians and blacks had a lower success rate in 2015-16 period than the years before. This shift in The Asian populations success rate (74.1%) may be due to the large number of Asian exchange students in my classes. English proficiency is not a requirement for my class so students who cannot take classes such as philosophy will take my art classes.

The H. S. may not have this same issue. The last data from CSM classes shows a 95% success rate. I have asked some of my students who speak both languages well to help translate for these students.

Also I am aware that there is a cultural trait which prevents some Asian students from coming forward with the fact they do not understand a lecture. I make a point to ask these students if they really understand.

It is reasonable to assume that the shift in the black students' success rate is due to the extremely small sampling of 3 students. The success rate of 66.7% is lower than the years where H.H.S data was included. With a sample of three students, a one student shift would reflect a 33% data point shift. That would mean a 100% success rate. The last years that showed only the CSM data were in the 2010-2013 period. The success rate was 100% 50% and 66.7% for blacks, but once again the data was made up from very small samples of one two and three students.

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 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.)

The numbers do not reflect the three part time (off campus) instructors at Hillsdale High School. If you count the three part time instructors each has 30+ student each a semester. The numbers for this period still reflect a drop because of a change in repeatability of classes, and safety concerns. With the new courses the enrollment numbers are up. We now offer more classes to better satisfy the needs of the art students.

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 change will be the redefining of what constitutes material fees. The 3D art classes can be some of the most affordable classes in the department. The amount of extra supplies the student is required to buy is some of the lowest of any art class. We have kept the cost low by buying in bulk. Mixing most of our glazes and clays.

There is also the challenge of communication between instructors when classes are offered off-campus at the high schools.

4. Planning

A. Results of Program Plans and Actions

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

3D design was taught by the full-time 3-D instructor and this increased the enrollment needed to more than meet the number of students required . four new classes were added to the program. and approved. These classes brings the program inline with other colleges in the area and district. The classes offered are advanced classes in sculpture and ceramics. Two of these classes were taught last year. Two more will be offered this year.

B. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the [CSM Strategic Goals 2013/14 to 2015/16](#). For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

Once again the biggest actions affecting this program are the ones centered on changes in polices concerning material fees. We have been working with the book store and the division to restructure how and what we provide for the students as materials, increasing transparency and accountability. The goal has been and remains to provide the most comprehensive and complete supply of materials for the students use while keeping within the budget and keeping the cost low.

The \$30 per student is very affordable compared to any of the other art classes. The material fee can be considered even more affordable as we provide the students an online text book, one more expense they do not need to shoulder.

There are some pieces of equipment which are reaching the ends of their serviceable lives and in coming years may represent a safety hazard with continued use. A companion request for replacing those pieces of equipment is being submitted.

5. 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
401	nakata	2019-2020

B. Website Review

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

Faculty contact(s)	Date of next review/update
nakata	10/25/2017

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
nakata	fall 17

6. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).

The themes would be to 1. Continue the level of service given to the student with the changes mandated. 2. To maintain the accessibility of the classes high by keeping the material fee low. 3. Expand the possibilities of explorations by adding new techniques and medias as long as the can be integrated safely and without disruption the ongoing program.