



Instructional Program Review – Annual Update

Date:	4/4/19
Program and Department:	Art/ Fine Arts
CTE Program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Additional programs included in this review:	
Date of last comprehensive review:	
Submitted By:	Adrienne Allebe, John Hood, Amiko Matsuo, Patrick Trimbath
Attachments (* as needed):	<input type="checkbox"/> 6-year assessment plan – All programs, when applicable <input type="checkbox"/> 2-year scheduling plan <input type="checkbox"/> Justification for Resource Requests (if needed)

I. Alignment of the Program with the AHC Mission

AHC Mission: Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

a. Have there been any changes that would require a change to your Program Mission?

No

b. Explain how your program mission aligns with the college mission.

The college mission and values can be found here:
http://www.hancockcollege.edu/public_affairs/mission.php

The Art discipline provides an AA & ADT Degree in Art in addition to courses that can build towards degrees or certificates in Art History, Graphics, Photography, Fashion Design, Interior Design, Product Design, Architecture, Architectural Drafting, Game Art, Animation, Website Design, and Liberal Arts. We currently have approval from APP for certificates in the following areas: 2D Art and Ceramics. We are developing an extended education 3 course certificate in ceramics to cope with the demand of students in the 3D area that have maxed out the repeatability, but to also infuse the curriculum with repeatable non-credit lab class. This approach is to help alleviate the problem with low-productivity data of previously existing lab model. In the long term, we may also explore certificate development for Teaching Art 2D, Teaching Art 3D, and Illustration, in order to address pathways to art related careers. The Art discipline is also developing Associates Degrees for Transfer in Art History.

Courses in Art fulfill General Education requirements for Associates degrees from Allan Hancock College, which include Humanities and Multicultural requirements, and transfer requirements for both California State Universities and the University of California.

The Art program focuses on a core body of knowledge and skills as the foundation for all visual arts. Students have the opportunity to study art history and art appreciation, while gaining hands-on experience in two-dimensional and three-dimensional design, drawing, painting, ceramics, sculpture, computer art, and mixed media. These courses foster the development of skills required for professions in the visual arts. These foundational courses feed other disciplines within visual arts, such as photography, film, graphics, game art, and animation.

II. Student Success, Program Accessibility and Program Capacity

*Data for this section will be provided by the office of Institutional Effectiveness. Copy and paste data tables into this form.

Art	2013-14	2014-15	2015-16	2016-17	2017-18	95% of 5 yr. avg.
Sections	109	100	105	99	95	97
Headcount	1,650	1,635	1,647	1,587	1,586	1540
Enrollment	2,169	2,117	2,122	2,028	1,975	1978

Retention % F2F	90.80%	88.10%	88.90%	91.20%	88.70%	85.06%
Retention % Online	88.70%	92.30%	94.80%	90.60%	93.20%	87.32%
Retention %	90.50%	88.60%	89.80%	91.10%	89.80%	85.46%
Success % F2F	78.50%	78.40%	75.90%	78.70%	75.20%	73.47%
Success % Online	70.60%	76.50%	80.20%	76.50%	85.40%	73.95%
Success %	77.50%	78.20%	76.50%	78.30%	77.70%	73.76%

Art	2013-14	2014-15	2015-16	2016-17	2017-18	95% of 5 yr. avg.
FTES	300.29	295.33	292.67	278.21	273.63	273.62
FTEF+	19.621	20.538	21.687	19.309	19.663	19.16
FTES/FTEF	15.3	14.38	13.5	14.41	13.92	13.59

Art	2013-14	2014-15	2015-16	2016-17	2017-18	95% of 5 yr. avg.
Degrees	3	2	4	3	2	2.7

Certificates						
Total	3	2	4	3	2	2.7

a. Please comment on data and trends

At a glance, the main observation from Fall 2017 to 2018 is there was a drop in enrollment by 53 students. We decreased our sections by 4 and our FTES has declined by 5. Our retention rate is down a little at 90%. Overall we are seeing stagnation/ slight decline in enrollment, which is predicted to continue over the next 5 years (18-24 yr olds).

Enrollment Patterns for Studio Courses
 Number of Fall studio sections and enrollments has grown in some areas whereas some have demonstrated no growth.

- We are continuing to offer only one section of Art 110 instead of two. The one section that we offer enrolls well. This should continue to improve our efficiency, but overall enrollment for Design 1 has decreased with only one section offered.
- Enrollment for Color Theory Art 112 seems to be improving.
- We have had some cancellations in Drawing 120 evening, and Ceramics 1 Art 160 evening, with softening enrollment overall.
- 12 CWE 149 Students in ceramics, which may be students that used to populate the 199 Special Topics course.
- Enrollment for Art 380 labs has increased for Spring 2019.
 The Life Drawing classes struggled for enrollment in the spring 2019 semester, which is unusual. Our Mixed-Media courses had unusually low enrollment for the Fall 2018 semester as well. We will continue to monitor their success to see if there is a trend developing or if a temporary factor was at play. The early 2019 government shutdown causing the effect of lower enrollments could be one such temporary factor.

Some linked courses such as our Painting Classes, Life Drawing, Sculpture, and some Ceramics classes continue to enroll well, but show as inefficient in our program data due to the fact that they are organized as linked classes. Armando Cortez has provided us with updated data that reflects our efficiency more accurately.

- b. If this year's figures for the program are below the set standard explain steps you will take to improve.

Armando Cortez has provided us with updated data that reflects our efficiency more accurately. Our figures for the program need to show more accurate data for our linked classes. (Please see Appendix for tables and elaborations)

- We are concerned by the low enrollment in our Design 1 classes. This may simply be a result of lower enrollments throughout the institution, but we are investigating possible reasons and solutions within the discipline.
- We currently offer Art 113, Three-Dimensional Design, only once every two years. We have become aware that this prevents some students from being able to complete a degree within a two-year period. To address our student's needs, we may begin to offer this course once each year. We plan to evaluate the scheduling of other course offerings within our discipline, to further facilitate students in their pursuit of degrees.
- Perhaps our course offerings could diversify if we will explore the possibility of developing more online courses, which may allow for the resurrection of sunset courses such as Asian Art History and Art 159 Art in Institutions. Perhaps these types of courses could be designed to fit the characteristics of low-residency type classes, or flipped classroom style classes.
- The productivity of our open lab Ceramics 380, 381 have been under analysis since the conversion of the courses from Positive Attendance to Census Based Reporting. We continue to investigate a more sustainable way of offering open lab, and have been communicating with the Dean for Continuing Education, and the Makerspace.
- We are confident that with new certificates, enrollment management strategies, and clear communication with HS concurrent enrollment we will grow once again. The college predicts lower enrollment trends in the next few years. But, we will be offering a concurrent enrollment course in Drawing in Lompoc in Fall of 2019 with the hopes that will allow us to rebuild some of lost enrollment resulting from these trends.

- c. If your program offers certificates and/or degrees, has existed for at least five years and has awarded fewer than 6 degrees/certificates over the last two years explain the reason for the low number and your plan to improve.

According to the table provided, the Art Program awarded 3 degrees for 2016/ 2017 and 2 degrees for 2018/ 2018, but it appears that this may be only showing data for students who complete our AA degree, but not for our AA-T degree. Tableau shows data for both degrees.

For the 2016/ 2017 academic year the Art Program has awarded 3 AA degrees and 4 AA-T degrees for a combined total of 7 degrees awarded. For the 2017/ 2018 year, the Art Program awarded 2 AA degrees and 11 AA-T degrees. (See Appendix for tables and data)

The Art Program has gained recent approval from AP&P for the launch of certificates in Two-Dimensional Studio Arts and Ceramics. Our certificates are streamlined to 18 units, and are intended to help students see them as foundational stepping stones, or a stackable approach to developing a career in the arts. This should serve to increase the amount of students who complete our programs in the future.

- d. Describe how the program works to promote student success (completions job placement, transfer). Include teaching innovations and use of academic and student support.

We are aware of [broader educational trends to promote student success](#) and have reflected on ways to support students.

- We offer a small number of AA, ADT and certificates.

The art discipline at AHC provides studio and general education courses with the following intentions: preparation for transfer, training for careers in the fields of art and design, application of critical thinking skills unique to the creation and appreciation of visual art and design forms, enhance communication skills, expose students to a wide range of art and design forms in various cultures, encourage life-long learning through exploration of the arts.

- Our faculty routinely provide opportunities for students within the community by connecting them with exhibitions, internships, jobs, and professional mentorships. Faculty have been offering CWE 149 opportunities for projects and objectives that involve community engagement.
- We have also begun collaborating with the Makerspace on campus to enhance students' digital literacy. We also hosted Makerspace activities within the Fine Arts ceramics classroom, and have taken Sculpture and 3D Design students to the Makerspace lab to expose students to new possibilities.
- Faculty have been active with engaging in local community events: coordinating the Orcutt Chalk festival, Teen mentoring program (pairing professional artists with teens in the North County), Career Exploration Day, Bulldog Bow Wow, art demonstrations at the Dunn School in Los Olivos, partnering with Corazon del Pueblo mentorship program, Downtown Fridays and Santa Maria Open Streets.
- Additional forms of support to the community have involved donations of art work in support of fundraising activities, and donation of 300 plus bowls to the Santa Barbara Foodbank "Empty Bowl" fundraising event in Santa Maria. A newly established student driven ASBG Creative Ceramics Club will replace activities that were previously run through an informal organization referred to as Ceramics Society. Students will begin Creative Ceramics Club activities at the Santa Maria Downtown Fridays.

- e. List any notable accomplishments of the program (student awards, honors, or scholarships can be listed here also)

- John Hood has been offering Art History tours of the David Bermant Kinetic Sculpture Collection in Los Olivos for the past several years, for both students/faculty and the community. He continues to connect the North Santa Barbara County region with artists from Santa Barbara. Artist Michael Long exhibited assemblages and gave a lecture in the Foxworthy Gallery.
- In winter of 2018, we curated an exhibition between Cal Poly, Cuesta and Allan Hancock students, as a way for students to connect with peers beyond our college, and experience exhibiting their work. Students in our department are also recognized annually for the Santa Maria Arts Council Showcase awards. Every year, we showcase our strongest student work on campus in the Ann Foxworthy Gallery in our annual student exhibition.
- The mural program at AHC has been successful in providing opportunities for students and the community (in Lompoc and here on the main campus). The murals have been a successful tool to promote the 2D area and Fine Arts in general, as well as an opportunity for students to add mural painting as a skill to their resume. We currently have four mural projects that our students are working on for the F-building courtyard area.
- We've removed the older murals along the walkway near F and E buildings and have transformed that corridor into an area that exhibits a series of large-scale photographic prints of our students' artwork. Utilizing new techniques and materials that allow us to now print on canvas paper, we are now able to exhibit a variety of media produced by our students instead of that produced solely by the painting discipline.

Fine arts faculty have been active in their publications, exhibitions in galleries, and involvement in arts organizations. In this past year, faculty have also worked to develop new curriculum, engage in outreach visits to middle and high schools, and 4 year colleges, applied for grants, learned new technology, software, materials, techniques and concepts. All of our program faculty are practicing and exhibiting artists, and actively participate in local and regional, national and international arts communities and organizations, exhibitions and conferences.

- This year, Amiko Matsuo exhibited in a solo exhibition at Cal Lutheran University, and attended teaching conferences (NACCE).
 - She will also lead a group of students on a CSU international travel course, and exhibit work at UC Davis Craft Center for the Environmental Sustainability Conference (ASLE) in the summer.
- Patrick Trimbath has been leading the Arts on Campus Committee to unveil works by two recent retirees. He and other members of the committee continue to dedicate themselves to explore ways to increase the community's engagement with art, opportunities for exposure to art, and thereby strengthen art appreciation within the campus culture and beyond.
- Adrienne Allebe attended the FATE (Foundations in Art: Theory and Education) conference in April 2019. There she learned many strategies to sharpen methodologies of instruction that she hopes will improve our Foundational art curriculum. She will be giving a Professional Development Presentation in the fall in order to share what she learned with her colleagues.
- John Hood has been invited by the Santa Barbara Arts Commission to be the liaison for a public art project for Santa Maria. It is a \$200,000 project funded in part by the 1% for art program (allocated from the new county jail construction).

III. Quality and Innovation in the Program and Curriculum Review

Please refer to the current SLO data set for your program found at:

http://research.hancockcollege.edu/student_learning_outcomes/matrix.html#Top

- a. Are you on track in your assessment plan for course and program SLOs? If not, please explain why.

Yes, we have been consistent and diligent with our program SLO reports.

- b. Have you shared your assessments or improvement plans with your department, program or advisory committee? If so, what actions resulted? If not, how do you plan to do so in the future?

Yes, our program has and will continue to discuss successes and issues needing our attention. We will use our data to improve student opportunities.

- c. Did any of section, course or program improvement plans indicate that your program would benefit from specific resources in order to support student learning and/or faculty development? If so, please explain.

We offer recommendations for improvements in the following areas:

- Budget
- Health and Safety
- Additional FT Faculty Request
- Professional Development

(Please see narrative located in section III c. Appendix)

- d. In reviewing your outcomes and assessments have you identified any and all that indicate a modification should be made to the course outline, the student learning outcomes or the program outcomes? Please state what modifications you will be making.

None

- e. Have all course outlines been reviewed within the last 5 years? If not, please explain the plan to bring course outlines up to date and include timelines for the review and submission to AP&P.

Yes

- f. For **CTE courses/programs only**, as per §55003, have prerequisites, corerequisites and advisories (PCAs) for courses and/or programs been reviewed within the last 2 years?

IV. Focus and Engagement of the Program

a. Summarize major trends and opportunities as well as challenges that have emerged in the program

We are embarking on a period of understanding on how to better to schedule and meet the students' needs in efficient ways.

- There are a few formal policies, such as the faculty low enrollment adjustment and the board policy that indicates 15 is the minimum enrollment.

The concern that 15 is a goal and it should not be. We have some classes that generate a lot of FTE and some classes that do not. The data does not reflect ways in which they are important. Look at valuable classes that do not generate a lot of FTE and determine what areas can make-up the FTE. Offering some of the low enrolled classes are necessary for students obtaining certificates. The Fine Arts discipline should be seen as a whole, and can achieve the efficiency goal, and sustainable funding.

We are hoping that our new certificates will help to increase student enrollment overall, and that this, combined with the new California Community Colleges Student Centered Funding Formula, will eventually raise our FTES. We believe that courses that are under enrolled (below 15) that are required as part of a certificate, will have protection from cancellation by administration, within reason. Certificates are specifically designed so that courses needed for students to complete their certificate or AA in a timely manner.

b. List any (internal or external) conditions that have influenced the program in the past year.

We are working to understand the pathways and meta-majors. Faculty have begun to communicate with the regional Deputy Sector Navigator to establish relationships when brainstorming a pathway in Fine Art (the Gig Economy Pathway, for example). While we realize there is great potential in aligning ourselves with these college goals and 'Roadmaps to Success', we are also aware that the curriculum development process is long at our institution.

Amiko Matsuo attended the National Association for Community College Entrepreneurship conference. There is a need for more understanding of the creative, makers, and entrepreneurial ecosystem for there to be cohesion between various programs (Art, CTE, and Business). Willingness to share resources among our existing ecosystem more broadly to include makers, artists, and entrepreneurs could be beneficial to various programs (and particularly those that may be in need of recontextualization in light of the roadmap to success initiative).

- For the lower enrolled courses we are moving forward with new enrollment management goals such as: spreading some courses like Art 164 -Sculpture to a once every two years schedule and Art 110-Design to once a semester.
- We have moved some courses to a once every one or two year cycles, offering courses on weekends/nights, providing new small unit certificates, reducing our AA degree units as well as looking to insert courses into other associated degrees in other departments. These certificates will be primarily composed of existing courses that are transferable courses for undergraduate lower-division courses in studio arts degrees at CSU's. We believe that the development of the certificates mentioned above will boost enrollment in the long-run for foundational courses such as Design 1 and 3D Design.
- We have also begun to offer CWE 149 for students who have identified interest in working on community engagement projects. We have begun to imagine how the CWE 149 could promote the art program for outreach, but at the same time highlight alternative careers in art.
- The Studio ADT is now in place.
- The addition of replacement faculty is still requested.
- We have overhauled our Art program website in an effort to boost enrollment by more clearly communicating what our program has to offer potential students. We have added a page with Faculty photos, contact information, statements and artwork. We have also created and added videos of student and alumni testimonials. We are in the process of adding more pages with examples of student work, demonstrations, and a virtual tour of the art department to help promote the program.
- Faculty have spent significant amounts of time and energy to advocate for, plan and discuss details about the new fine arts building.

Data for Program with Vocational TOP Codes (CTE):

http://www.hancockcollege.edu/institutional_effectiveness/reports.php

Please review the data and comment on any trends.

c. Current industry employment and wage data (please cite sources)

N/A

d. Industry employment and wage trends

N/A

e. TOP code employment CORE indicator report

N/A

f. Advisory committee recommendations

N/A

V. Continuous Improvement of the Program

a. Status of Final Plan of Action – Post Validation

Summarize the progress made on the recommendations from your last comprehensive program review plan of action

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
Request for FT faculty	Apply for additional faculty member
Loss of long-time lab instructor in 3D	Hire temporary 3D instructional aide for 10 hours a week. Resubmit request for F 19
Certificate Development	APP approval of 2D and Ceramics certificates
Illustration Certificate and CTE classification	We are still considering the possibility of pursuing this
Offering Art 120 Night Summer	We are offering Art 120 in the afternoon (1245-445) for Summer 2019

b. List any new resources that the program received in the past year and the results

Source	Specific Resource	Est. Amount \$	Impact on program or course outcomes
Equipment Prioritization	Hepa Filter	600	Annual replacement of filter is advised
Equipment Prioritization	Canvas Slab Roller Replacement	200	Slab roller repaired for Ceramics 1,2,3, Workshop classes.
Equipment Prioritization	Small Gas Kilns	12000	Concerns about rain damaging new equipment in the kiln room. Backordered

			equipment---6 month minimum of wait time is expected.
Facility Needs	Heating / Cooling System	Maintenance	We have had a switch installed in F-11 that allows us to control the heating. It sounds like Maintenance still plans to replace the heating unit.
Technology Needs	Wireless System for F11 computer cart	600	We have wireless installed now.

c. List any new or modified recommendations below, including rationale for these in the table.

Program Improvement Plan (Program Number, Priority Number, year)	Anticipated Outcome (Goal)	Program Goal Status (Indicate if this goal is ongoing from a previous Annual Or Comprehensive Program Review or new this year).	Alignment to Strategic Directions and planning goals (see "Alignment to Strategic Directions" Attached	Activities	Justification (Evidence of need)	Resource Request (From table Below)	Anticipated Completion Date or Ongoing

Explore NC Certificate in 3D area	Life-long learners would have access to ceramics studio	New and Old (Select students previously repeated 20+ variations of 199 courses)		Preliminary discussions with deans and program		Administrative support, possibilities for release time	Spring 2020
Explore curriculum development for new online classes	Expanded offering of Art History course that was sunset	New		Curriculum development		Administrative support	Spring 2020

d. Summary of request for resources (please attach resource request form). Please list the type of request (facility, technology, staffing, equipment, other) and rank their priority.

Resource Requests (Program, RRX year)	Item	Program Goal	Type	One-time cost	On-going cost (per fiscal year)	Anticipated Completion Date or On-going
Facility Needs	Contain chemicals	Maintenance: The glaze mixing area is still a major concern. Plant services has made a recommendation to use plastic sheeting to close off the glaze mixing area.	Safety/ Other	300		On-going
Equipment (Non-technology)	Foundry and crucible	Instruction	Equipment-3D	2500		

Technology Needs	Smart Podium for F11	Allows for our students to interact with updated equipment/tech. to stay current.	Technology	\$369.00		On-going Need, but we will only need if we aren't able to move into our new Fine-Arts building in 3 years
Technology Needs	Wacom Cintaq 13HD Ineractive Pen Display (DTK 1300)	Allows for our students to interact with updated equipment/tech. to stay current. We will utilize for demonstrations.	Technology	\$799.00 x 3 = \$2397.00	\$0.00	Spring 2020
Staffing Needs	Associate Professor of Art	A 2-D/3-D faculty member is needed to help instruct and manage our large program with over 1800 students a year.	Staffing	\$65,000	\$65K	Fall 2021
Equipment	National Spencer 20 Gallon Parts Washer for sinks in F11	Allows for our students and faculty to work in a healthy environment. Harmful paints and solvents are destroying our pipes and sinks.....washer is a good solution.	Equipment	\$195.00 x 2 = \$390.00	?	Spring 2020
Equipment	Barnesville Drawing Donkeys	Allows for our students to be outfitted with	Equipment	\$165.00 x 10 = \$1650.00	\$0.00	New Fine Arts Building

		appropriate drawing benches to accommodate everyone.				
Equipment	Five-drawer flat files	These would be in addition to the existing drawers from 40 years ago. We have grown and need more to accommodate our large student population.	Equipment	\$900.00 each x 2 =\$1800.00	\$0.00	New Fine Arts Building
Equipment	Spray Booth	Allows for our students and faculty to work in a healthy environment. Harmful paints and sprays are toxic with out a good solution (can be taken over to new building).	Equipment	\$389.00	\$0.00	New Fine Arts Building
Equipment	Standing Easels	Allows for our students to be outfitted with appropriate drawing easels to accommodate everyone and replace broken.	Equipment	\$2000.00	\$0.00	New Fine Arts Building
Equipment	2 Manfrotto Track lighting Systems	Adjustable ceiling track lighting system would improve instructor's teaching effectiveness and safety for all lab classes held in room F11.	Equipment	\$6,190.80	\$0.00	New Fine Arts Building

Appendix

Section II b.

Our FTES/ FTEF efficiency number was slightly below the target of 15 for the 2017/2018 year at 13.9 for the Art Program. The labs we offer for our 3D courses have been offered in a positive attendance format which has shown to negatively affect our efficiency. To counter this, we've eliminated the positive attendance format, but we have lost a long-time lab instructor. We are currently offering our labs in a census roster format which will improve the Art Program's efficiency.

This comes at great cost to our students though. The available lab time for students to complete homework has dwindled to 3 hours a week as a result; course outlines mandate that a minimum of 4 hours a week is needed for student success for the many 3D studio courses we offer. To accommodate varying schedules of our students, ten hours a week of lab at least should be offered. We are being provided with a temporary classified position to help make up the difference, but a permanent classified

position is the best long-term solution to balance the efficiency of our program against the needs of our students.

The Art Program is committed to improving our efficiency, but we must not compromise the integrity of what we offer our students as a result. We have to balance improvements needed in the quality of education against efficiency. We've been offering drawing classes with a maximum enrollment of 35 for many years in the hopes of being more efficient, but this is an unusually large amount of students for a typical drawing class. We looked at enrollment for Drawing classes across California's community colleges and only found a handful or less that offer classes of this size. Most community colleges are offering classes at around 26 students for maximum enrollment due to the necessary individual attention needed for teaching. For the Spring 2019 semester, we have lowered the maximum enrollment of our Drawing class to 30 students, while increasing the maximum enrollment for Design to 30 in a room where we have usually enrolled 25 students.

We've lowered the maximum enrollment in our Art Appreciation and Art History courses to 35 as well. This generation of students benefit greatly from lively class discussions that encourage class participation. The Socratic method, role-playing exercises, learning games, and group exercises are some examples of the types of necessary teaching supplements that are especially relevant to the field of Art History and its related areas. The large class sizes we have been running greatly diminish the opportunities for high-level engagement for many students taking these courses.

Additionally, instructors will be able to require more writing-focused assignments. Good writing skills are a necessary condition for a future in Art History, but we have felt for some time that the writing requirements for our Art Appreciation classes should be strengthened as well.

Academic Year	Term Code_	course_	FTES	FTEF+	FTES / FTEF	Enrollment	Maximum Enrollment	Fill Rate
		ART367	1	0.000		6	25	24%
		ART368	0	0.000		2	25	8%
		ART380	1	0.588	1.1	17	28	61%
		ART381	0	0.000		6	28	21%
		ART382	0	0.000		1	28	4%
		MMAC115	3	0.000		13	30	43%
		Total	119	8.548	13.9	830	1,413	59%
Winter 2018		ART101	4	0.212	18.8	41	50	82%
		Total	4	0.212	18.8	41	50	82%
Spring 2018		ART101	37	2.000	18.3	360	453	79%
		ART104	5	0.200	24.9	48	47	102%
		ART105	4	0.200	19.7	38	47	81%
		ART108	1	0.000		7	25	28%
		ART110	7	0.766	9.5	35	60	58%
		ART113	5	0.383	11.9	22	35	63%
		ART120	21	1.149	18.0	72	100	72%
		ART121	3	0.383	8.1	15	35	43%
		ART122	3	0.383	8.9	16	30	53%
		ART123	2	0.000		8	30	27%
		ART125	3	0.383	8.7	16	30	53%
		ART126	1	0.000		5	30	17%
		ART129	1	0.000		4	30	13%
		ART137	1	0.000		3	30	10%
		ART160	8	0.736	10.7	37	55	67%
		ART161	2	0.383	4.5	8	25	32%
		ART162	1	0.000		3	25	12%
		ART163	1	0.000		5	25	20%
		ART189	0	0.040	7.3	3	3	100%
		ART199T	5	0.243	21.2	37	35	106%
		ART366	1	0.243	2.9	5	25	20%
		ART367	1	0.000		7	25	28%
		ART368	0	0.000		3	25	12%
		ART380	1	0.588	1.3	17	25	68%
		ART381	0	0.000		7	25	28%
		MMAC115	3	0.000		13	30	43%
		Total	116	8.080	14.4	794	1,305	61%
	Total		274	19.663	13.9	1,975	3,208	62%
Grand Total			552	38.972	14.2	4,003	6,678	60%

Academic Year	Term Code_	course_	FTES	FTEF+	FTES / FTEF	Enrollment	Maximum Enrollment	Fill Rate
Fall 2017		ART101	40	2.000	20.0	393	440	89%
		ART103	4	0.200	18.1	35	46	76%
		ART106	3	0.200	13.5	26	46	57%
		ART107	4	0.383	11.4	21	20	105%
		ART108	2	0.000		11	25	44%
		ART110	6	0.766	8.4	31	60	52%
		ART112	3	0.383	8.1	15	25	60%
		ART120	19	1.149	16.6	92	105	88%
		ART122	3	0.383	8.7	16	24	67%
		ART123	1	0.000		6	24	25%
		ART124	4	0.383	10.3	19	30	63%
		ART125	5	0.383	12.4	23	30	77%
		ART126	0	0.000		1	30	3%
		ART129	0	0.000		2	30	7%
		ART130	0	0.000		1	30	3%
		ART137	1	0.000		4	24	17%
		ART144	1	0.000		4	30	13%
		ART150	1	0.000		3	30	10%
		ART160	9	0.736	11.7	41	50	82%
		ART161	1	0.383	3.9	7	25	28%
		ART162	1	0.000		6	25	24%
		ART163	0	0.000		2	25	8%
		ART164	2	0.368	5.3	10	25	40%
		ART165	0	0.000		1	25	4%
		ART366	2	0.243	8.6	15	25	60%
		ART367	1	0.000		6	25	24%
		ART368	0	0.000		2	25	8%
		ART380	1	0.588	1.1	17	28	61%
		ART381	0	0.000		6	28	21%
		ART382	0	0.000		1	28	4%
		MMAC115	3	0.000		13	30	43%
		Total		119	8.548	13.9	830	1,413

Academic Year	Term Code_	course_	FTES	FTEF+	FTES/FTEF	Enrollment	Maximum Enrollment	Fill Rate
Spring 2017		ART101	41	2.000	20.6	405	445	91%
		ART104	3	0.200	17.1	33	47	70%
		ART105	4	0.200	19.7	38	47	81%
		ART108	2	0.000		8	25	32%
		ART110	7	0.766	9.5	35	60	58%
		ART120	19	1.149	16.9	93	100	93%
		ART121	3	0.383	8.7	16	35	46%
		ART122	3	0.383	8.4	15	30	50%
		ART123	2	0.000		8	30	27%
		ART125	3	0.383	8.7	16	30	53%
		ART126	0	0.000		1	30	3%
		ART129	1	0.000		7	30	23%
		ART130	1	0.000		7	30	23%
		ART133	0	0.064	3.9	9	30	30%
		ART134	0	0.000		4	30	13%
		ART137	0	0.000		2	30	7%
		ART146	0	0.000		1	30	3%
		ART150	0	0.000		1	30	3%
		ART154	0	0.000		2	30	7%
		ART160	4	0.368	12.2	21	25	84%
		ART161	3	0.383	7.8	14	25	56%
		ART162	1	0.000		3	25	12%
		ART163	1	0.000		5	25	20%
		ART164	6	0.369	16.2	15	25	60%
		ART165	1	0.000		4	25	16%
		ART189	0	0.000		1	1	100%
		ART366	1	0.243	5.2	9	25	36%
		ART367	1	0.000		4	25	16%
		ART368	1	0.000		5	25	20%
		ART380	0	0.589	0.8	12	50	24%
		ART381	0	0.000		10	50	20%
		ART382	0	0.000		2	50	4%
		ART383	0	0.000		1	50	2%
	ART399D	8	0.243	30.9	54	50	108%	
	MMAC115	2	0.365	5.7	10	30	33%	
	Total		122	8.088	15.1	871	1,625	54%
Total			278	19.309	14.4	2,028	3,470	58%

Academic Year	Term Code_	course_	FTES	FTEF+	FTES / FTEF	Enrollment	Maximum Enrollment	Fill Rate
Fall 2016		ART101	42	2.000	20.8	406	441	92%
		ART103	4	0.200	21.8	42	46	91%
		ART106	3	0.200	13.5	26	46	57%
		ART107	5	0.383	12.4	23	20	115%
		ART108	4	0.000		18	25	72%
		ART110	9	0.766	11.6	43	60	72%
		ART112	2	0.383	4.3	8	25	32%
		ART120	17	1.149	15.2	84	105	80%
		ART122	5	0.383	14.1	26	24	108%
		ART123	0	0.000		1	24	4%
		ART124	4	0.383	11.4	21	30	70%
		ART125	3	0.383	7.0	13	30	43%
		ART126	1	0.000		3	30	10%
		ART129	2	0.000		9	30	30%
		ART130	0	0.000		1	30	3%
		ART133	0	0.064	4.6	9	30	30%
		ART134	0	0.000		4	30	13%
		ART137	0	0.000		1	24	4%
		ART144	1	0.000		4	30	13%
		ART146	1	0.000		3	30	10%
		ART150	0	0.000		2	30	7%
		ART154	0	0.000		1	30	3%
		ART160	9	0.736	12.3	43	50	86%
		ART161	2	0.383	6.1	11	25	44%
		ART162	1	0.000		3	25	12%
		ART163	1	0.000		7	25	28%
		ART380	1	0.589	0.9	13	65	20%
		ART381	0	0.000		6	25	24%
		ART399C	7	0.243	30.4	53	40	133%
		MMAC115	3	0.365	7.4	13	30	43%
	Total		127	8.610	14.8	897	1,455	62%

II c.

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Degree / Certificate Art/Art Studies, General

Program Classification Desc	Major Desc	Program Classification	Degree	Academic Year Graduation Desc					
				2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Art/Art Studies, General	Art	500701	AA	3	3	2	4	3	2
	Studio Arts for Transfer	500701	AA-T					4	11

Program Classification Det.
 History, General
 Home Health Aide/H...
 Human Developmen...
 Human Services, Ge...
 Humanities/Humani...
 Information Technol...
 Interior Design
 International Relati...
 Kinesiology and Exe...
 Legal Administrativ...
 Legal Assistant/Par...

Section III c.

We continue to evaluate and refine course SLOs, PSLOs, and assessments, develop program recommendations as needed.

Budget

The Art Program budget was augmented \$ 16,580 for 2017/2018 to place us in an appropriate amount to sustain enrollment. We can now equip, stock, and maintain our two facilities – classrooms in both F building and S building. With these funds for both supplies and equipment, we are able to successfully serve our students. We are very pleased to have made progress in our requests for increases in budget areas which impact student learning. We continue to work toward having these increases become a recognized permanent feature of our budget.

Our instructionally related funds have been used for supplementing materials for the classroom for special projects. The sculpture class introduced new processes that required a new vendor (Silpak) for specialized mould-making materials. Students also visited Art City in Ventura to select soft stones for carving, and connected with the Central Coast Sculpture Guild. The basic classroom tools for these innovative assignments, as well as student mural projects were supported by this fund. Students are expressing interest in foundry work in sculpture. This may be an interesting avenue to explore in conjunction with other programs and facilities on campus or other colleges. The funding was also used to support new outreach opportunities and classroom demonstrations (Empty Bowls, Bull Dog Bow Wow, Open Streets Santa Maria, Homage to Don Firth project, Homage to Bill Shinn Project etc.) The fund was also used to repair old and new equipment in the 3D areas (soda firing kilns, electric kilns, and gas kilns), but to also replace small broken items (standing mirrors, needle nose pliers etc.).

We would like to maintain our \$4,144.00 budget for live models for art courses. Each academic year, we offer two sessions of Life Drawing. We would like to further augment this amount for the next year. In addition, we use models for one or two days per semester in our Drawing 1 and Sculpture classes. We would like to increase this amount because the current \$15.59 per hour for the specialized skills of a Life Drawing Model is inadequate. This rate has not gone up commensurate with the cost of living and it is difficult to recruit and retain models with this pay rate.

Health and Safety Concerns

The 3D area required continued attention to health and safety concerns. Silica levels in the Ceramics classroom continues to pose a threat. Staff and faculty worked to dispose of accumulated debris and silica dust over the course of 3-4 semesters. The amount of particulate matter in the classroom is a continual problem. Other colleges and universities (University of Oregon) have active silica abatement programs. This may be something worth exploring in the future, as numerous students have made comments about the dust in the classroom affecting their breathing and allergic responses (more immediate responses). Research also cautions the long-term effects of breathing in silica particulate matter. Efforts were made by instructors and long-time students to reduce the amount of objects stored

in the classroom. Significant improvements were made by the support of Mike McNutt to dispose of several dumpsters worth of classroom debris.

The need for containment of the chemicals in the glaze mixing area is also a major concern. Plant services has made a recommendation to use plastic sheeting to close off the glaze mixing area in 2017.

In the 2D area, we have safety concerns about the old circuitry within our building. Our offices, the common storage room, and main 2D classroom (room F11) have connecting circuitry that shorts if we plug in all of the studio lights and space heaters, which we must do to in order to effectively run drawing classes and keep our offices at a comfortable temperature, especially in winter. When the circuit shorts, all of the power temporarily goes out, and we must wait for facilities to come in and fix it. In addition to this, half of the electrical outlets in the art studio (room F11), do not comfortably accommodate modern plugs, so they fit loosely in the sockets and are knocked out if people in the room bump into the cords. This whole situation would be made safer if we installed an overhead lighting system (see equipment requests below).

Need for Additional Full-Time Faculty

Even with the replacements of retired faculty, we will still have an FTEF of approximately 8.10. We will continue to advocate for a fifth full time tenure-track faculty member to account for the loss and FTEF (currently this position is 10th on the faculty prioritization list).

Professional Development Funding

Faculty attended conferences through Professional Development funding, but the \$700 covered a small portion of the expenses. Currently, \$700 barely covers the cost of a plane flight within the United States. Faculty were somewhat successful in receiving some external funding, but protocols for additional support within our program could significantly increase opportunities for faculty development. Professional development funds could also be put toward field trips for our students, who have limited access to museums, galleries and other art centers.