

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

ART Program Academic Year 2025-2026

1. Has your program mission or primary function changed in the last year?

No

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

- Art 102: Precolonial Arts of Africa, Oceania, and the Americas was approved. This course fulfills the Ethnic Studies GE F Requirement. Art needs to discuss when and how to offer it.
- The following courses have been articulated and there are a quite a few agreements pending for the upcoming year:
 - CSU Stan articulated ART 151 to CSU Stan ART 1100
 - CSU Stan articulated ART 160 to CSU Stan ART 1340
 - CSU Stan articulated ART 170 to CSU Stan ART 2527
 - CSU Stan articulated ART 101 to CSU Stan ART 2530

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

Yes, the map is in place. We need to address some sequencing issues in the AA degree. The Life Drawing sequence of courses currently places the intermediate level course after the elective credit where the advanced level Life Drawing course would be taken.

4. Were there any staffing changes?

Two part time faculty, Elizabeth Russell and Brandon Smith, have completed their first year splitting the workload as our Ann Foxworthy Gallery Director and Preparator. They have been gradually formalizing the sign-up and installation processes for the student gallery, as well as loan agreements and insurance policies for art on loan in the F Building and Foxworthy Gallery.

We hired:

Full-time Ceramics (Allen Chen)
Ceramics Technician (Kayla)
PT Instructor-Richard Bott

Additionally, we will need to hire two more PT faculty. We are in the process of hiring Somner

Sheffield. We will lose Tellef as he is being hired to teach Full-time in the Bay Area.

Over the past three years we have seen our needs for part-time faculty increase. We currently have thirteen part-time faculty teaching for us and we just hired two more making the number fifteen. Many of our part-time faculty teach at a .6 or .4 load as well. Often, we are faced with the question of overload for part-time faculty just to meet our scheduling needs. Course specializations can make it difficult to find qualified people in our area. Our Art 102 course which fulfills the ethnic studies requirement was approved recently. We will need to find someone to teach it, but that will be challenging to find in our area. We may have to only offer it as distance education because of this.

Part-time faculty frequently change, and some of them teach specialized courses that do not align with the expertise of our current full-time faculty. To better support these offerings and the continued growth of the Art program, we strongly recommend hiring a fifth full-time faculty member. The Department Chair is aware of this need and fully supports it, and will collaborate with the Dean to pursue the necessary justification for the position. Ideally, this role would bridge multiple areas, such as both 2D and 3D disciplines, and potentially include Art History.

5. What were your program successes in your area of focus last year?

Faculty Show: Art Program Faculty, along with other Fine Arts Faculty, submitted strong work to the 2026 Fine Arts Faculty Show. The opening reception was well-attended and students gave positive feedback about work in the exhibition. Several works, including Patrick Trimbath's painting *Halo* were selected for temporary display at LAP.

Annual Student Show : Work submitted to the Annual Student Show was strong as well. Several pieces were selected from this exhibition for display in the president's office. Having their work on display on campus for a year is a huge morale boost for students.

Exhibition of Art in the Offices of the Dean and the President: Art continues to provide student artworks for exhibit in the President's office. This year an abstract painting from one of our students was selected as imagery for the Birthday cards the college sends out. We also are displaying student work in the office of the Dean of Fine Arts this year for the first time.

Murals for Santa Barbara Celebration: John Hood worked with students to produce a large 16' mural for a centennial celebration of mural art in Santa Barbara. John also facilitated the loaning of three large, impressive paintings to exhibit in F building. Each work was created by a professional artist with each painting's value at \$30,000. Work from Hancock Alumni and former part-time faculty is also now being shown on loan in F-building.

The Studio Arts Club and Ceramics Club: Last spring the Studio Arts Club signed up to create a large chalk mural at the IMadonnari Street Painting Festival in Santa Barbara. Adrienne Allebe took 4 members of the club down there, and the team completed a chalk mural of their own design over the course of two days. It was a great learning and morale-building experience for the students and the instructor! The club also won their second award in two years, "Collaborator of the Year" last spring. Since then, many members of the Studio Arts Club have

graduated, but the club continues to engage in campus activities and collaborating with other clubs. Last summer, members of the group collaborated to finalize the design for the large music mural that will be on the wall downstairs in the music area. It has been a long process for one student to finalize these designs in digital form. We are hoping she can get this done over summer and we can print this large mural fall semester. The club also created two large-scale paintings and a smaller painting inspired by the poet laureate Juan Felipe-Herrera. These were displayed during Herrera's talk.

Allen Chen is keeping up the energy of the Ceramics Club and took a group of students to UC Davis for a conference. They had a successful end of the year sale.

Arts on Campus Committee: The Arts on Campus committee continues to bring new art to the Fine Arts Complex with a large, permanent retirement artwork from Nancy Jo Ward installed upstairs. AoC also brought over a large landscape painting created by Deborah West. AoC is in the process of creating a large informational display about Amy Franceschini. Amy is a Hancock Alumni whose work can be found internationally and in various museums. She was a very successful conceptual artist who will be an inspiration for our students. We also installed paintings by current and former part-time instructors, Lauren Rayburn and Tony Girolo, and most recently, two large paintings by local Ojai artist Tom Padzerka. We have received MUCH positive feedback on how beautiful and inspirational the building looks and feels, and this is largely due to the efforts of Art Faculty and the Art on Campus Committee installing high quality work on the walls.

Exhibition of Artworks in F Building: Working in collaboration with our exhibition directors, Art has worked extensively to find high quality artworks to exhibit on the walls and spaces of the Fine Arts Complex. Many of the spaces are filled with artworks that demonstrate the successes of our students and faculty. Spaces filled with artworks demonstrate the college's commitment to cultural sensitivity and diversity. Art is proud to showcase our local culture and commitment to the arts. John Hood and Elizabeth Russel have worked to put in place a loan system allowing artists showing work at the college to have their artworks insured. This will help us continue to find great artworks to share with the college and community so that we can continue to elevate the community college experience of the arts. Increasing our insurance coverage is needed though. The artworks we currently house along with the Foxworthy's operations exceed the maximum amount of coverage. In a total loss situation, we wouldn't be able to fully reimburse artists for their lost works.

Program Awards: The DataMart of the California Community Colleges Chancellors Office lists that for the 2024/2025 academic year, the Art Program awarded 10 Transfer degrees, 3 AA degrees, and 1 certificate. A combined total of 14 awards.

Creative Scheduling and CCAP: Last year's program review topic was creative scheduling. Our analysis revealed that although we continue to offer a variety of options to accommodate those wanting to take Art Program courses, CCAP courses offered at local high schools is a desired format for the college. The Art program had previously been offering a drawing class at Lompoc high school taught by a qualified instructor already teaching at that school. An Art 101 course is also now being offered there by that same instructor, and we have approved yet another teacher at Santa Maria High (Stephanie Fukri) to teach another Art 101 section there. Additionally, we have Art Program Part-Time Faculty who teach zero hour or after school

courses at high schools such as Orcutt Academy. We are concerned about how these classes will affect the enrollment of the classes we currently offer on the Santa Maria campus and worry about the potential erosion of the quality of our program if too many of our courses become isolated from us. Currently though, we see the model as working well and we trust both instructors teaching our courses as high school classes. We will wait for data to clarify the effects of these course offerings though.

Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.

Assessments reflect improved student success. Highly qualified instructors have contributed to outstanding student work that is being exhibited regularly. Facilities have made crucial improvements to Art Program classrooms that has directly affected student success.

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

Due to the hands-on nature of the Art Discipline, both equipment and facilities are always major factors affecting student learning, equity, and success. With us being about five years into the Fine Arts Complex, there are still issues affecting student learning that we hope to address. Listed below are a couple of major issues that in working with the Dean and Facilities, we have resolved or are in the process of resolving. I will list ongoing resource requests in part 'C' of this area.

Facilities installed additional lighting in rooms F 219 and F 224, which has allowed students to have improved visibility for their assignments and projects. This was a major problem in the initial lighting installed in the classrooms of the Fine Arts Building.

Improved document cameras and projection are still needed in Art studio classrooms.

Last year we listed that we need more shelves and tables for the Art Prep room. Student workers find the area difficult at times. Course preparation, which involves using that space, at times, presents unexpected challenges, which at times can directly affect our lesson plans. We are currently in the process of ordering and installing shelving and tables to improve and streamline use of this area by student workers, faculty, and students.

- c. Please summarize recommendations and/or accolades that were made within the program/department.

2D Area

Art Prep Room : We need more furniture and shelving in this room to prepare artworks for display and lesson plans for classes in a professional manner. This room will still need more storage and workspace, so we must continue to advocate for purchasing additional equipment for this.

Drawing Room : The drawing room is also lacking in storage and shelving. We have begun to use part of our equipment budget for additional storage and shelving in this room as well. We will be seeking installation advice and help from facilities.

KI Nesting Tables for the Drawing Room: Our nesting tables that we brought over from the old F building are starting to now deteriorate. We currently place work orders for Facilities to fix them once or twice a year, but we are starting to see that the problems happening in just a few of the tables are starting to happen in most of them. We should plan to replace them in the coming year or two. Currently, we don't have enough of these tables to accommodate a full class. They are expensive and we cannot get them through the equipment part of our budget, so we need to put them on our equipment prioritization list. This room and the painting room did not come with tables or seats, so any furniture must be purchased additionally.

Tack-able wall space for hanging student work: Finding opportunities for exhibition of student work is crucial in our program. Creating as much space to show student work as possible is a huge boost to student morale and a reason for making art. We have been hanging paper artworks on the wall with putty, which often stains the paper and does not always adhere properly, leaving artworks on the ground. We need better surfaces on which to hang work in a professional manner. We need more tack-able wall space on the adjacent hallway walls of Art Program classrooms. The cost of this is also outside of our equipment budget, so we are requesting it through Equipment Prioritization. We have obtained a quote from Fabricmate to create a tackable surface on the orange walls outside of the Design room.

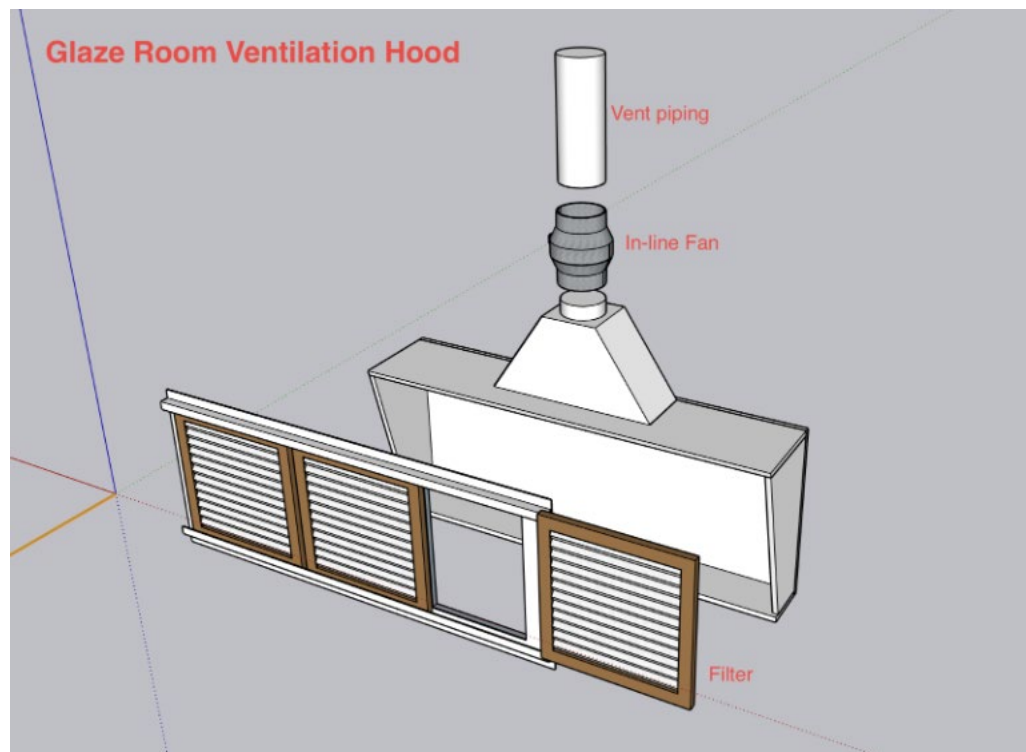
3D Area

High Priority (Health & Safety)--Glaze Room Ventilation Improvement

A ventilation hood in the glaze lab would help manage airborne dry glaze materials and improve overall safety for students. It would need to be custom built, and Allen Chen has started developing a design. He will be connecting with Bridget in Facilities to explore feasibility, scope, and cost. He anticipates the materials to build this vent to be about **\$400** (plywood,

angle iron, exhaust fan and ventilation piping) The cost to install this vent will have to be discussed with Bridget as this vent hold needs to be hooked up to existing ventilation piping, and the installation site needs to be cleared of currently existing shelving. Electrical hook up also needs to be done by an electrician. An important part of this ventilation improvement is that the existing dry chemical bins would need to be moved from the main table to the vent hood table that can all be done in the in-house. This is a simple move, but it involves cutting and welding the rotation pipe that the chemical bins currently stand above. I will contact Bridget to get an estimate of the cost of installing the vent hood.

Sketch of Vent Hood Build:



High Priority (Instructional Efficiency)--Main Studio Sink enlargement

and install: The existing 4 sinks in the main studio are used to clean up the splash pans for our wheel throwing class. At capacity, we'd have 24 students all using the wheel, so it is highly important that the sinks can handle cleaning these splash pans effectively. Currently the sinks are too small (13.5"x16" and only 5"deep). Splash pans are 20 inches wide, making it very difficult to clean effectively using our sinks. Furthermore, the faucets are small and low pressure. The ideal sinks would be restaurant-style **deep** sinks with high pressure sprayer faucets designed to handle splash pans covered

with mud. Allen is proposing that **One** solution would be to remove the 4 existing sinks and faucets and install larger sinks and sprayer faucets. The materials would cost \$1800 (4 sinks, 4 faucets and 4 large sediment traps). The removal and installation cost would involve cutting and enlarging the stainless-steel sink table. There may be plumbing costs as well and that would need to be discussed with Bridget.

High Priority (Instructional Efficiency) --Main Studio Sink Wall Shelving

Build and Install: There are 3 paper towel and soap dispensers on the Main Studio Sink splash wall. Allen needs these dispensers to be removed to make room for shelving so we can put pottery bats, sponges, and other pottery tools on the shelves. The material cost would be about \$1500 (8 stainless wall-mount shelves from Uline @ \$160/shelf

<https://www.uline.com/Product/Detail/H-7500/Industrial-Steel-Shelving/Stainless-Steel-Wall-Mount-Shelving-60-x-12-x-10>) The cost of installation of the shelving unit would need to be discussed with Bridget, but it should be simple and minimal.

High Priority (Instructional Efficiency)--GlazeRoom Sink improvement:

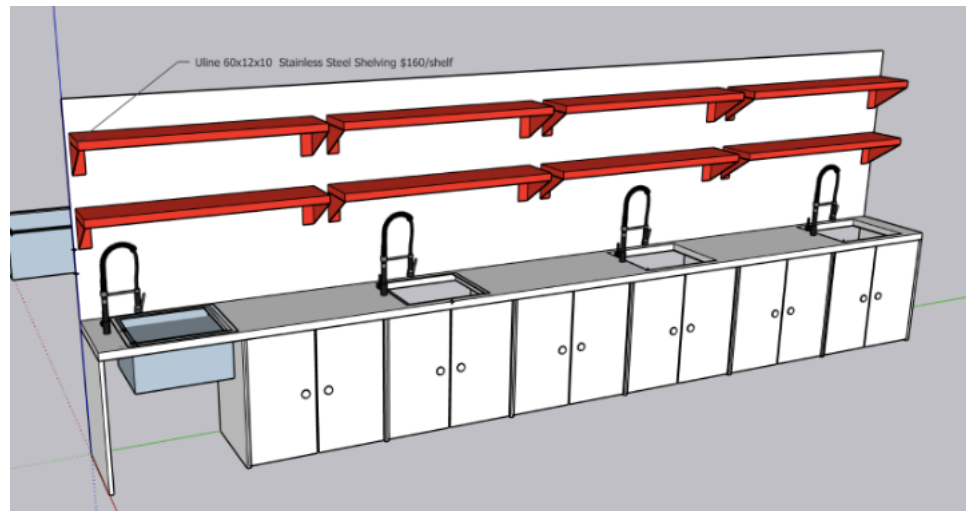
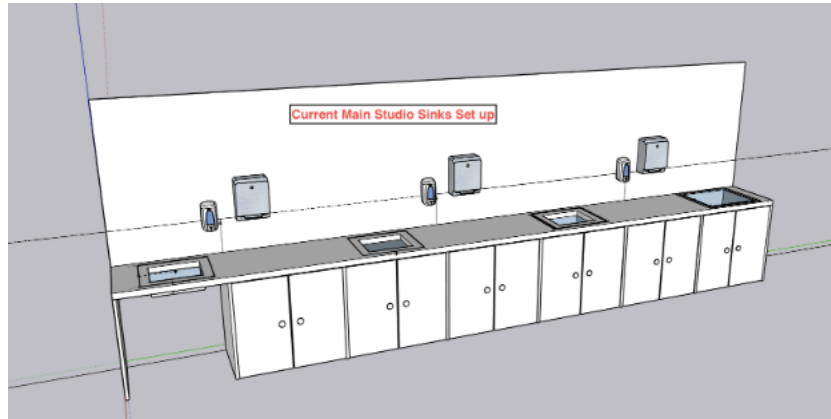
The glaze room sink also needs the same improvement (deeper and larger sinks, tool shelves). The material cost would be about \$600 (2 shelves, 1 sink, 1 spray faucet) <https://www.uline.com/Product/Detail/H-7499/Industrial-Steel-Shelving/Stainless-Steel-Wall-Mount-Shelving-48-x-12-x-10>, <https://www.webstaurantstore.com/waterloo-20-x-16-x-12-18-gauge-stainless-steel-one-compartment-drop-in-sink/750DI1162018.html>, <https://www.wayfair.com/home-improvement/pdp/senlesen-pull-down-kitchen-faucet-snl1555.html?piid=99831358>)



STAINLESS STEEL WALL-MOUNT SHELVING

Add extra storage above kitchen sinks, counters or prep areas.

- Solid, 16-gauge stainless steel.
- Type 304, NSF Certified.
- Includes mounting hardware.



High Priority (Instructional Efficiency)--ADVANCER Kiln Shelves (12" x 24" x 5/16"): These would improve kiln loading, firing efficiency, and durability while reducing long-term maintenance. **I have a quote from vendor for 10 shelves with shipping at \$4,295 +tax.**

Medium Priority--L&L Test Kiln (~\$1,789.25): This would expand access for testing and small firings. Lead time is approximately 12–16 weeks, so early planning would be helpful.

A roof extension for the Kiln yard is needed. A roof extension for the Kiln yard will cost around \$250,000-300,000 after having a walk-thru with Steve and Bridget from Facilities. The need is high for these reasons: health and safety for the instructional assistant (shade is needed for proper working conditions), protection for the equipment (the kilns are showing 10-15 years of age already after just a few years because of the unprotected nature of the kiln yard) (the mixer and pugger are not properly protected either)...this totals nearly \$100,000 of studio equipment that is not properly protected and subject to replacement much sooner than their manufactured lifespan (25-30 years). A new roof line will increase health and safety for all individuals using the space and protect the expanse and required equipment in the kiln yard. We understand that both a free-standing structure and/or an extension of the existing roofline could be an option. The amount above was an estimate for a free-standing structure, but the architectural firm would have to approve an extension of the present roofline, with them determining the possibility and cost of that process.

A Lincoln MIG welder is needed. The Lincoln MIG welder will cost \$600; it will be used to introduce new assignments for the Sculpture 1 and 2 classes; therefore aligning assignments more towards student learning outcomes. Training for students will be needed; consultation with the Welding program will be met to include tutelage on proper student usage and program collaborations. We are currently opening communication with Gabriel in the Welding program to discuss what professional suggestions he has for our students before using a plasma cutter and welder in Sculpture 1 and 2.

The instructional assistant position needs to be 12 months instead of 10 months. Ceramics courses are now offered in the summer semesters and there is an increase in student enrollment in Ceramics, 3D Design, and Sculpture. As mentioned earlier, we are creating new courses and certificates as well. ***The difference between a 10-month and 12-month position would be approximately \$4700.***

The Ceramics program is transitioning from kick wheels to electric wheels to improve accessibility, efficiency, and studio functionality. Donating the remaining kick wheels will free valuable instructional space; however, doing so

would leave the studio three wheels short of its full capacity of 24 students. The purchase of three additional electric wheels is needed to maintain instructional capacity and complete the transition to a fully electric wheel inventory.

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

None at this point.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

Both of Art Program's online courses (Art 101 and Art 105) were reviewed during Spring 2025's annual Review.

- b. What were some key findings regarding RSI?

- Some strengths:
- Some areas of possible improvement:

- c. What is the plan for improvement?

CTE two-year review of labor market data and pre-requisite review

- a. Does the program meet documented labor market demand?

Art Program isn't CTE.

- b. How does the program address needs that are not met by similar programs?

- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5

years for all others?

- e. Have recommendations from the previous report been addressed?

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics**. *This section is only used if there are new planning initiatives and resources requested.*

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only																																																	
Title (including number):	ER Obj-2 Video Speeches for Student Learning and enhancement																																																
Planning years:	(The academic years this will take to complete) 2021-22 to 2024-25																																																
Description: (A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.) The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.																																																	
What college plans are associated with this Objective? (Please select from the list below): <table><tbody><tr><td>☐</td><td>☐</td><td></td><td></td><td></td><td></td></tr><tr><td>☐</td><td>☐</td><td>Ed Master Plan</td><td>Student Equity Plan</td><td>Guided Pathways</td><td>AB 705</td></tr><tr><td>☐</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>☐</td><td>☐</td><td>☐</td><td>Technology Plan</td><td>X</td><td>Facilities Plan</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>Strong Workforce</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>Equal Employment Opp.</td></tr><tr><td>☐</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>Title V</td></tr></tbody></table>		☐	☐					☐	☐	Ed Master Plan	Student Equity Plan	Guided Pathways	AB 705	☐						☐	☐	☐	Technology Plan	X	Facilities Plan						Strong Workforce						Equal Employment Opp.	☐											Title V
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Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ - 2	Equipment	video cameras \$600 each

Enter equipment requests below. Equipment is defined as having useful life of more than one year AND a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

EQUIPMENT NEEDS

Ready Accessibility: Investigate 87%

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	We still need document cameras with better clarity and color calibration for our studio classrooms. OBJ-1
Planning years:	<i>(The academic years this will take to complete)</i>
Description: We still need better document cameras for our studio classrooms. The current document cameras in F 219 and F 224 do not offer the clarity or color calibration needed for proper instruction. Wolfvision document cameras are needed.	
What college plans are associated with this Objective? (Please select from the list below): ☐ ☐ ☒ ☐ X Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705 ☐ ☐ ☐ ☐ Technology Plan X Facilities Plan Strong Workforce Equal Employment Opp. ☐ Title V	

Title (including number):	We need more tack-able wall space for hanging student work. OBJ-2
Planning years:	<i>(The academic years this will take to complete)</i>
Description:	

Outside of earning a letter grade for a class, the exhibition of student work is often the primary reinforcer for putting the work into making art. We need more wall space so that some students aren't left out. The Art Program has determined that the most effective long-term solution for hanging student work in a professional manner would be on a fabric, tackable surface, such as that on the orange curved wall across from room F225. We would like to order these to cover the other walls where we show student work.

What college plans are associated with this Objective? (Please select from the list below):

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☐	☐	Ed Master Plan	X	Student Equity Plan	Guided Pathways	AB 705/1705
☐						
☐	☐	☐		Technology Plan	X	Facilities Plan
						Strong Workforce
						Equal Employment Opp.
☐						Title V

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Fifth Full-Time Faculty Member for Art OBJ-3
Planning years:	<i>(The academic years this will take to complete)</i>
Description: Over the past four years we have seen our need for part-time faculty increase. We currently have thirteen part-time faculty teaching for us, and we just hired two more, making the number fifteen. Many of our part-time faculty teach at a .6 or .4 load as well. We currently have part time overloaded to cover our classes. We have a new art history course that fulfills the ethnic studies requirement that we will need to hire for as well. Part-time faculty come and go, yet some teach specialized classes that currently don't match the specializations that current full-time faculty can teach. We strongly suggest a fifth full-time faculty member be hired to help manage and support ever-growing Art program. The Chair of the Department has been informed of this need and is in full support. He will work with the Dean to explore the justification process for a new faculty member. We can see this position straddling both 2D and 3D disciplines (and or 2D and Art History).	

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New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	The instructional assistant position needs to be 12 months instead of 10months. OBJ-6
Planning years:	<i>(The academic years this will take to complete)</i>
Description: Ceramics courses are now offered in the summer semesters and there is an increase in student enrollment in Ceramics, 3D Design, and Sculpture. As mentioned earlier, we are creating new courses and certificates as well.	
What college plans are associated with this Objective? (Please select from the list below): ☐ ☐ X Ed Master Plan X Student Equity Plan X Guided Pathways AB 705/1705 ☐ ☐ ☐ Technology Plan Facilities Plan Strong Workforce Equal Employment Opp. ☐ Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Glaze Room Ventilation Improvement. OBJ. 7
Planning years:	<i>(The academic years this will take to complete)</i>
High Priority (Health & Safety) A ventilation hood in the glaze lab would help manage airborne dry glaze materials and improve overall safety for students. It would need to be custom built, and I've started developing a design. I'll be connecting with Bridget in Facilities to explore feasibility, scope, and cost.	
What college plans are associated with this Objective? (Please select from the list below): Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705 Technology Plan X Facilities Plan Strong Workforce Equal Employment Opp. Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only													
Title (including number):	ADVANCER Kiln Shelves (12" x 24" x 5/16"). OBJ. 8												
Planning years:	<i>(The academic years this will take to complete)</i>												
High Priority (Instructional Efficiency) These would improve kiln loading, firing efficiency, and durability while reducing long-term maintenance. I've already submitted this request through Monica's recent email regarding the \$24K instructional budget.													
What college plans are associated with this Objective? (Please select from the list below): <table border="0"> <tr> <td>Ed Master Plan</td> <td>Student Equity Plan</td> <td>Guided Pathways</td> <td>AB 705/1705</td> </tr> <tr> <td>Technology Plan</td> <td>X Facilities Plan</td> <td>Strong Workforce</td> <td>Equal Employment Opp.</td> </tr> <tr> <td colspan="4">Title V</td> </tr> </table>		Ed Master Plan	Student Equity Plan	Guided Pathways	AB 705/1705	Technology Plan	X Facilities Plan	Strong Workforce	Equal Employment Opp.	Title V			
Ed Master Plan	Student Equity Plan	Guided Pathways	AB 705/1705										
Technology Plan	X Facilities Plan	Strong Workforce	Equal Employment Opp.										
Title V													

New Program Planning Initiative (Objective) – Yearly Planning Only													
Title (including number):	L&L Test Kiln (~\$1,789.25). OBJ. 10												
Planning years:	<i>(The academic years this will take to complete)</i>												
Medium Priority This would expand access for testing and small firings. Lead time is approximately 12–16 weeks, so early planning would be helpful.													
What college plans are associated with this Objective? (Please select from the list below): <table border="0"> <tr> <td>Ed Master Plan</td> <td>Student Equity Plan</td> <td>Guided Pathways</td> <td>AB 705/1705</td> </tr> <tr> <td>Technology Plan</td> <td>X Facilities Plan</td> <td>Strong Workforce</td> <td>Equal Employment Opp.</td> </tr> <tr> <td colspan="4">Title V</td> </tr> </table>		Ed Master Plan	Student Equity Plan	Guided Pathways	AB 705/1705	Technology Plan	X Facilities Plan	Strong Workforce	Equal Employment Opp.	Title V			
Ed Master Plan	Student Equity Plan	Guided Pathways	AB 705/1705										
Technology Plan	X Facilities Plan	Strong Workforce	Equal Employment Opp.										
Title V													

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	KI Folding Tables. Obj. 11
Planning years:	2025-2026
Our folding/ nesting tables that we brought over from the old F building and now keep in F-224 are starting to deteriorate. We currently place work order for Facilities to fix them once or twice a year, but we are starting to see that the problems happening in just a few of the tables are starting to happen in most of them, and we don't have enough tables for a full class. We need more tables as soon as possible.	
What college plans are associated with this Objective? (Please select from the list below): Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705 Technology Plan X Facilities Plan Strong Workforce Equal Employment Opp. Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	F 159 Shelving by Sinks in the Main Room and in Glaze Room. Obj. 12
Planning years:	<i>(The academic years this will take to complete)</i>
There are 3 paper towel and soap dispensers on the Main Studio Sink splash wall. Allen needs these dispensers to be removed to make room for shelving so we can put pottery bats, sponges, and other pottery tools on the shelves. The material cost would be about \$1500 (8 stainless wall-mount shelves from Uline @ \$160/shelf https://www.uline.com/Product/Detail/H-7500/Industrial-Steel-Shelving/Stainless-Steel-Wall-Mount-Shelving-60-x-12-x-10) The cost of installation of the shelving unit would need to be discussed with Bridget, but it should be simple and minimal. The glaze room sink also needs the same improvement (deeper and larger sinks, tool shelves). The material cost would be about \$600 (2 shelves, 1 sink, 1 spray faucet) https://www.uline.com/Product/Detail/H-7499/Industrial-Steel-Shelving/Stainless-Steel-Wall-Mount-Shelving-48-x-12-x-10, https://www.webstaurantstore.com/waterloo-20-x-16-x-12-18-gauge-stainless-steel-one-compartment-drop-in-sink/750DI1162018.html,	

<https://www.wayfair.com/home-improvement/pdp/senlesen-pull-down-kitchen-faucet-snle1555.html?piid=99831358>)

What college plans are associated with this Objective? (Please select from the list below):

Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705
Technology Plan X Facilities Plan Strong Workforce Equal Employment Opp.
Title V

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number: Purchase of Electric Ceramic Wheels. Obj. 13

Planning years: 2025-2026

The Ceramics program is transitioning from kick wheels to electric wheels to improve accessibility, efficiency, and studio functionality. Donating the remaining kick wheels will free valuable instructional space; however, doing so would leave the studio three wheels short of its full capacity of 24 students. The purchase of three additional electric wheels is needed to maintain instructional capacity and complete the transition to a fully electric wheel inventory.

Estimated Cost:

- Three Shimpo Whisper VL wheels: approximately **\$5,763.96** (\$1779+tax+free shipping x 3)
- Three Shimpo VL wheels: approximately **\$3,434.40** (\$1060+tax+free shipping x 3)

What college plans are associated with this Objective? (Please select from the list below):

Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705
Technology Plan X Facilities Plan Strong Workforce Equal Employment Opp.
Title V

Area of Focus Discussion Template

ACADEMIC SERVICES AND SUPPORT

Academic Services and Support – assess and improve relationship with tutorial services, library, counseling, learning assistance program (LAP), etc. and evaluate co-curricular support courses.

Possible topics:

- Collaborate with student success team members to ensure institutional barriers are mitigated.
- Review and summarize student support options.
- Implement student surveys and evaluate results.
- Assess co-curricular support programs and services.

1. What data were analyzed and what were the main conclusions?

Art had decided to review and summarize student support options.

Student Tutors: Art has had student tutors in the ARC in the past for both art studio and art history courses, and will continue to utilize this service more, therefore, forwarding any names of outstanding students to Elaine Healy in the Academic Resource Center. Currently, Adrienne coordinated a tutor for the Art 103. Jonathan Villa is the name of the tutor and he successfully completed Adrienne's Art 103 course the previous semester.

LAP: Art Program faculty continue to work with students registered with LAP to provide all reasonable accommodations. Last semester we secured two LAP chairs for room F 219 and F 224 for students registered with LAP having difficulties with the drawing horses or metal stools. LAP furniture brought to us may need a proper manner of labeling. In the past, they have been labeled with printed paper which tends to fall off eventually. Non-registered students end up taking those seats that no longer have labels.

Student Note Takers: There is an increasing number of students needing note takers in classes. Currently, it is the responsibility of the instructor to secure and coordinate this. This is often a clunky and time-consuming process. It would be very helpful if LAP provided paid note-takers who are paid to sit in on courses for this purpose.

ADA Compliance on CANVAS courses: All Art instructors are currently working through making their courses ADA compliant. It would be helpful if the college offered a comprehensive training or course on how to do this.

Library: Over the past years Adrienne Allebe has been reaching out to Suzanne Kopecky in the library to request Art books relevant to Art Program Students. She continues to periodically put in requests to increase content available for our students. Adrienne has also invited Suzanne into Art History courses to help students with citations for papers. The library and librarians

continue to be a valuable resource for our students. It always worthwhile to bring students in there for orientations at the start of the semester.

Portfolio Workshops: Adrienne has worked with Tom Lamaica and Yvonne Teniente's offices the last two years to secure SEAP and Guided Pathway funds so that she and other Fine Arts faculty could host a Portfolio workshop for our students. Every year, we discover more services to collaborate with for this workshop. Last fall we invited guest speakers from the transfer and career centers. It was very enlightening to find out the outstanding quality of resources provided for our students regarding transfer and careers. We will continue to collaborate with them and gain knowledge of the services and resources they make available to our students.

SuccessNet: Many Art Program instructors use SuccessNet to provide feedback to students enrolled in their courses and to check for SEP's.

Studio Arts Club: The Art Program continues to work with Student Activities and Outreach through the Studio Arts Club. Depending on the membership of the club next year, the club could plan more ahead to secure funds for field trips and other educational activities. The club has been great for giving Art students visibility on campus. It has also been enriching for them to collaborate with other clubs, as well as bond with each other over shared love of artmaking.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

SEP: Students do not always fill out their educational plan and still are unclear about which courses to take each semester. The Art Program could make more effort to get the information about which classes are only offered one semester a year to the counselors and students. There are quite a few courses only offered spring or fall, and it seems like students do not receive this information.

Access to Supplies: Last year we mentioned the need to have consistent supplies available through the campus bookstore and other means. We created kits through Art Central, which some students utilized and found helpful. We recently learned that the bookstore will begin ordering art supplies through Dick Blick, so we are hoping prices will go down and that it will be easier to create kits for our students that they may easily pick up on campus. We are in discussions with Ashlee Orteza about doing this for fall classes.

Ability to work on art at home : Every semester we hear from more students that they cannot work at home. This seems to have become one of the biggest barriers to students completing quality level work in studio art courses. This semester we had more students than usual requesting to work in the studios during our office hours. We also witnessed more students than ever working in the rooms during the last few weeks of the semester. I gave a survey in my Drawing II class, and over half of the class said that having open lab times in our drawing, painting and design rooms would allow them to finish projects to a higher level and that they would utilize open labs if offered. Open Labs would be times when rooms are not being used that students could go in and work. This would require hiring someone to oversee students in the rooms, like we have Lisa doing down in Ceramics.

3. What are your plans for change or *innovation*?

Recruit more Art Appreciation, Art History and Studio Art tutors

Increase dialogue in the classroom concerning SEPS.

Advocate for more affordable and varied art supplies through the bookstore. Work with Ashlee to create kits.

Advocate for an open lab process.

4. How will you *measure* the results of your plans to determine if they are successful?

Survey students to see if they utilized Art tutors and gained help from them.

Art Program will work with Ben to see SEP improvement.

Once art supply kits are created, we should be able to assess the costs compared to kits offered to our students through Art Central.

If a structured open labs process is established, we will have to measure attendance.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

6. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)
7. Are there specific recommendations regarding the core topic responses from the validation team?

Based on the narratives for the prompts above, what are some program planning initiatives (objectives) and resources needed for the upcoming years? Use the tables below to fill in **NEW** planning initiatives. ***This section is only used if there are new planning initiatives that pertain to the Core Topic only.***

Sample:

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	ER Obj-2 Video Speeches for Student Learning and enhancement
Planning years:	(The academic years this will take to complete) 2021-22 to 2024-25

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.

What college plans are associated with this Objective? (Please select from the list below):

Ed Master Plan	Student Equity Plan	Guided Pathways	AB 705
Technology Plan	X Facilities Plan	Strong Workforce	Equal Employment Opp.
Title V			

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Enter equipment requests below. Equipment is defined as having useful life of more than one year **AND** a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ - 2	Equipment	video cameras \$600 each

Navigation tabs: EQUIPMENT, SUPPLIES, STAFFING, TECHNOLOGY, FACILITIES

New Program Planning Initiative (Objective) – Core Topic Only

Title (including number):

Planning years: *(The academic years this will take to complete)*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

Ed Master Plan	Student Equity Plan	Guided Pathways	AB 705/1705
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Title V			

New Program Planning Initiative (Objective) – Core Topic Only

Title (including number):

Planning years: *(The academic years this will take to complete)*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

Ed Master Plan	Student Equity Plan	Guided Pathways	AB 705/1705
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Title V			

Program Review Signature Page:

patrick trimbath

Aug 24, 2026

Program Review Lead

Date

Monica Millard
Monica Millard (Aug 24, 2026 13:25:19 PDT)

Aug 24, 2026

Program Dean

Date

[Signature]

Aug 24, 2026

Vice President, Academic Affairs

Date

Fall 2026 Revision of Art Yearly Planning and Program Review for Spring 2026 (adding Allen's language)

Final Audit Report

2026-08-24

Created:	2026-08-24
By:	Shayna Andrews (shayna.andrews@hancockcollege.edu)
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Transaction ID:	CBJCHBCAABAAdaJcLdwjr1W7cuVkbrPNVfm4yHgWo7IW

"Fall 2026 Revision of Art Yearly Planning and Program Review for Spring 2026 (adding Allen's language)" History

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