

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name : ART Academic Year : 2023-2024

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)
- A. DATA PROJECTORS, DOCUMENT CAMERAS, LIGHTING: We continue to face challenges in using the projectors we were given in the new building. The old Panasonic projectors we were using in the old F building classrooms seem superior for depicting colors on screen accurately. Teaching color mixing in Art 151, 152, 153, 110, 112, 121, 122 is very difficult using these projectors. The colors of artworks at times seem noticeably off when showing images in our Art History and Art Appreciation classes (Art 101, 103, 104, 106). These classes seem the most affected, but basically any class where we show color slides can occasionally show artworks inaccurately. We are currently working with IT to see if we can get a new 3-color chip projector at least in room 217 and will continue to advocate for new data projectors in rooms 219, 224 and 225.

The document cameras in these rooms are also inadequate. They are the lowest quality version available. It would be ideal to have document cameras that could zoom out further to capture larger areas, especially in the design room (217), painting room (219) and drawing room (224). It is difficult to give demos in such a small viewing area. It would be ideal to have state of the art Wolfvision document cameras, such as the one mounted in the Ceramics Lab, in these rooms.

We will continue to advocate for better lighting in our classrooms, especially in room 224. After much haggling, we finally got a variety of light setting options in room 224, but the light settings are still strange in room 225 and room 217 used to have more light channels, and for some reason got reduced to two at some point last semester. We still have lighting that was ordered years ago for F11 that could be mounted in the drawing room 224 to help with the lighting situation.

Room 159 will need lighting adjustments in the near future – the existing canned lights are not adequate. We need an overall lighting balance.

- B. FINE ARTS COMPLEX EVENTS : The second story terrace of the Fine Arts complex that sits adjacent to the Art Program classrooms has been used for events over the past couple of semesters. We don't see a problem with that space being used as such, but those of us teaching classes while an event is occurring have noticed that it creates an odd-feeling situation while classes are currently being run. Faculty have communicated to one another that events involving fine meals and celebrations happening while students are in class may feel a little off-putting to some of our students. Many of our students come to our classes clearly demonstrating a disadvantaged social/ economic position. Faculty, staff, and administrators here at the college also clearly try to bring more equitable situations to our learning environment to counter this. But for our students to watch and listen to others enjoying a gathering right outside the classroom may be potentially inappropriate for some.

We don't want to discourage the college from holding these events. Many of them seem to honor and commemorate in purpose. Perhaps reserving scheduled events for Fridays when less classes are offered would be better though.

- C. GHOST SCHEDULING : We are seeing 'ghost scheduling' as a new way of offering classes. Classes that are mirrored as Community Education are ghost scheduled for a potential of 5 students, but we now have a summer drawing class that is also ghost scheduled showing that only 8 seats are available in the class. The other sixteen are ghosted for Orcutt Academy students. This is a new type of scheduling, and we are waiting to see how it may change things. This could introduce potential equity issues in terms of which students get priority in registration and how this is determined. These decisions are being made without faculty awareness, which results in confusion. We would like to be made aware of these types of decisions and changes ahead of time.

- D. COURSE OFFERINGS : We were able to offer 2 Art 110 design courses in Fall 2023. This is the first time we have been able to offer more than one section of design in a long time. This is great.

We offered Art 103 both fall and spring semesters for the first time in years. The courses filled, but we are looking to see if there is any impact on fall 2024 semester courses.

We are moving towards staggered offerings of the intermediate and advanced painting classes. Fall semester involves offering only Painting 1, while spring semester will offer all three painting classes. This is working well. Enrollment for Painting 1 continues to be strong enough without the advanced classes. We have also been staggering the intermediate and advanced Life Drawing classes as well, offering them only in the spring, but would like to switch the section with all three sections to be offered in the fall so a full-time instructor can teach it. We are also considering having some seats made available for OLDR students in Life Drawing. If many more students want to enroll in this course, we might consider offering additional Life Drawing classes. If we do this, we must augment the Life Model budget.

The Art 101 class offered at Orcutt Academy M-F mornings did not work out well. This seems to be the case because we hired a new instructor who recently just finished their graduate school training and had very little actual teaching experience. Since the class was offered off campus and, additionally, had very little direct oversight, this presented major challenges. If we are to find someone to teach this class at this location (or something similar), the instructor should probably be more experienced. Admittedly, sometimes you just never know if someone will work out or not, but nonetheless this is probably a situation that is better for someone more experienced.

- E. FINE ARTS ROOM USAGE : We have more outside disciplines using some of our classrooms than we ever have before. Particularly in room 225 this is the case. We are noticing that classroom supplies are like dry erase markers and staples in staplers are getting used up quickly. We will need more replenishment of materials in these rooms than we have had in the past.

- F. CAREER EXPLORATION DAY : For Art Faculty to be in our state-of-the-art classrooms and in the new building to talk about our program on Career Exploration Day is ideal for sharing with potential students what our program has to offer. Therefore, we strongly believe that bringing students into the Fine Art Complex via tours is the best way to highlight our program. We would like to strategize with College Outreach to get more students to come on these tours though. We gave College Outreach feedback about having the students sign up for tours in advance at their high schools to help streamline the organization of students before they even get to our campus.

 - G. ARTICULATION AGREEMENTS : We have requested some new articulation agreements through David De Groot as part of our "Education and Industry Partnership" part of Program Review this semester. Next year we should have updates on these.

 - H. The Ceramics/3D Art program would like to open up a conversation about converting F-151 into a working studio and discuss the importance and need for the dust collector equipment presently in that space.
3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

Our map is functional, but there are corrections that need to be made to the way that it is shown on Allan Hancock College's website. One of our core requirements is not shown on the webpage. Another core requirement is shown twice. This happens in both transfer degrees.

4. Were there any staffing changes?

We now have Gregory Byard teaching in our 3D area. This year we have hired new part-time faculty: Arran Harvey, Tellef Telleffson, and Paula Horvath.

We have our Studio Technician, Mike McNutt, presently at 10 months. We would like to open a conversation about extending this position to 12 months. This would allow the discipline to offer several more classes over Summer.

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

Our transition to an OER textbook for Art 101 and Art 103 is going well. We currently have two instructors who are using the new online textbook. We continue to aim for having most of our faculty transitioned to the new text for Art 101 by Spring 2024. Any faculty who teaches Art 101 or Art 103 in the future will have access to a Canvas shell created with the new OER resources.

We successfully modified our Two-Dimensional Studio Art certificate to allow for more students to acquire on their path more easily towards a transfer degree. The certificate will now only require one additional class outside of the path towards completing the transfer degree. Before it required two courses.

We are successfully offering 3D design once a year now. Enrollment has been strong this year as it was in the last year. As with all college courses on the central coast, it is a challenge to find qualified part-time instructors to teach this course. However, we are hoping we will be able to offer this course now that we have Gregory who could teach it if needed. We have also hired a part-time instructor who we believe is well qualified to teach this course.

We will continue to advocate for Wolfvision document cameras in our classrooms, and a solution to the lighting problems in our classrooms as well.

Overall enrollment in the Art Program has been steadily increasing since 2019/2020 . It would be nice to add courses, but staffing new courses would be difficult without an additional full-time instructor.

We currently have a core of enthusiastic Art Majors involved in the Studio Arts Club, who have made it one of the most active clubs on campus. They are representing the visual arts beyond the Fine Arts building in college events such as Earth Day and Diversity Day. They also represent us in the community by participating in Downtown Fridays. They completed two large murals in the Santa Maria Towne Center last summer and fall. They will be participating in the Santa Barbara Chalk Festival at the end of May and are planning potential museum/gallery trips. We hope to keep the energy of this club going!

*The Ceramics/3D Art program would like to consider developing a Special Topics class on Cone 5/Mid-range glaze application. The present studio curriculum does not specialize in the usage of these glazes. We would like to pilot a class that explores the theory and experimentation of mid-range glaze surfaces and techniques.

Learning Outcomes Assessment

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

We just now are getting enough clarity on what is expected of us for PLO assessments. Liz West came to our Fine Arts department meeting that we held for the month of April, and she clarified to us what is expected. Additionally, a tutorial on how to enter assessment data into SPOL created by Janet McGee was shared. Since then, Art Program has now begun to enter data. We don't have a lot yet since we are just getting started. However, here is one important point to summarize:

The lack of good lighting in F 224 continues to be a problem for students. One assessment documents this problem.

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

Anyone who is using that room to teach drawing has shared similar experiences involving their students. Better lighting is needed.

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

We will continue to advocate to our dean and to Facilities for improved lighting.

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

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)?

We offer online classes in Art 101 and Art 105. We have scheduled review for Fall 2024/ Spring 2025

- 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?

We do not offer CTE programs.

- 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.**

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Art Obj. 1 – Proper projectors and document cameras are needed in F 217, F 219, F 224, F 225
Planning years:	<i>(The academic years this will take to complete)</i>

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 projectors and document cameras that came with the new building are not sufficient for teaching studio and art history classes. Particularly, it is the color that is the most inadequate. Clear articulation of detail and lights/ darks is a problem as well though. We need better projectors and Wolfvision document cameras.

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 Facilities Plan Strong Workforce Equal Employment Opp.
- Title V _____

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number: Art Obj. 2 – Better lighting in F-224

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.)

Many students don't have adequate working light in F-224.

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 Facilities Plan Strong Workforce Equal Employment Opp.
- Title V _____

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	ART Objective - 3
Planning years:	(The academic years this will take to complete) F2024-S2025
Description:	
<p>(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.)</p> <p>VPM-30 Peter Puger will reconstitute recycled clay for special events and resale for students at a lower cost than the present clay sales in Ceramics. The equipment cost is \$3500 used and \$7500 new.</p>	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705	
<input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.	
<input type="checkbox"/> Title V	

Area of Focus Discussion Template : ART PROGRAM EDUCATION AND INDUSTRY PARTNERSHIPS

Education and Industry Partnerships – review relationships with four-year institutions including preparation for transfer and changes in major requirements assess employment as well as review employment and the needs of employers and regional partners. Sample activities include the following:

Possible topics:

- Review academic transfers and associate degree for transfer alignments.
- Review articulation agreements.
- Review C-ID (course identification system) modifications.
- Integrate advisory committee recommendations and regional training needs.
- Review career and technical education (CTE) labor market information and trends.
- Explore collaborations, internships and externships, and cooperative work experience opportunities.
- CTE unit completion goals in the Student Centered Funding Formula and CCCCO Vision for Success.

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

In order for Art students to successfully transfer and/or become professional artists, they need transferrable courses, a portfolio of high-quality artworks and art-related volunteer and/or work experience. To this end, we have focused our review on the following : **1.** transfer alignments of our degrees, **2.** C-ID course alignments, **3.** Art course articulation agreements, **4.** how to make students aware of portfolio requirements and create opportunities for them to make strong portfolios, **5.** possible collaborations, internships, externships and job opportunities for Art students, and **6.** reduction of costs to students.

1. We have reviewed our academic transfer and associates degrees in Studio Arts for transfer alignments and found that they align.

2. For our 2021 Program review, we reviewed all C-ID course identification systems to make our courses align with these course descriptions and objectives.

3. This semester we began reviewing our course articulation agreements on Assist. We went through nearly all CSU's and UC's with Art Programs our students are likely to transfer into, reviewed our articulation agreements with them, and made an Excel sheet that the articulation status of all of our Art courses with these institutions. We identified over fifty new transfer opportunities for Art Program Courses across these colleges. We shared this spreadsheet with Allan Hancock College's articulation officer, David De Groot, so that he is aware of the courses

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that have been denied articulation and he will work with the articulation officers at those institutions. Once we have an understanding of why some of our courses have been denied articulation, we will alter them in curriculum. Many of our courses articulate to most institutions. Courses that don't articulate across all CSU's include : Art 101, Art 103, Art 104, Art 106, Art/Grph 108, Art 112, Art 121, Art 122, Art 151 and Art 160. As stated before, our articulation officer is aware of the articulation status of all Art courses and working to see what can be done to make courses articulate.

4. Developing a strong portfolio is crucial for Art students to transfer successfully into 4-year Art Programs and become successful artists. We have noticed that Art majors are not necessarily aware of portfolio requirements and unprepared for them. The college counselors are also largely unaware of this additional requirement for transferring Art majors. We must make portfolio requirements more known to students and create opportunities for them to make strong portfolios to increase their chances of getting into their desired programs.

5. Our students will have an advantage and be more prepared as Art professionals if they build their resumes with as many art-related jobs, experiences, skills and volunteer opportunities as possible.

Creating opportunities for student exhibition and promoting student success for Art Program students is a primary part of building both relationships with and an understanding of the art world. This starts with local and regional opportunities and recognition. Some recent examples are:

The Arts on Campus subcommittee will continue to find opportunities for students and Alumni to create artworks on our campuses. AOC has been currently working with Public Affairs to create videos promoting the artworks AOC artists have created. Recently, one video uploaded to Hancock's website was recognized and promoted by the CCC Chancellor's office on X (twitter).

The Foxworthy gallery is running a trial program involving the use of volunteer student docents that will give students professional experience in this area.

The Studio Arts Club is thriving. It maintains a strong campus presence, as well as in the larger community. Students in the Art Club are engaged in a variety of activities that promote professional development, promotion, and interaction with a local audience for art. Students in the Studio Arts Club are building skills in making large-scale murals in paint and chalk, and working with a group. They are also building connections with the local art community.

6. Students have trouble buying all necessary supplies so we need to reduce costs for students. The campus bookstore and Michael's have been unreliable and materials are increasing in cost. We will work with the bookstore in an attempt to get a more reliable and accurate stock of supplies, and may consider having Art Central put together kits that we may provide to students.

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?

6. For art majors, the biggest barrier to student success is the cost of art supplies and access to supplies. We find that more students are coming to class without supplies. Art students need paper, paint, drawing tools, drawing boards, adhesives, materials for framing and access to digital programs. Some students have no problem paying for these supplies, and others do. In this area, it is at times difficult to find art supplies immediately. The bookstore is unreliable, more expensive than online retailers and has limited hours of operation. Michaels often runs out of supplies. The next closest store is Art Central in San Luis Obispo, which students often cannot afford to drive to. Art students need additional money beyond tuition to purchase supplies to make good work for their portfolios for transfer, since developing a strong portfolio is crucial for Art students to transfer successfully into 4 year Art Programs.

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

6. We have traditionally kept a significant amount of classroom supplies for student use, but it is not enough to cover all students. All instructors have reduced their supply lists to make them as cost-effective as possible. We can steer students towards the Basic Needs Center. We will consider putting together basic kits for students. We are currently meeting with the manager of the campus bookstore to try to get a more consistent inventory of accurate supplies.

We are currently transitioning our Art Appreciation and Ancient Art History courses with traditionally expensive textbooks to OER. Ancient Art History is now fully OER. Art 101 will be fully OER by next Spring. We will continue to look into more OER opportunities for our courses. By the end of this spring semester, both of these courses will have Canvas shells made with the OER sources that will be available to any instructor teaching those courses.

5. We will continue to look for ways to connect our students to art-related opportunities, announce these opportunities in our classes and invite guest speakers to our classes. We already have developed a strong connection with the non-profit cultural arts organization Corazon del Pueblo. Some of our art majors have acquired art teaching experience through the organization's Loteria project with the local school district.

Several Art students have become Peer Tutors for Art and Art History courses; we will continue to encourage strong students to become tutors for art courses.

Several Art students have become Peer Mentors/Ambassadors through the Creative Arts Success Teams program in the Fine Arts Complex.

We have introduced the College Corps work program to our students. This program has opportunities for working with K-12 students in the arts.

PLAN : We will seek more on-campus internships, for example, possible collaborations with PCPA as set painters.

Our student workers who are Art majors are gaining skills in organizing digital files of artworks and hanging artworks throughout the department. With their help, we can hang a lot of student work throughout the building, showcasing the work our students do in classes, and giving individual students exhibition opportunities. Based on feedback from students, seeing their work hanging throughout the building significantly boosts morale!

PLAN : We will continue to work with facilities and other programs to develop a more cohesive hanging system for artworks throughout the building.

4. We are tracking Art majors who are within a year of graduation and educating them about Portfolio requirements for Art Programs. We had one of our student workers create a "Portfolio Requirements for Art Programs" document that lists the portfolio requirements for our major transfer institutions. Several students have utilized this document. It also helps students decide what kind of program they would like to transfer into. We should consider ways we can disseminate this information more widely.

Plans : We have started researching portfolio requirements of our major transfer institutions in order to create a list of skills students will need toward that end. We also plan to outline this information in a 1-2 slide presentation that we may share with all of our Art students on the first day of classes. This presentation will be shared with all full-time and part-time art instructors so that we can share the information with as many students as possible.

We have been and will continue to work with our designated counselors to make them aware of this additional requirement that Art transfers must prepare for.

The Creative Arts Student Success Team is currently working on setting up a Portfolio preparation day for Visual and Performing Arts majors who are getting ready to transfer. We have started researching what resources Art majors need for this day to prepare portfolios. So far, we know that many students are not even aware of portfolio requirements or where to find them. We also think students need help documenting their work, as well as writing artist statements and resumes. Having a workshop on finding portfolio requirements, documenting work and writing alone could be highly beneficial to our students.

We currently have a digital portfolio course, Grph 116, that we will encourage our Art majors to take. It might be useful to update the language of this course so it may more generally apply to any major in a visual arts concentration----Studio Arts, Graphics, Animation, Photography---to encourage any student who must create a portfolio to transfer to take it.

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

We will follow up to see how many new articulation agreements were created, Track transfer degrees, follow-up with graduates, follow up with students mid semester following the Portfolio Planning Institute.

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

1. 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) CREATIVE ARTS SUCCESS TEAM LEAD SYDNEY SORENSEN
2. Are there specific recommendations regarding the core topic responses from the validation team? NO

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

Sample:

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	CREATIVE ARTS SUCCESS TEAM PORTFOLIO PLANNING INSTITUTE
Planning years:	Spring, Summer 2024
Description:	
<p><i>(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.)</i></p> <p>Art majors need help preparing their portfolios for transfer. The Creative Arts Success Team has planned a Workshop for the beginning of Fall semester that will help students who are nearing transfer to do this. The workshop will include helping them find portfolio requirements of programs they would like to transfer into, enable them to document their work, manage digital files, develop resumes and write artist statements.</p> <p>We will be applying for funding for this workshop this summer, so that we may pay faculty to plan the workshops, purchase any needed supplies and lead workshops for this event.</p> <p>We plan to hold this event the first 2 Fridays of Fall semester : August 23, 10:00pm-2:00pm and August 30, 1:00-4:00 pm.</p>	

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 Facilities Plan Strong Workforce Equal Employment Opp.
 Title V

New Program Planning Initiative (Objective) – Core Topic Only

Title (including number): Art 101 and Art 103 OER Textbook

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.)

Art Program is moving to an OER textbook for its art appreciation and ancient art history classes. Two instructors have already made the transition. We offer many sections of art appreciation and our goal is to have everyone using the OER by spring 2024. Full-time Art faculty are responsible for moving this transition forward

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 Facilities Plan Strong Workforce Equal Employment Opp.
 Title V

Program Review Signature Page:


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May 28, 2024

Program Review Lead

Date



Jun 17, 2024

Program Dean

Date



Jun 17, 2024

Vice President, Academic Affairs

Date


F23-S24 YPU and Educ and Industrial Partnership Report - ART_5.28.24


Final Audit Report


2024-06-17

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"F23-S24 YPU and Educ and Industrial Partnership Report - ART_5.28.24" History


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