### Division - Program VISUAL & PERFORMING ARTS STUDIO ARTS

#### Authorization

After the document is complete, it must be reviewed and <u>submitted to the Program Review</u> <u>Committee by the Division Chair</u>.

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#### **Overview of the Program**

All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

#### Statement of Purpose - briefly describe in 1-3 sentences.

Studio Arts provides students foundational fine art and design instruction relevant to three constituents: transfer students interested in a liberal arts education; <u>career and technical education</u> students, planning to continue with a certificate in a creative profession; and returning students interested in life-long learning by fostering personal expression. Studio Art's program level goals – beyond training rigorous technical and conceptual skills – include collaborative learning, critical thinking, interpersonal communication and visual problem solving.

Please list the most significant achievement accomplished since your last program review.

Studio Arts successfully hired two new adjunct faculty and established a new adjunct office. Established a Facebook page for students, faculty and alumni to network, post exhibitions and show opportunities.

List the current major strengths of your program

- 1. Superior enrollment management, with consistently full classes
- 2. Excellent transfer sequence from foundation to portfolio preparations
- 3. Excellent faculty-student contact both inside and outside classroom in studio environment

List the current weaknesses of your program

- 1. Interrupted first-year sequence due to retirement of full-time faculty
- 2. Poorly maintained physical facility, that has not been significantly upgraded in twenty years
- 3. Lack of support from/integration with other campus groups especially Foundation and Counseling.

### 1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full- Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
STUDIO ARTS	2007-2008 2008-2009 2009-2010 2010-2011 % Change 4-Yr. Trend	178 177 198 197 +10.4% increasing	12.5 12.0 12.5 14.3 +14.0% increasing	453 470 503 439 -3.2% stable	54.0% 56.3% 58.0% 56.1% +4.0% stable	91.5% 94.0% 103.5% 103.3% +12.9% increasing	67.2% 71.3% 73.4% 72.3% +7.5% stable	7 7 4 9 +28.6% increasing
VISUAL & PERFORMING ARTS DIVISION <b>TOTAL</b>	2007-2008 2008-2009 2009-2010 2010-2011 % Change 4-Yr. Trend	1,281 1,338 1,328 1,228 -4.1% stable	74.5 72.4 76.4 79.3 +6.3% stable	547 588 553 493 -9.8% stable	56.0% 53.1% 50.0% 50.6% -9.7% stable	86.5% 97.5% 96.6% 94.4% +9.2% stable	69.2% 70.5% 72.1% 70.0% +1.3% stable	36 40 22 28 -22.2% decreasing

1.1. Describe how these trends have affected student achievement and student learning:

Studio Arts continues to be proud of its excellent enrollment management, as reflected in strong fill rates, even in difficult-to-fill advanced courses. This is due to a strong balance of first year classes to advanced classes, and strong retention rates among students in the area. The 14.0% increase in FTEF in 2010-2011 corrects an overall contraction in FTEF (losses in long sessions and short sessions in 2005-2006 and prior) relative to other areas of the Division. Studio Arts has used this increase FTEF to fill advanced courses without seeing declines in fill or success rates.

1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your program?

WSCH numbers do not reflect the number of contact hours full time and part time faculty have with students beyond class time and office hours. Because of our workshop environment, students have access to almost continuous faculty or staff consultation throughout the day. Award rates also don't reflect high transfer rates to art schools and programs by our advanced students.

Studio Arts has begun to engage activities to help us assess impacts not collected in data. For example this year Studio Arts started a facebook alumni page to track transfers to art schools which is not tracked by research and planning data. Also, Studio Arts faculty have been making visits to local art institutions to discuss directly articulation with our private transfer partners.

### 2.0 Student Learning and Curriculum

List each Department within the Division as well each degree, certificate, or other program* within the Department	Active Courses Identifie SLOs		Active Courses Assessed		Course Sections Assessed		If this area has program outcomes have they been assessed? Yes or No	
	n/n	%	n/n	%	n/n	%		
STUDIO ARTS	100%		17 / 22	(77%)	44 / 5	4 (80%)	Planned for Nov. 2011	

Provide the following information on each department and program within the division.

2.1. Please comment on the percentages above.

Because the portfolio review process has proven difficult and laborious, Studio Arts has implement as of Fall 2011 continuous SLO assessment in all courses via written test (as per SLO's defined in course outlines). The area will rotate additional course wide portfolio assessments in selected courses every year.

- 2.2. a) Please provide a *link*\* to all program <u>assessment timelines</u> here. This link could be to your division /department website, eLumen, etc.
  - b) Briefly summarize any pedagogical or curricular elements of courses/programs that have been changed or will be changed as a result of developing assessment timelines and course/program alignment matrixes.
  - c) Based on the program assessment timelines you have developed and the evidence you have gathered, please comment briefly on how far along your division/program is in the assessment process.

For Studio Arts, assessment timelines and alignment matrixes show no impact on student outcomes. This semester, our area is moving to continuous SLO assessment in all classes via course-wide written tests. Portfolio review of selected courses will continue on a rotating basis. Program Level SLO's will be completed by November.

- 2.3 a) Please provide a *link* to any program and/or relevant course <u>assessment reports</u>. Does the evidence from assessment reports show that students are achieving the desired learning outcomes?
  - b) Please briefly summarize any pedagogical or curricular elements of courses and/or programs that have been changed or will be changed as a result of the assessments conducted.

Assessments for all courses show students who succeed in the introductory sequence (Drawing and Design) excel in intermediate classes. Area is integrating more second level Drawing and Design classes.

2.4 Please list all courses which have been reviewed in the last academic year. Note: Curriculum Review is required by the Chancellors Office every 6 years.

Art 160: Painting. Assessment shows need for stronger preparatory work in design, especially basic studio skills.

Art 130: Design I. Assessment shows need for more emphasis on core conceptual vocabulary.

Continued efforts to strengthen design skills and continued efforts to consult among faculty best practices in teaching design; integration of written elements in all courses.

2.5 Please list all degree/certificate programs within the division that were reviewed in the last academic year.

None

2.6 For each program that was reviewed, please list any changes that were made.

#### 3.0. Reflection and Action Plans

3.1 What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes?

Studio Arts conducts weekly core staff meetings to discuss student learning. This is an ongoing discussion in a collaborative workshop atmosphere. Recent discussions include: adjustments to advanced curriculum for transfer students, integration of portfolio prep class, revision of Advanced Life Drawing series, and implementation of continuous SLO assessment in all courses.

3.2 Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please <u>briefly</u> describe your plans and/or modifications for program/division improvements

Plans or Modifications	Anticipated Improvements
Offer second semester Drawing and Design more often	Improved student work at intermediate level
Integration of key conceptual vocabulary in studio environments	Stronger verbal skills for all students
Develop and implement a meaningful deferred maintenance program	Avoid "emergency-oriented" repairs in the studio

Format Rev. 8.31.11

2011 PROGRAM REVIEW

# Section 4 IHAC Request

VPA – STUDIO ARTS FT Instructor: Drawing and Design

I: VPA.SA-1

If this is a repeat request, please list the Resource ID code or year requested: \_\_2010\_\_\_

**4.1** The Office of Instruction will provide data on instructional hires during the past five years, including the full-time percentage of each new hire.

a) Number of full-time faculty currently assigned to the Program	2.67
b) Number of full-time faculty assigned to the Program in 2005	3.75
c) Does this position cover classes currently taught by adjuncts? Yes or No	Yes
d) Does this position contribute to program expansion? Yes or No	No

#### 4.2 CPF Index (Committees Per Full-time Faculty)

1. Total number of full-time faculty members in this department/program.	2.67
<ol> <li>Total number of committees in which all FT faculty members in this area participate (Governance and other campus related committees &amp; participation).</li> </ol>	3
3. CPF INDEX (Total of # 2 divided by #1)	1.1

#### **4.3** Status of Released Time Faculty

Faculty Name	Release Time Position	% RT	Term of Assignment
David John Attyah	St Eq Coordinator	%20	Ongoing

#### 4.4 How does this assignment relate to the college's Mission Statement?

This assignment - Full Time Faculty in Drawing and Design - manages the first-year sequence in the Studio Arts Area and replaces a 30-year recently retired faculty person.

This assignment directly affects quality instruction for: first-year degree students seeking transfer and/or articulation to a university art degree program; vocational students who continue to certificate completion in the Art Department; returning students interested in life-long learning by fostering personal expression.

Studio Art is program level goals – beyond training rigorous technical and conceptual skills – include collaborative learning, critical thinking, interpersonal communication and visual problem solving.

**4.5** How does this position relate to the objectives and functions of the college?

- a) Associate Degree
- b) Transfer to a four-year institution
- c) Career and Technical Education
- d) Basic Skills development
- e) Noncredit Adult Education
- f) Personal enrichment

This position will work with more than 75% of students in categories (a), (b), (c), and (f). Because this position manages first year students, it requires faculty <u>be</u> able to counsel students in how to progress toward both a transfer degree and to <u>career and technical</u> education.

**4.6** Describe how this position enhances student success. Ex: enhances instructional skills, meets community or industry needs. Contributes to state of the art technical education, etc. What measureable outcome will result from filling this request?

In June 2011, Studio Arts <u>lost</u> one full-time faculty to retirement. Beyond bolstering student outcomes, this position is central to the effective flow of resources and students as 600 students move through two studios each week.

Measurable outcomes:

- Increased College governance participation from Studio Arts
- Improved student outcomes especially in technique from first semester design students (reflected in SLO evaluation and tenure evaluations.)
- Improved retention of students to <u>career and technical education classes</u> (reflected in better enrollment rates for digital art classes).

**4.7** Are there anticipated negative impacts for not hiring this position? If so describe.

Current full time faculty are overwhelmed with the management of two physical studios, training and evaluation of new adjunct hires, and collateral committee work for an area that employs ten staff. Lack of a full time person in the introductory sequence also means inconsistent outcomes in the crucial first term.

**4.8** Are there any other special concerns not previously identified? If so, please explain.

Not reflected in the questions below, this position requires a high degree of physical movement (via preparation and break-down of demonstrations), extensive extra-curricular mentoring (in our always open-and-active facilities), and expert knowledge of health and safety in a working shop. This position is physical: managing the efficient flow of resources and students as 600 students move through two studios each week. There is much more to this position than teaching and governance.

AGENCY	DECISION								
The Program Review Committee	Well supp	Well supported							
has reviewed the data, outcomes and plans in the report and finds this request to be:	Adequately supported								
	Not supported								
NA	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:		
Standing Committee Review of Resource RequestPrioritizationCommittee:IHACScore									

# 2011 PROGRAM REVIEW

### VPA – STUDIO ARTS I:VPA.SA-2 Classroom Upgrade AA110

### Section 4 Resource Request

Facilities/Maint. Instructional Equip. _x Computer/Hdware	Classroom Upgrades     Non-Instructional Equip     Software/Licenses	New space Training Supplies	Conference/Travel Other
Mandatory: Is this reques	st for one-time funding? _X O	R Does this request	require ongoing funding?
	where a list the Deserves ID and		

If this is a repeat request, please list the Resource ID code or year requested:

 Mark if the following apply to this request:
 Health & Safety Issue
 Legal Mandate

 Mark if the following apply to this request:
 Accreditation Requirement
 Contractual Requirement

**4.1**. Clearly describe the resource request.

Level III Upgrade for AA110 Amount requested \$3,000 or as deemed necessary by IT Breakdown of cost (if applicable): iMac Computer, projector, VGA cables, cart, speakers. Set up to match that already available for AA112

**4.2.** Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

Studio Arts has utilized one computer cart for 2 studios since 2006. This request is based on Studio Art's ongoing effort to emphasize core concepts in our Studio curriculum, not just technique. This emphasis on concept is reflected in the SLO's for all our classes.

Because courses occur concurrently in two Studio<u>s</u>, computer sharing has inhibited faculty. In keeping with goals toward technological currency, our faculty has increasingly integrated slide and conceptual lectures into their courses, Level III in each classroom is required. At faculty's request, Studio Arts has trained some faculty in digital technology. At this moment, 100% of our faculty use the computer cart in their courses.

4.3. What measurable outcome will result from filling this resource request?

Access to digital technology should result in better verbal and conceptual outcomes for students, as reflected in written assessments.

AGENCY	DECISION							
The Program Review Committee	Well supp							
has reviewed the data, outcomes and plans in the report and finds this request to be:	Adequately supported							
	Not supported							
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:	
Standing Committee Review of Resource RequestPrioritizationCommittee:Academic AffairsScore								

### Section 4 Resource Request

### VPA – STUDIO ARTS I:VPA.SA-3 Paint AA110 & 112 white

### Identify Resource Request

_x_ Facilities/Maint.       Classroom Upgrades       New space       Conference/Travel         Instructional Equip.       Non-Instructional Equip       Training       Other         Computer/Hdware       Software/Licenses       Supplies
Mandatory: Is this request for one-time funding? _x OR Does this request require ongoing funding?
If this is a repeat request, please list the Resource ID code or year requested: _2005, 2006, 2007
Mark if the following apply to this request:       X Health & Safety Issue       Legal Mandate         Accreditation Requirement       Contractual Requirement
4.1. Clearly describe the resource request.
Thoroughly paint AA 110 and 112 in white paint. Currently the studios have been unpainted for over twenty years.
Amount requested \$4,000 Breakdown of cost (if applicable): Paint, commitment from Facilities to paint

**4.2.** Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

Studio Arts has requested painting the studios for many years, for reasons related to clean workshop practice, quality instruction and health and safety.

Currently the studio walls are painted brown, which make **best-quality instruction** in color and color theory impossible. (Frankly art professionals know better: painting an art studio brown is just plain bad practice).

More importantly, the Studio needs painting for **health reasons:** caked on dirt and dust on the walls (thick black accumulations) accumulate over the years, and create a respiratory hazard, especially for full-time faculty and staff. Also, because the walls of the studio are made out of cinderblock, the cinderblock tends to absorb organic solvents like turpentine over time. Painting a studio regularly is an accepted method of sealing toxics and dust, and reducing respiratory hazards

#### 4.3. What measurable outcome will result from filling this resource request?

A cleaner, healthier work environment, and an appropriate environment of teaching learning color theory.

AGENCY	DECISION										
The Program Review Committee	Well supp	X									
has reviewed the data, outcomes and plans in the report and finds this request to be:	Adequately supported										
	Not suppo										
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:				
Standing Committee Review of Resource Request Prioritization											
Committee: Academic Affairs					Sc	Committee: Academic Affairs Score					

# **Section 4**

### VPA – STUDIO ARTS I:VPA.SA-4 Freestanding Studio Lights

# **Resource Request**

Type of Resource Request:

Facilities/Maint. _x Instructional Equip. Computer/Hdware		quip Training	Conference/Travel Other			
Mandatory: Is this request	for one-time funding?	OR Does this request	require ongoing funding?			
If this is a repeat request, p	lease list the Resource ID	code or year requested	:			
Mark if the following apply to			Legal Mandate Contractual Requirement			
4.1. Clearly describe the res	source request.					
Freestanding studio lights.						
Currently the studio has only three functioning lights, and nine nonfunctioning lights. Six lights are over a decade old; another six lights are over twenty years old.						
Amount requested \$\$7	20 Breakdown of	cost (if applicable): Six	lights at \$120 each			

**4.2.** Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

Studio lights are used in drawing and painting courses to provide light for student projects and to teach core concepts pertaining to light. The ability to move freestanding lights is necessary to instruction in all course in Drawing, Life Drawing, and Painting, and affects over half of the students in Studio Art's program.

4.3. What measurable outcome will result from filling this resource request?

Improved overall workshop environment; improved students comprehension and use of core concepts in light.

AGENCY	DECISION							
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supp	Х						
	Adequate							
	Not suppo							
	Reason:	Sect.1: Data	Sect.2: SLOs	Sect.3: Plans	Other:			
Standing Committee Review of Resource Request Prioritization								
Committee: Academic Affairs Score								

# Section 4 Resource Request

# VPA – STUDIO ARTS

# I: VPA.SA-5

#### Replace Etching Press

Facilities/Maint. _x Instructional Equip. Computer/Hdware	Classroom Upg Non-Instructio Software/Licen	onal Equip	<pre> New space Training Supplies</pre>		_ Conference/Travel _ Other			
Mandatory: Is this request	for one-time funding	I? _X_ OR	Does this reques	t require	ongoing funding?			
If this is a repeat request, please list the Resource ID code or year requested:2006, 2007								
Mark if the following apply t			afety Issue on Requirement		egal Mandate Contractual Requirement			

#### **4.1**. Clearly describe the resource request.

Replacement of etching press in Printmaking Area. Studio Arts' Printmaking Area currently has one etching press over forty years old. The Printmaking series is a core series for all Studio Art students seeking degrees or transfer.

The area formerly had two presses. The second press (acquired used, over fifty years old) was unrepairable in Spring 2009. This means our Printmaking workshop works at <u>half</u> capacity. Our current press has started showing signs of serious deterioration, and has begun to malfunction during class time.

Properly maintained, an etching press has a normal life of over thirty years, so this truly is a onetime request. Studio Arts is committed to excellent shop maintenance and equipment longevity.

#### Amount requested \$\_\_6,000\_

Breakdown of cost (if applicable): \$4500 for etching press, \$500 for etching stand, \$500 for safety lock, 500 for rollers and blankets.

**4.2.** Justification and Rationale: What planning goal, core competency or course/program SLO does this request address? Use data from your report to support your request.

Program level SLO's in Studio Arts require competency in five areas: Drawing, Design, Painting, Printmaking and Sculpture, so a functioning press is relevant to best-practices. Printmaking is also relevant to portfolio development; the course is transferable to both state and private schools.

4.3. What measurable outcome will result from filling this resource request?

Improved competency in Printmaking for advanced Studio Arts students Improved Program Level success for degree and transfer students Improved transfer outcomes for portfolio preparation students

AGENCY	DECISIO	N						
The Program Review Committee	Well supp	Well supported						Х
has reviewed the data, outcomes and plans in the report and finds this request to be:	Adequately supported							
	Not suppo	Not supported						
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:	
Standing Committee Deview of Dee		oot			Drio	oritization		
Standing Committee Review of Reso Committee: Academic Affairs	buice Requ	esi			Sco			