

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Art Program, Spring 2023 **Academic Year**

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)

Moving into the new FA complex was the primary change we experienced.

- We have had numerous issues with the podiums, document cameras, and projectors. Many of the podium issues have been solved. The document cameras that came with the new building weren't built to a standard that meets the objectives of our courses. Other document cameras are being explored though. The Art Program needs Wolfvision document cameras in our studio classrooms 217, 219 and 224. This is the only document camera that we know of that has the resolution and color accuracy to allow for effective demonstrations of studio techniques. We have one that is recently installed in our Ceramics/ 3D classroom. We need this camera in our other studio classrooms 217, 219 and 224. The camera needs to be installed on a movable arm as well and in an area that does not block the screen while instructors are demonstrating.
- More lighting is needed in the drawing room (F-224). The current lighting leaves some students with not enough light to properly work on their projects. Ideally a system like that in 217 along with the manfrotto track lighting system would be ideal. The pendulum lights cast large shadows in the room and onto the surface of drawing papers. It would be good to have a more all-over ambient lighting system with different tracks that could be adjusted, turned off and on. The white set of track lights still requires us to get on a ladder to rotate the lights. Ideally, we would like to replace this system with the manfrotto track system that was ordered years ago for the old F building.
- The outdoor kilns in the Ceramic area needed proper shelter from the rain. Facilities has been working with the Art Program to try and solve this problem. A permanent roof is needed in the near future.
- We still need flat files and flat file stands
- We need display cases for showing 3D work such as Ceramics

In Spring 2023 we launched 8-week hybrid versions of our Art 101: Art Appreciation, Art 103: Ancient to Medieval Art History, and Art 104: Renaissance to Modern Art History. We hired two new part-time faculty to teach these. The hybrid Art 103 was extremely challenging for the instructor. She felt that more than 8 weeks' time was needed for many students to effectively learn the material comparable to a sixteen-week course.

We are attempting to staff and offer an Art Appreciation course at Orcutt Academy.

Any program changes? (new courses, degrees, certificates, articulation agreements)

The only change we made is making the adoption of an OER text for all sections of our Art 101 course.

We must officially change our PLO's through Curricunet

We will be evaluating our degrees for possible adjustments

We will need to keep aware of our articulation agreement with Cal Poly as they transition to the semester system and adjust their curriculum within the Art and Design department. Adrienne Allebe is in contact with Laura Krifka in this regard.

Learning Outcomes Assessment

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

It has only been this semester that the new student learning outcomes assessment process has been explained to us. We are currently collecting our data points for each of our Program Learning Outcomes.

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

Our PLOs for our AA degree and our 2D Certificate need to be updated to match the modifications we made to our program learning outcomes for our transfer degree. The language was slightly modified to make our program learning outcomes more current and clearer, but the overall meaning remains the same. We added additional Program Learning Outcomes for equity and diversity.

We also realized that the painting class is not mapped into our program learning outcomes. We are trying to figure out how to resolve this.

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

We are just getting started with Learning Outcomes Assessment.

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

We have created a workspace on Microsoft Teams for all Art Program Faculty to contribute towards Program Learning Assessment Outcomes. Our current goal is to collect one data point from each of our sixteen faculty members each semester. We can adjust this as needed in the future.

A data point assessment template has been created and shared to provide a clear process for part-time faculty. An example has also been shared. Data points will be uploaded into a folder on the Teams work page. Full-time faculty will then load these data points into SPOL.

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

Offering 3D Design more often is needed to allow students to graduate in time. We are moving towards offering it once a year instead.

We haven't offered sculpture since 2019. It was a hard class to teach remotely during the pandemic and we lost our Full-time 3D faculty. In our area, it is hard to find qualified part-time faculty to teach sculpture. John's continuous advocacy of our needs has led to the hiring of a new full-time faculty to teach 3D/ Ceramics. We are currently in the process of hiring a 3D position and will have a new full-time faculty member in this discipline starting Fall 2023.

4. Were there any staffing changes?

We will have our full-time Ceramics/3D faculty for Fall 2023

We've hired a new part-time faculty member to teach the evening Life Drawing class offered in the spring semesters.

We hired a new part-time faculty member to teach a hybrid 8-week version of our Art Appreciation course.

We hired a new part-time faculty member to teach two hybrid 8-week Art History courses. Unfortunately, that person couldn't meet the necessary objectives for teaching these courses.

We hired another new part-time faculty member to teach the Art Appreciation class we offer in Lompoc.

Our life model pool is decreasing, and it is challenging to find new models for this position. Adrienne Allebe believes we could build the pool more if we increase our wage for life models to be more competitive. Currently the pay is \$18.34 per hour, just slightly over minimum wage and I have found community colleges in Orange County that pay \$30 per hour. This will require an augmentation for Fall 2023.

I have tried to hire some Dance students, but none of them have followed through with the paperwork. I am not sure if it's because they think it's not worth the effort or if they realize that they will be modeling in front of their peers? If we can't get students for this position, we must oftentimes rely on people who live at least 30 minutes away (much like our part-time teaching pool), and with rising costs of gas and everything else, this is another reason why we need to raise the wages.

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

The transition into the new building has dominated almost all of our time for this academic year. It has been an enormous undertaking. We are still working out some of the issues that come along with such a major change, but we have mostly completed the transition. The Grand Opening event was successful and the recent outreach events held in the new building were successful.

The Arts on Campus Committee commissioned a near-mural sized painting for the lobby area of the FA building recital hall. The artist we selected used AI technology in part of the design process and the piece is interactive as well. AOC worked hard to create this opportunity, which one of art program

colleagues took advantage of. Everyone who experiences this interactive art piece is highly impressed. It is a wonderful way to introduce the public to our building and the fine arts program.

At the end of Fall 2022 Art program students initiated the Studio Arts Club and Adrienne Allebe took on the role of faculty advisor to this club. The club has grown and the students involved have been active in campus events and activities. They are planning fundraisers and ways to be visible and active in the community. They seem motivated and excited to be taking part in it. This summer they plan to participate in downtown Fridays in Santa Maria.

Adrienne continues to be involved with the nonprofit arts organization Corazon Del Pueblo. Several Art students every semester have gained valuable work experience teaching art in the local high schools through this organization. We plan to further strengthen our partnership with this organization through hosting more campus events with them.

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

6. Does the program meet documented labor market demand?

NA

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

NA

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

NA

9. Have recommendations from the previous report been addressed?

NA

Validation for Program Planning Process:

10. 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)

NA

11. Are there specific recommendations regarding the core topic responses from the validation team?

NA

Area of Focus Discussion Template

CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

Possible topics:

- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

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

We looked at the Chancellor's Office

- A. Students continue to earn our transfer degree. We were notified at a department meeting that we will have twelve new degree-earning students for our studio arts transfer degree.
- B. Data from the Datamart on the Chancellor's Office website indicates that no one is getting our Certificates. We will make the necessary changes to encourage students to get our certificates.
- C. From the California Community Colleges Chancellor's Office Open Educational Resources webpage: "Key to Open Educational Resources initiative is the Zero Textbook Cost Degree program, which evolved from research showing community college students were not taking classes, completing courses, or securing degrees and certificates because they did not have the money needed for textbooks and materials required for specific courses. This is especially challenging for low-income students and students who are working to support their family"

The Allan Hancock College Bookstore Survey Conducted in 2022 concluded that a textbook under \$40 is at the price point where it would be a low-cost textbook. For our Art 101 course the textbook new is at \$92 and to rent it is \$77. This is far above that price point. An OER would relieve our students of the cost all together.

We have implemented OER materials for Art 101 through Curricunet, and continue to look into OER materials for other courses.

- D. The new SPOL interface revealed to us that some of our program degrees don't have the correct Program Learning Outcomes. We updated our PLOs a few years ago, but it appears that it was only for our transfer degree. We will make major modifications to our AA degree and our certificate to include our new PLOs.
- E. Through using the SPOL interface we realized that Art 151 is not currently mapped to our PLOs. We will have it mapped.
- 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?
 - F. The high cost of a textbook has always been a problem for students taking our Art Appreciation courses. For many of our students this is a financial hardship. We just sent through a textbook change proposal for Art 101 adding OER resources to the adopted text.
 - G. Our Two-Dimensional Design Certificate offers too many courses that are outside of the path towards our studio art transfer degree. We want this to be more in reach of those students, since that is our most popular degree (based on Datamart).
 - H. Students in F-224 are having a difficult time seeing what they are working on during studio time. The lighting in the room isn't adequate to meet all our students' needs. Some students are left with certain parts of the classroom where there is less light for working on their projects. Every one of our instructors using the room has commented on this. The Dean and Facilities have been informed and are aware of the problem.
 - I. Wolfvision document cameras are needed in all of our studio classrooms. Wolfvision provides the best color accuracy and clarity of image. The Wolfvision we were using in the old building is over 5 years old and although it still works much better than the new document cameras that came with the new building, it is still far outdated in comparison to the current Wolfvision cameras used in other classrooms. Any demonstration involving the use of color is noticeably hindered by the poor quality of document camera that has been provided. Resolution and clarity are poor as well. Our Painting, Color theory, and Drawing 2 courses need Wolfvision document cameras along with an adjustable camera 'arm' to allow us to position the camera in any direction.
 - J. Offering 3D Design more often is needed to allow students to graduate in time. We haven't offered sculpture since probably 2019. It was a hard class to teach remotely during the pandemic and we lost our Full-time 3D faculty. In our area, it is hard to find qualified part-time faculty to teach sculpture. John's continuous advocacy of our needs

has led to the hiring of a new full-time faculty to teach 3D/ Ceramics. We will be interviewing candidates in the next weeks.

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

We are currently assessing on OER for Art Appreciation called Reframing Art History. The textbook poses some challenges as it will require a greater degree of content organization on the part of our instructors. We are working to solve this problem and hope to be using the new OER textbook by Spring 2024.

We plan to modify our Art 109: Art History: American Art to meet the Ethnic Studies General Education Category Requirement.

The Ethnic Studies General Ed. Requirement should facilitate a large enrollment need for this Art History Course. We have always worried about whether offering a fifth art history course might weaken the enrollment in the four we already offer. We doubt this would be the case with an Ethnic Studies designation. This will allow us to create an Art History Transfer Degree, since we would need five art history classes for this.

We plan to eventually launch an OER version of our Design Textbook. We are still currently in the process of making final edits for a revision. Our goal to complete this is next semester.

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

Instructor evaluation of student's learning and assessment of student learning outcomes mapped to course and program learning outcomes can be used to measure the success of an OER textbook.

If we can get Art 109: Art History: American Art through AP&P, we will have a successful result. Enrollment, success, and retention can then be evaluated through Institutional Effectiveness.

If we can get an Art History transfer program launched, then we look to the Datamart at the Chancellor's office to see how many people are getting the degree each year.

5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?

Faculty who teach online regularly utilize email, discussions, essays and posted interactions via Canvas to interact with students.

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.***

Example:


	Definition	Sample
Mission	The values and philosophy of the program, a vision of what the program is supposed to do.	The mission of the English program is to develop students' reading and writing skills by providing opportunities for critical thinking, research, and analysis. Moreover, the program affirms its promotion of equity and diversity among the community by providing opportunities and outreach to eradicate illiteracy.
Goals	The general aims or purposes of the program and its curriculum. Effective goals are broadly stated, meaningful, achievable and can lead to assessable outcomes.	Increase literacy and writing competency within the students and college community.
Program planning initiatives	Program planning initiatives are specific activities that a program would need to complete in order to achieve goals and mission.	Develop community literacy program for historically underrepresented populations.
Actions/Resource Request	These are the specific actions/resources needed to complete a planning initiative.	Gather volunteers from students and teachers to tutor at community center. Budget: \$500 for supplies.

The tables below are to create objectives/planning initiatives that come from the discussion and narrative above.

Sample:

New Program Planning Initiative	
Title:	<i>(Short description of the planning initiative)</i> Telescope night
Planning years:	<i>(The academic years this will take to complete)</i> 2021-22 to 2024-25
Description: <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> The success levels of our courses have indicated that students need to have a hands-on experience with finding and pinpointing important celestial objects. Having a telescope night would allow students to learn how to align and find objects.	
Resources: Priority Level: Low Medium High Resource Type: Equipment Staff Faculty Supplies and Materials Quantity: 1 Per Item Price: \$69.99 Price with taxes/shipping, etc.: \$76.00 Description: Telescopes for students to use during the telescope nights. It is a 70mm telescopes for Adults Astronomy & Kids & Beginners, 300mm Portable Refractor Travel Telescope (15X-150X) with A Smartphone Adapter& A Wireless Remote https://www.amazon.com/ToyerBee-Telescope-Telescopes-Professional-Smartphone/dp/B095XQVTNM/ref=sr_1_4?crd=256FVSAQ5EU0P&keywords=telescope&qid=1667944660&sprefix=telescop%2Caps%2C160&sr=8-4&ufe=app_do%3Aamzn1.fos.18ed3cb5-28d5-4975-8bc7-93deae8f9840	

Program Review Signature Page:



Program Review Lead (John Hood)

Jun 1, 2023

Date May 31, 2023



Dean (Rick Rantz)

Jun 1, 2023

Date



Vice President, Academic Affairs

Jul 20, 2023

Date









F2022-S2023 ART Yearly Planning Update and Curriculum and Teaching Design Discussion Core Topic Report 6.01.23


Final Audit Report

2023-07-20

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