

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name : ART Year : 2024-2025

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 has some noteworthy changes coming:

We launched a new art history course in CurriQunet that will satisfy the ethnic studies requirement needed for many programs at the college. The course will be called Art 102: Precolonial Arts of Africa, Oceania, and the Americas. We aren't sure yet exactly when the class will be ready to offer.

We will have a new concurrent enrollment agreement with Lompoc HS. In addition to Art 120, Art 101 will also be offered there.

A new ceramics proposal that will focus on Raku firing was also launched in CurriQunet. The course would be offered in the fall semester and once every two years. 3D Art/ Ceramics is launching a new certificate focusing on glazing. The new Glaze application certificate is being developed at present and will also generate a WEE 149 to accompany the cert. **New Cert. Will include: Ceramics 1, Ceramics 3, Ceramic Workshop, Wheel throwing 1, Sculpture 1, Raku and Alt Firing, and Workstudy (Wee 149): 15-16 units total.

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

Yes, our two-year program map is in place. We are still waiting for corrections to be made to the pathways on the college website. We participated in the All Staff Day workshop that was aimed at making these corrections and we've been told that programs across the college need corrections. We understand that for someone to go through and correct all the programs across the college is a huge endeavor. We will wait for our turn.

4. Were there any staffing changes?

We hired:

- Arran Harvey to teach Drawing 1
- Tellef Tellefson to teach Art Appreciation and Design
- Mitch Springer to teach Art Appreciation and Ceramics Courses.

Laura-Susan is retiring from her position with the Foxworthy Gallery space. Two part-time faculty, Elizabeth Russell and Brandon Smith, have agreed to take over her position and split the workload.

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. We will see two part-time faculty retire this

semester, but will likely need to hire for their replacements (at least for Kris Doe) by next spring. 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).

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

Education and Industry partnerships

Our area of focus last year was Education and Industry partnerships. We determined that for Art students to successfully transfer and/or become professional artists, they need transferable courses, a portfolio of high-quality artworks and art-related volunteer and/or work experience. To this end, we 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.

We have reviewed the alignment of our degrees. Art Program students continue to transfer to four-year colleges. We had students from the art program transfer to both Cal Poly SLO and CSU Long Beach, both of which are very strong programs.

We reviewed C-ID course alignments and Art course Articulation Agreements with CSU's and UC's. We sent our articulation officer our requests and so far have been successful in developing new articulation agreements with CSU Dominguez Hills and UCSB.

We have created more opportunities and resources to help our students with portfolio development by researching common transfer portfolio requirements and developing a portfolio workshop accordingly. We held a 2-day Portfolio Planning Workshop in August. It was well-received by students and we are hoping to see more successful transfers into programs as a result. We plan to continue this workshop every fall if funding is available.

Degrees Earned:

In 2023-2024 we had 19 awards according to the Chancellor's Office DataMart. It was Twelve transfer degrees, four associate degrees, and three certificates. The table below was taken

directly from the DataMart site.

California Community Colleges Chancellor's Office
Management Information Systems Data Mart

Home | Students | Courses | Student Services | Outcomes | Faculty & Staff

You are here : Data Mart > Outcomes > Program Awards Summary

Program Awards Summary Report - Parameter Selection Area

Select State-District-College: Collegewide Search
Select District-College: Allan Hancock
Select Academic Year: Annual 2023-2024
Select Award Type: All Awards

Select Program Type: 1002;1001

[View Report](#)

Program Awards Summary for Special Population/Group, please click here.

Please note: The Chancellor's Office provides access to the DataMart primarily to assist colleges for state and system accountability purposes. Statewide results for the most recent term should not be considered complete until all districts have submitted data.

Export To -> ☒ Excel ☐ CSV ☐ Text Records Per Page: 10 ☐ Simple Layout ☐ Advanced Layout

Program Awards Summary Report - Data & Format Area

Report Area

Program Awards Summary

	Annual 2023-2024 Award Count
<input checked="" type="checkbox"/> Allan Hancock Total	19
<input type="checkbox"/> Associate in Arts for Transfer (A.A.-T) Degree	12
<input type="checkbox"/> Associate of Arts (A.A.) degree	4
<input type="checkbox"/> Certificate requiring 16 to fewer than 30 semester units	3

Report Format Selection Area - Check field to include in the report

☒ District Name
☒ College Name

Row Options
☒ Award Type
☐ Program CDCP Status
☐ Program Type - Two Digits TOP
☐ Program Type - Four Digits TOP
☐ Program Type - Six Digits TOP

[Update Report](#)

This semester, Spring 2025, 11 graduates are earning our Studio Arts for Transfer degree (AAT) and 3 students are earning the AA in Art.

Exhibition Opportunities for Students

We are creating opportunities for current students and alumni through exhibition opportunities on campus. Through the Arts on Campus Committee, three Art Program alumni were given commissions to create artworks for Allan Hancock College's Santa Maria campus. This committee continues to actively bring art to our campus and the Fine Arts Complex.

The Art Faculty make a tremendous effort to show student work throughout our building. In addition to work being shown regularly in the hallways of the FAC and in the annual student show, work is now selected annually for a one-year exhibition in the president's office. It is a huge boost for morale for art students to see their work in multiple spaces outside of the classroom.

Laura-Susan has revived an additional gallery space outside of the dean's office, in which professional artists' work engages with student work. Several informal artist talks have taken place here to further develop a connection between the work that students create and which professionals exhibit. This is very inspiring for our students. We hope to continue this practice.

The Studio Arts Club and Ceramics Club

The Studio Arts Club continues to create a strong presence on our campus. They are engaged in many campus activities and fundraising events. They continue to create murals for the Santa Maria Community as well; this semester they completed a mural at Pine Grove Elementary School and they will be representing the college at the Santa Barbara Chalk Festival in May.

Over the summer they will work on a Music Mural for the large wall downstairs in the music area.

The Ceramics Club was re-instated. They are building up their attendance and had a successful Holiday Sale; allowing them to expand their outreach, campus activities, and community engagement.

Professional Experience for Students

We continue to seek out and let our students know about local and non-local professional art opportunities, such as working as art mentors with Corazon Del Pueblo and Children's Creative Project.

OER Textbooks

We have started reducing costs to our students by making all sections of Art 101 and Art 103 ZTC and OER as of this semester. This is big for our students. We are currently working on turning Art 104 into ZTC / OER as well. We are aiming for spring 2026 to offer Art 104 as ZTC/ OER.

Learning Outcomes Assessment

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

Most of our students continue to meet learning outcome standards for our program. When student outcomes aren't being met equipment needs or problems that still need to be resolved with the Fine Arts Complex are often to blame.

The Art Program is still struggling a bit in trying to figure out the best way to use SPOL to document learning outcomes. We recently were able to meet with Erik Arevalo which provided more clarity in terms of how to use the software. We plan to increase our documentation in SPOL.

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

As a whole, Allan Hancock College works really hard to promote student success so that our students have what they need to be successful. Programs like Basic Needs have been instrumental in helping our students meet the challenges of academic life. The Fine Arts Complex provides an engaging and professional context for learning. The Art Program has been fortunate to find outstanding Part-Time Faculty to serve our students. John, Adrienne, Gregory, and Patrick put great effort in showcasing student work and finding opportunities that motivate our students.

Again, areas where learning outcomes did not meet standards had to do with equipment/ building needs or issues. We are advocating for these issues to be fixed and working with Facilities and our Dean. Equipment needs/ building issues are discussed in detail in the next section below.

We do continue to find that the cost, availability, and delivery of supplies is an issue that greatly impacts student learning. Supplies are often not available at the bookstore and greatly inflated in price when they are. Many of us often tell our students to shop elsewhere. Most of our students are likely within a low-income economic bracket. We can't send them to purchase art supplies at a place with inflated prices.

This fall several faculty members will utilize supply kits for the courses Drawing, Life Drawing, and Color Theory, through Art Central in San Luis Obispo, in hopes of creating the most reliable, cost-effective supply source for our students.

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

2D Area

The lighting in our studio classrooms still needs improvement. We were able to meet with Steve Marshall, Bridget Tate, and Rick Rantz earlier this year and we are very happy to hear that Facilities has a plan in place to address this need in our studio classrooms. We are thankful for this and looking forward to the installation of additional lighting in F 159, F 219, and F 224 classrooms.

We still need better document cameras for our studio classrooms. The current document cameras in F217, F 219 and F 224 do not offer the clarity or color calibration needed for proper instruction. Wolfvision document cameras are needed.

We need more furniture and shelving in the Art area. To accommodate our students and improve our working spaces, we would like to order more tables (collapsible and nesting) for the drawing room, shelving for the art prep room, and a new paper cutter for room 217. These items are listed in the resource request template.

We need more tack-able wall space for hanging student work. 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. Creating as much space to show student work as possible is a huge boost to student morale. We have been hanging works on paper with putty, which often stains paper and does not work always adhere properly, leaving artworks on the ground. We need better surfaces on which to hang work in a professional manner.

3D Area

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 the 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 protect 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 expense 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.

F-159's Glaze room needs GFI receptacles. The power to the outlets often shuts off. After consultation with Daniel (the campus electrician), he noted (paraphrased) that the outlets share the same 20 amp phase and each outlet should be its own 20 amp phase in the glaze room. He also proposed that the original fuse board/box for the building may have become obsolete already. GFI receptacles would give the fuse box a break and allow us to keep instructional needs continuous (not requiring a work order and waiting for someone in facilities to flip the switch back on). More consultation with facilities may be needed.

A Lincoln MIG welder is needed. The Lincoln MIG welder will cost \$600; it will be used to introduce new assignments for the Sculpture1 and 2 classes; augmenting the assignments to gear more towards the SLOs. 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.

Sinks in the kiln yard are needed. In Gregory's last evaluation, the students suggested new laundry sinks need to be installed in the kiln yard. The sinks need to be large. The cost of the two laundry sinks will cost \$1000 to purchase (with new plumbing out in the kiln yard); installations may be done "in-house"

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.

We need two more electric wheels for throwing. Wheel throwing classes are always full; we are always short on electric wheels for the Art 366 class. The kick wheels are for the Art 367 and Art 368 classes. We do not have enough electric wheels for all the Art 366 students. If we have two more brent electric wheels, they will satisfy the numerical enrollment for Art 366. The cost of two wheels will be \$4000.

The Fine Arts Complex needs a directory. Students and visitors are often found lost and needing assistance with directions.

- 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)?

Art 101 CRN 40237 was reviewed by Helen Talkin

Art 105 CRN 40055 was reviewed by Sydney Sorenson

- b. What were some key findings regarding RSI?

All fields for Art 101, CRN 40237 showed evidence for substantive contact

All fields for Art 105, CRN 40055 showed evidence for substantive contact

- Some strengths:

Robust College approved activities listed for Art 101, CRN 40237

Strong use of discussion boards and varied use of prompts that affect student interaction and engagement for Art 105, CRN 40055

- Some areas of possible improvement:

For Art 101, CRN 40237 despite crossing the threshold for substantive interaction, more facilitation of group discussions was recommended along with more student-to-student discussion forums. Direct student contact in gradebook (canvas) was recommended as well.

No weaknesses were identified for Art 105, CRN 40055

- c. What is the plan for improvement?

Instructors will follow suggestions for improvement. We will review these courses again next year and record improvements.

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

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

NA

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

NA

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

NA

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

NA

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

NA

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):	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
<p align="center">Description:</p> <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>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.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

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	~ /ideo 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):	The lighting in our studio classrooms still needs improvement. OBJ-1
Planning years:	(The academic years this will take to complete)
<p>Description:</p> <p>We were able to meet with Steve Marshall, Bridget Tate, and Rick Rantz earlier this year and we are very happy to hear that Facilities has a plan in place to address this need in our studio classrooms. We are thankful for this and looking forward to the installation of additional lighting in F 159, F 219, and F 224 classrooms.</p>	

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

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

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-2
Planning years:	<i>(The academic years this will take to complete)</i>
<p>Description:</p> <p>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.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input checked="" 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 checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number):	We need more furniture and shelving in the Art area. OBJ-3
Planning years:	<i>(The academic years this will take to complete)</i>

Description:

To accommodate our students and improve our working spaces, we would like to order more tables (collapsible and nesting) for the drawing room, shelving for the art prep room, and a new paper cutter for room 217. These items are listed in the resource request template.

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):	A roof extension for the Kiln yard is needed. OBJ-4
Planning years:	<i>(The academic years this will take to complete)</i>
Description: A roof extension for the Kiln yard will cost around \$250,000-300,000 after having a walk-thru with Steve and Bridget from the 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 protect 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 expense and required equipment in the kiln yard.	
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New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	A Lincoln MIG welder is needed. OBJ-5
Planning years:	<i>(The academic years this will take to complete)</i>
<p align="center">Description:</p> <p>The Lincoln MIG welder will cost \$600; it will be used to introduce new assignments for the Sculpture1 and 2 classes; augmenting the assignments to gear more towards the SLOs.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input checked="" 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 </p>	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Sinks in the kiln yard are needed. OBJ-6
Planning years:	<i>(The academic years this will take to complete)</i>
<p align="center">Description:</p> <p>In Gregory's last evaluation, the students suggested new laundry sinks need to be installed in the kiln yard. The sinks need to be large. The cost of the two laundry sinks will cost \$1000 to purchase (with new plumbing out in the kiln yard); installations may be done "in-house"</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <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 checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	We need two more electric wheels for throwing. OBJ-7
Planning years:	<i>(The academic years this will take to complete)</i>
<p align="center">Description:</p> <p>Wheel throwing classes are always full; we are always short on electric wheels for the Art 366 class. The kick wheels are for the Art 367 and Art 368 classes. We do not have enough electric wheels for all the Art 366 students. If we have two more brent electric wheels, they will satisfy the numerical enrollment for Art 366. The cost of two wheels will be \$4000.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> Ed Master Plan <u>X Student Equity Plan</u> Guided Pathways AB 705/1705 Technology Plan Facilities Plan Strong Workforce Equal Employment Opp. Title V </p>	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	The instructional assistant position needs to be 12 months instead of 10months. OBJ-8
Planning years:	<i>(The academic years this will take to complete)</i>
<p align="center">Description:</p> <p>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.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input type="checkbox"/> <input type="checkbox"/> X Ed Master Plan X Student Equity Plan X Guided Pathways AB 705/1705 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Technology Plan Facilities Plan Strong Workforce Equal Employment Opp. <input type="checkbox"/> Title V </p>	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Description: F-159's Glaze room needs GFI receptacles. OBJ-9
Planning years:	<i>(The academic years this will take to complete)</i>
<p>The power to the outlets often shuts off. After consultation with Daniel (the campus electrician), he noted (paraphrased) that the outlets share the same 20 amp phase and each outlet should be its own 20 amp phase in the glaze room. He also proposed that the original fuse board/box for the building may have become obsolete already. GFI receptacles would give the fuse box a break and allow us to keep instructional needs continuous (not requiring a work order and waiting for someone in facilities to flip the switch back on). More consultation with facilities may be needed.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> Ed Master Plan <u>Student Equity Plan</u> Guided Pathways AB 705/1705 Technology Plan X Facilities Plan Strong Workforce Equal Employment Opp. Title V </p>	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	We need more tack-able wall space for hanging student work. OBJ-10
Planning years:	<i>(The academic years this will take to complete)</i>
<p align="center">Description:</p> <p>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.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <div> <input type="checkbox"/> <input type="checkbox"/> Ed Master Plan <input checked="" type="checkbox"/> Student Equity Plan Guided Pathways AB 705/1705 </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan Strong Workforce Equal Employment Opp. </div> <div> <input type="checkbox"/> Title V </div>	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Another Paper Cutter Is Needed in Room 217 OBJ-11
Planning years:	<i>(The academic years this will take to complete)</i>
<p align="center">Description:</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <div> <input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan Guided Pathways AB 705/1705 </div> <div> <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan Strong Workforce Equal Employment Opp. </div> <div> <input type="checkbox"/> Title V </div>	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Fifth Full-Time Faculty Member for Art OBJ-12
Planning years:	<i>(The academic years this will take to complete)</i>
<p align="center">Description:</p> <p>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.</p>	

Many of our part-time faculty teach at a .6 or .4 load as well. We will see two part-time faculty retire this semester but will likely need to hire for their replacements (at least for Kris Doe) by next spring. We have a new art history course that fulfills the ethnic studies requirement that we will need to hire for as well. 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).

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 can't help but think that perhaps a fifth full-time faculty member is needed.

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

<input type="checkbox"/>						
<input type="checkbox"/>	<input type="checkbox"/>	X	Ed Master Plan	Student Equity Plan	Guided Pathways	AB 705/1705
<input type="checkbox"/>						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Technology Plan	X	Facilities Plan	Strong Workforce
						X Equal
Employment Opp.						
<input type="checkbox"/>						
Title V						

Area of Focus Discussion Template

INNOVATIVE SCHEDULING

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

Possible topics:

- Review scheduling matrices – program map alignment, successes, and challenges.
- Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
- Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
- Address scheduling conflicts or dependencies across disciplines or general education areas.
- Student access – cultivate majors, support cohorts and interdisciplinary connections.
- Review units and time to course and program completion.

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

Data from Tableau and Heat Map are used to make scheduling decisions. Here are changes that we have made over the past three years:

1. According to the Heat Map, for both Fine Arts courses and campus wide courses Monday-Thursday between 12:00 and 2:00 and Monday-Thursday at 9:00 am are the most scheduled timeframes. Beginning Spring 2023, Art started scheduling the following courses at 2:15 rather than at 12:45:
 - a. Art 151, 152, 153 Spring Semesters
 - b. Art 113 Spring Semesters
 - c. Design 1 Fall Semesters
 - d. Drawing 2 Spring 2023 & Spring 2024
 - e. Art 115

Additionally, we offer two 8:00 am courses. Art 101 both Fall and Spring semesters and Art 104 only on spring semesters.

2. To accommodate student needs we offer both day and evening classes for the following:
 - f. Art 101
 - g. Art 120
 - h. Art 110
 - i. Art 122, Art 123, Art 137
 - j. Art 160
3. Additionally, we started offering Art 160 on Saturday as well.
4. Since our Art 101 courses receive heavy enrollment, we also have been able to schedule sections at the Lompoc Campus and online. Two sections in the spring and one in the fall for Lompoc. Historically we have offered 3-5 sections a semester as distance learning as well.
5. At the request of our dean we have also started offering a Monday through Thursday Art 101 at the zero hour at Orcutt Academy for Fall Semesters.
6. We plan to offer an Art 101 as Concurrent Enrollment at Lompoc High School in Fall 2025. This will be in addition to the Art 120 we have been offering there also as Concurrent Enrollment.
7. We have increased our offerings for the following courses:

- k. Art 113 is now offered once every year instead of every two years
- l. We offered two sections of Art 110 this Spring 2025 semester.
- m. We successfully offered Art 103 both fall and spring semesters.

Art 113 and Art 103 enrolled very well. Art 110 ran, but the enrollment was a bit low.

Art has been enrolling a ceramics course for the past three summer sessions.

Art 115 is now being offered every summer as well.

8. Courses offered that ran into challenges were:

- In Spring 2023 we tried offering three different Hybrid courses that met in person once every two weeks and then online the rest of the time. On-site met on either Fridays or Saturdays. Art 103, Art 104, and Art 101 were used. Overall, the instructors did not think that the students did very well with these courses when compared to outcomes from the sections we offer regularly. Therefore, we did not pursue these formats anymore.
- We attempted to offer Art 109 in Lompoc. It did not enroll.

9. We've worked to try and align our scheduling so that students may take introductory courses in the fall or spring semesters, but then take the next course in the progression towards a degree at the same day and time the following semester. We hope that this will help students reach degree completion in the most quick and efficient ways.

Examples are:

- | | | |
|--|------|---|
| • Fall Semester—Drawing 1 T TH Evening | then | Spring Semester Life Drawing T TH Evening |
| • Fall Sem.—Drawing 1 M W Afternoon | then | Spring Sem. Drawing 2 MW Afternoon |
| • Fall Sem.—Design 1 T TH 2:15-5:05 | then | Spring Sem. 3D Design. T Th 2:15-5:05 |
| • Spring Sem. Drawing 1 M W 9:30-12:20 | then | Fall Sem. Life Drawing MW 9:30-12:20 |
| • Spring Sem. Art 103 MW morning | then | Fall Sem. Art 106 MW morning |
| • Fall sem. Ceramics 1 M W 9:30-12:20 | then | Spring sem. Potters Wheel M W. 9-10:50 |

10. 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?

We've worked to offer as many evening courses as possible for students who may work nine-to-five jobs, but some students complain that the city buses do not run late enough for them to take evening classes.

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

We plan to continue to look for opportunities to offer more courses. We are in the planning phase of launching a new art history course that will meet the ethnic studies requirements that are needed for many programs here at the college. Once we understand those programs and their needs, we plan to look at the scheduling and approach it with the same consideration we have in the past.

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

We will review enrollment for these courses.

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)
2. 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 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):	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
<p style="text-align: center;">Description:</p> <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>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.</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

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.

	A	B	C	D	E	F	G	H
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11		Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
12		English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ- 2	Equipment	- /video cameras \$600 each
13								
14								
15								
16								
17								
18								
19								
20								

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	Launching of Art History Course that Meets Requirements for the Modern Policing Program. Scheduling Practices that Identify Student Need In Programs that Need this Course
Planning years:	2026. The soonest this course will be offered is Summer 2026.
Description: We created this course as a specific requirement for the newly proposed Modern Policing Program. This course and others needed for the program are awaiting approval at the Chancellor's Office level. The earliest this class could be offered, if approved, is Summer 2026. If so, we plan to schedule this course for our 2026 schedule in Fall 2025.	

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) – 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
- ☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.
- ☐ Title V

New Program Planning Initiative (Objective) – Core Topic Only

**Title (including
number:**

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

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>
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

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>
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>	
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	

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	
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.)

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:



Program Review Lead

06/17/2025

Date


Rick Rantz (Jun 17, 2025 15:37 PDT)

Program Dean

06/17/2025

Date



Vice President, Academic Affairs

Sep 19, 2025

Date

Equipment

[illegible]

Building maintenance, furniture requests, repairs

FACILITIES

[illegible]

Distance Education Course Peer Review Process

Both Federal and State regulations require that educational institutions have processes in place to ensure that courses conducted through distance education include regular and substantive interaction between the instructor(s) and students, and among students where applicable.

Title 5 also recognizes that “regular and substantive contact” is an academic and professional matter, and therefore, within the purview of local academic senates.

Allan Hancock College Academic Senate, in collegial consultation with the administration, has developed a Distance Education Course Peer Review Process, which includes the use of the attached rubric to regularly assess distance education courses within programs, and to ensure that the federal and state criteria for regular and substantive interaction are being met.

All distance education courses within a program should be assessed at least once within the six-year program review cycle. Ideally, a relevant sample of every course should be assessed during this cycle. This assessment should be done using the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses* (attached).

The results of this assessment should be maintained by programs and/or departments so that they can be accessed by faculty when conducting program review.

Furthermore, the goal of this course peer review process and accompanying rubric goes beyond ensuring compliance with federal and state regulations. It is also an opportunity for programs to share ideas and best practices that can be used to improve other distance education sections of that course, other courses within the program, as well as other courses in related/applicable programs within the department.

Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses

Course: ART 105

Semester: Spring
2025

Reviewer:
Sydney Sorenson

Part I: Regular and substantive interaction –Instructor Contact

Substantive interaction:

- | | |
|--|--|
| <input type="checkbox"/> The course doesn't show clear evidence of engaging students in teaching, learning, and assessment that is consistent with the content under discussion. | <input checked="" type="checkbox"/> The course shows clear evidence of engaging students in teaching, learning, and assessment that is consistent with the content under discussion. |
|--|--|

Explanation and/or examples:

1. Discussion boards and a response to students through online dialogue.
2. Announcements to alert students where students can comment and ask questions.
3. Email as an additional mode of communication.

In addition, the course shows evidence of at least two of the following:

1. Direct instruction:

- | | |
|---|---|
| <input type="checkbox"/> The course doesn't provide direct instruction. | <input checked="" type="checkbox"/> The course provides direct instruction. |
|---|---|

Explanation and/or examples:

1. "About You" discussion board includes direct instruction related to initial response post.
2. Instructs students to comment on 1-2 peer responses.
3. Peer-to-peer interaction related to favorite artwork in a discussion post (instructor directs students to choose a work of art that appeals to them and then share why they liked that work from the textbook).

2. Assessing or providing feedback on a student's coursework.

- | | |
|---|---|
| <input type="checkbox"/> The course doesn't show clear evidence of assessment and feedback on students' coursework. | <input checked="" type="checkbox"/> The course shows clear evidence of assessment and feedback on students' coursework. |
|---|---|

Explanation and/or examples:

1. Replying to students in the discussion boards so that everyone can see the instructor's feedback.
2. Formative assessment including a "Quick Write," which includes engaging questions for participation points.
3. Summative assessment involving writing a short essay with a clear rubric.

3. Providing information or responding to questions about course content/competency.

- ☐ The course doesn't show clear evidence of responses to student questions about the course. ☒ The course shows clear evidence of responses to student questions about the course.

Explanation and/or examples:

1. Dialogue with a student who is proactive in the Canvas inbox.
2. This above example prompts an announcement to clarify questions for the class.
3. Replying to students when they ask questions within the discussion boards.

4. Facilitating group discussion regarding course content/competency.

- ☐ The course doesn't show clear evidence of facilitating group discussions regarding course content or competencies. ☒ The course shows clear evidence of facilitating group discussions regarding course content or competencies.

Explanation and/or examples:

1. Discussion boards seem to be the best examples of engaging students in group discussions.
2. Instructor leads students to respond with clear questions.
3. Encourages students to comment on another student's post.

5. Other instructional activities **approved by the college** or accrediting agency.

- ☐ The course doesn't show any other evidence of instructional activities. ☒ The course shows other evidence of instructional activities (as described below).

Explanation and/or examples:

1. Each module begins with a short video introduction to orient students.
2. Engaging images are incorporated throughout the course.
3. Instructor includes timeline of what to expect and adapts as needed.

Regular interaction:

1. Opportunities for substantive interaction **on a predictable and scheduled basis**

- ☐ The course doesn't provide opportunities for substantive interaction on a predictable and scheduled way. ☒ The course provides opportunities for substantive interaction on a predictable and scheduled way.

Explanation and/or examples:

1. Urging students to start by reading the orientation and overview.
2. Opening modules week by week and not all at once.
3. Includes regular announcements sent out to students.

2. Monitoring student academic engagement and success and promptly and proactively engaging in interaction based on such monitoring or upon request by students.

- | | |
|---|---|
| <input type="checkbox"/> The course doesn't monitor student engagement and success nor engages in interaction based on that monitoring or upon request by students. | <input checked="" type="checkbox"/> The course monitors student engagement and success and engages in interaction based on that monitoring or upon request by students. |
|---|---|

Explanation and/or examples:

1. Encourages students to utilize the inbox for questions.
2. Gives students shared open access to resources.
3. Includes how to contact instructor in the "About the Instructor" section.

Part II. Regular and substantive interaction –Student-to-Student Contact

1. Giving students opportunities to initiate interaction with other students.

- | | |
|---|---|
| <input type="checkbox"/> The course doesn't provide opportunities for students to initiate interaction with other students. | <input checked="" type="checkbox"/> The course provides opportunities for students to initiate interaction with other students. |
|---|---|

Explanation and/or examples:

1. Leading students to respond with the following questions:
2. - What questions did you write down in your notes while watching the lecture?
3. - What interests you most so far about this subject matter?
 - Comment on another student's post.

2. Giving opportunities to engage in regular and substantive interaction with other students.

- | | |
|--|--|
| <input type="checkbox"/> The course doesn't provide opportunities for students to engage in regular and substantive interaction with other students. | <input checked="" type="checkbox"/> The course provides opportunities for students to engage in regular and substantive interaction with other students. |
|--|--|

Explanation and/or examples:

1. Discussion board peer replies.
2. Emphasizes which assignments are not graded and what the expectations are with peer interaction.
- 3.

"It's not so much about the answer, it's more about formulating questions and knowing where to find the answers."

3. Providing guidelines explaining levels of participation and how participation will be evaluated.

- | | |
|---|---|
| <input type="checkbox"/> The course doesn't explain the levels of interaction between students expected from each student nor how such interaction will be evaluated. | <input checked="" type="checkbox"/> The course explains the levels of interaction between students expected from each student and how such interaction will be evaluated. |
|---|---|

Explanation and/or examples:

1. Clear rubrics showcasing expectations for each assignment.
2. Definite outcomes within the syllabus provided.
3. Ten total discussions with clear instructions.

Part I: Regular and substantive interaction –Instructor Contact

Substantive interaction:

- ☐ The course doesn't show clear evidence of engaging students in teaching, learning, and assessment that is consistent with the content under discussion.
- ☒ The course shows clear evidence of engaging students in teaching, learning, and assessment that is consistent with the content under discussion.

Explanation and/or examples:

1. Announcements + responses
2. Email contact
3. Discussion threads

In addition, the course shows evidence of at least two of the following:

1. Direct instruction:

- ☐ The course doesn't provide direct instruction.
- ☒ The course provides direct instruction.

Explanation and/or examples:

1. Video lectures
2. Instructions for Assignments
3. " " Discussions

2. Assessing or providing feedback on a student's coursework.

- ☐ The course doesn't show clear evidence of assessment and feedback on students' coursework.
- ☒ The course shows clear evidence of assessment and feedback on students' coursework.

Explanation and/or examples:

1. In Syllabus.
2. Comments in Speed Grader
- 3.

2. Monitoring student academic engagement and success and promptly and proactively engaging in interaction based on such monitoring or upon request by students.

☐ The course doesn't monitor student engagement and success nor engages in interaction based on that monitoring or upon request by students.

☒ The course monitors student engagement and success and engages in interaction based on that monitoring or upon request by students.

Explanation and/or examples:

1. Direct student message in grade book recommended.
2. audio + video feedback.
- 3.

Part II. Regular and substantive interaction –Student-to-Student Contact

1. Giving students opportunities to initiate interaction with other students.

☐ The course doesn't provide opportunities for students to initiate interaction with other students.

☒ The course provides opportunities for students to initiate interaction with other students.

Explanation and/or examples:

1. In future classes - more discussion forums
2. " - weekly module layout
- 3.

2. Giving opportunities to engage in regular and substantive interaction with other students.

☐ The course doesn't provide opportunities for students to engage in regular and substantive interaction with other students.

☒ The course provides opportunities for students to engage in regular and substantive interaction with other students.

Explanation and/or examples:

1. Discussions
2. comments under Announcements
- 3.

3. Providing guidelines explaining levels of participation and how participation will be evaluated.

☐ The course doesn't explain the levels of interaction between students expected from each student nor how such interaction will be evaluated.

☒ The course explains the levels of interaction between students expected from each student and how such interaction will be evaluated.

Explanation and/or examples:

1. This is explained in the Syllabus.
- 2.
- 3.

3. Providing information or responding to questions about course content/competency.

☐ The course doesn't show clear evidence of responses to student questions about the course.

☒ The course shows clear evidence of responses to student questions about the course.

Explanation and/or examples:

1. Announcements
 2. Syllabus
 3. Modules
- } detail info + encourage students to contact instructor if and when they have questions / need help.

4. Facilitating group discussion regarding course content/competency.

☐ The course doesn't show clear evidence of facilitating group discussions regarding course content or competencies.

☒ The course shows clear evidence of facilitating group discussions regarding course content or competencies.

Explanation and/or examples:

1. See above.
- 2.
3. Note: more discussions would be beneficial.

5. Other instructional activities approved by the college or accrediting agency.

☐ The course doesn't show any other evidence of instructional activities.

☒ The course shows other evidence of instructional activities (as described below).

Explanation and/or examples:

1. Guided field trip to Ann Foxworthy Gallery that informs research towards Final Written Assignment
2. Research other online + onsite art museums + galleries required in the critical analysis of an exhibition for the paper.
- 3.

Regular interaction:

1. Opportunities for substantive interaction on a predictable and scheduled basis

☐ The course doesn't provide opportunities for substantive interaction on a predictable and scheduled way.

☒ The course provides opportunities for substantive interaction on a predictable and scheduled way.

Explanation and/or examples:

1. Email, message.
2. schedule a zoom meeting.
3. Discussions.

ART - Innovative Scheduling

Final Audit Report

2025-06-17

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By:	Maryfrances Marecic (mmarecic@hancockcollege.edu)
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ART - Innovative Scheduling 2024-25

Final Audit Report

2025-09-19

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