

Comprehensive Program Review Report



Program Review - Art

Program Summary

2022-2023

Prepared by: Charles Neuman, Matthew Rangel and Allyson Sullivan

What are the strengths of your area?: The Art Department offers a robust educational, academic and skill development program that supports our students' various academic, workforce and life goals, including transfer to four-year programs. Currently, we offer an AA in Art, AA-T in Studio Arts and an AA-T in Art History. Each year, several students transfer to four-year universities in California and nationally. Our unit prepares students with the foundation skills and course work needed to be successful for transfer or entry level vocational opportunity. Our student focused curriculum, Printworks club, art gallery, library gallery space and faculty collaborate to promote opportunities to connect to other art students, institutions, professional artists, exhibits, guest lectures and club activities.

A few highlights from the 2021-2022 academic year are as follows:

Both the Art Department and Graphic Design Department met on two occasions to learn and use new technology that we have to better incorporate it into course curriculum. One event was held at the Tulare campus, and led by our full time temp faculty, Adam Boggs. The other event was held on the Visalia campus, and hosted by Dr Laura Huisinga from Fresno State. This event focused more on AR, VR, and XR.

In the Spring of 2022, the faculty teaching ART 001, met to discuss SLO results, as well as share teaching strategies to best engage students returning to face to face sections. Faculty teaching Art 001 also discussed the continued development of course content in Canvas.

The above base request to convert Kaweah 266 into a digital fabrication lab was approved and completed. The room now allows for the shared use of the 3D printer, laser cutter, and 3D scanner.

In November 2022 a recording of Julia Welles, the Director of Admissions from the Kansas City Art Institute was shared via Canvas page/recording. She provided valuable advice about transferring and about being an artist in general. The video was also used as a recruitment tool for the Kansas City Art Institute. For decades, numerous COS graduates have received full scholarship support enabling them to attend the Kansas City Art Institute.

The Printworks Club: For the 2022-2023 year, the club is routinely active again with students planning events such as the annual art auction to occur at the end of the fall semester, club rush participation, public demonstrations at Taste the Arts (Community-wide Art event) and a visiting artist workshop in the summer.

From attending the in person graduations, the list of candidates did seem in line or slightly higher than the year prior. The data in Tableau for the number of awards in the Art department AAT-Art History degree remained steady year to year, with 7 graduates. The AAT- Studio Art showed an increase in the number of graduates from 22 last year (2020-21) to 25 this year (2021-22). The AA Art had 0 graduates/awards this year (2021-22) compared to 1 in the year prior (2020-21).

Matthew Rangel, Charles Neumann, and student helpers worked to assemble and install the furniture that was purchased for the much needed improvements to the functionality of each studio.

In the Fall of 2022, Matthew Rangel, Charles Neumann, Patrick Brien, and Daniel Heskamp met with several representatives

from IT to help trouble shoot and solve some workflow problems that have come up with all the new technology that was purchased in the past year and a half. Many issues were solved on the spot, and others are being worked on to smooth out the classroom experience.

Charles Neumann is continuing to work on keeping Kaweah 213 safety compliant in terms of keeping access open to doorways, fire extinguishers. This included posting new or additional safety signs in the studio to not block doorways, fire extinguishers, eye wash stations, etc. Reflective stripping tape was added to the floor to ensure that access to the Sprinkler Riser room in the Lab is never obstructed.

Our department provides an AA-T in Art History with two western survey courses (Art 002 and Art 003) and two non-western survey courses (Art 004 and Art 005). These courses fulfill the GE requirement for the Humanities for CSU, IGETC and local GE. The courses also are a core requirement for Studio Art and Art History majors. Art 004 and Art 005 are electives on the new AA-T in Social Justice Studies - Chicana/o Studies major.

For the 2022-2023 academic year, our department will input a new Survey of Asian Art course to expand our curriculum and provide an additional opportunity for students to fulfill a lower division requirement for an Art History major. Initially, the course outline will include a textbook that is listed in Fresno State's catalog and is in the C-ID descriptor with a long-term goal of adding OER Resources.

Art Appreciation (Art 001) is a vital part of our GE requirement series. Between 2018-2022, the success rates for Art 001 have ranged between 69%-75%. We looked at the data in Tableau about the success rates in Art 001 for gender and ethnicity and noticed that there are groups that are not as successful as others. However, at this time we have not determined an exact cause. At our next department meeting with Art 001 instructors, we will start to brainstorm and find ways to track areas where students are struggling.

Between 2018-2022, the success rates for Art 002 have ranged between 70%-85%. Between 2018-2022, the success rates for Art 003 have ranged between 73%-89%.

To promote student success in the Art History classes, Allyson Sullivan participates in the Supplemental Instruction program which provides collaborative group activities and tutorial assistance. In 2022, SI sessions will take place both face-to-face and via zoom, to offer more flexibility and equity for students to increase attendance and access.

Our Art History classes also benefit greatly from the collaboration with LRC staff. Milena Seyed aids in the upkeep of the Art History Research Guides which provide instructional support for research papers. Milena has resumed face-to-face visits for each class. She still provides handouts and modeled research practices that lead to student success. During the 2021-2022 academic year, Milena posted links and videos on the assigned topics on each LRC Research Guide. In the Fall of 2022, Milena will visit our Art 002, Art 003, and Art 004 face-to-face classes to show students how to use the sources that we have provided as well as how to utilize the library academic databases.

In regarding to printmaking courses at COS, Matthew has continued to consult with our library staff to build the collection of books to which students can refer for historical and contemporary printmaking artists and printmaking technology. Our most recent purchase is titled, "Printing the Revolution: The Rise and Impact of Chicano Graphics". This book is an exhibition catalogue of the Smithsonian Art Museum's collection of Latinx Art. The book is held on reserve so that students can refer to it during library hours. Faculty have been discussing other books of high caliber to add to the collection. We would like to incorporate aspects of this text into the printmaking coursework.

The Art Gallery offers four exhibitions a year that feature regional, national, and international artists. The fifth and final exhibition of the year features our COS students in our 'Annual Juried Student Show.' Our gallery is one of the only venues in Tulare County that exhibits international art and is student led. The gallery space continues to remain accessible for other departments use. Professor Josh Muller's psychology poster display has continued to take place each fall and spring.

The COS Art Gallery continues to operate three four-month long exhibitions in the Learning Resource Center. The additional exhibition venue on campus has allowed culturally significant artworks to be in the presence of a broader student population through its location in the library and allows for artwork to be accessible year round. Currently, our exhibits are on the Visalia campus. To widen access to exhibitions we will look at the feasibility of whether it is possible to exhibit in Hanford and Tulare.

With each of the exhibitions, the gallery continued to take advantage of the online platform of Zoom, to host artist talks with the featured artists. In the fall, many studio courses remained online. As a means to foster authentic experiences of meeting the

exhibiting artists, students were encouraged to attend and engage directly with the artists. The talks were also recorded and then made accessible through Canvas for instructors to use as additional instructional material and/or assignments directly linked to the course content.

Due to the community connection with the Museum Alliance of Tulare County (MATC) that is made up of over 30 regional museums, Amie Rangel worked directly with the curator, Sandra Stryd and director, Lisa Montero with the Mineral King Preservation Society at the Three Rivers Museum to create a collaborative project with the ART 111/112 class to create an exhibition design proposal for the main portion of the their exhibition space. The students assisted in the overall design concepts, content selection and display methods, installing and executing the overall design in the actual space. The project was completed in May of 2022.

Additionally from the community connection with the MATC, two students that took the ART 111/112 classes in the fall and spring, received regional employment within the museum and gallery field. One former student is now the full-time curatorial and archive assistant at the Tulare County Museum at Mooney Grove Park. The other student is now the assistant gallery director and education coordinator at Arts Visalia.

Lastly, during the 2021-2022 academic year, Gallery Director Amie Rangel utilized her connection with Kate Stover of Tulare County Office of Education to assist in sharing an exhibition opportunity called "Purposeful Marks: Artists as Educators/ Educators as Artists" to highlight educators in the Tulare County K-12 school system. The exhibition was held in the fall and was successful in making connections with educators working in over nine schools throughout Tulare County. Most notably, it led to the COS art faculty collaborating with two art faculty with Golden West High School to host 60+ high school students for the day on the college campus in the spring. We had five classroom activities sessions ranging from printmaking, drawing, sculpture, art history and critique. This year we intend to submit a project funding grant proposal with the COS Foundation to support future events.

What improvements are needed?: 1. Digital Art courses, ART 23, 25, and 180, require a tremendous amount of professional development to stay current in evolving trends, tools, software, and hardware. Digital Art courses are very popular and a requirement for our AA-T Studio Art degree plan. Last year, we were excited to have a full time temporary faculty member take the lead in not just those courses above, but also to partner with the Graphic Design Department. We also hired a consultant that works for the accrediting body of NASAD, North American Schools of Art and Design. Their review was just to give some guidance and not necessarily as a step towards accreditation with NASAD. The review was eye opening and really is sending the graphic design degrees back to the drawing board. This rebuilding of the program may be best suited by having the graphic design degrees/certificates moved from its current division to the to the art department and division. To build off of the new multimedia certificate designed last year with a few transferable courses, and to completely rebuild the graphic design program, will take on more effort that the current full-time faculty can handle. Initially we envision a new full time tenure track faculty would be compensated out of the Strong Workforce 7 grant. The faculty would teach in both programs/departments. This would greatly improve the student success rates in these courses, as well as develop useful curriculum that is relevant to modern graphic design degrees and workforce certificates. Based upon the consultant's review, there is also an industry need to develop UX/UI (user experience/user interface) track within graphic design.

2. From a few funding sources, the Art Department purchased a lot of new technology for use in the digital art courses, as well as in courses linked to the multimedia certificate. The new technology is an advantage for the programs, but also comes with sets of challenges. Not all the devices are working as intended. While IT has been supportive, had productive meetings with us, their workload is already so full that taking on all these new devices is causing class time disruptions on a daily if not weekly basis. We would like to request that IT consider requesting a classified position to serve as a part time tech with experience with Apple laptops, VR equipment, and digital fabrication equipment. A new faculty could help tremendously (see action item) in putting all this equipment from idea into actual curriculum use for students to gain vital technology experience.

3. One piece of technology that would be beneficial for multiple art courses, is an industry standard printer - Epson SureColor P5000 or SureColor P900. While these devices are costly to maintain, they provide vital experience for art majors seeking a hard copy of their digital works to display or exhibit. Additionally, this technology has relevant applications in many forms of printmaking and we would like to incorporate it more when possible. Alternate ideas are being considered as to how to cut the cost and possibly use a printing service provider, but having the printer on site would offer more flexibility and a tangible workflow for students. That said, the cost of inkjet ink is prohibitive at this time and there is no viably sustainable funding source for it. For now, we plan to utilize professional printing services available online. The instructors will coordinate a shared account that can be paid using student material fees for prints of individual student works. Also, the request for an industry standard inkjet printer will be discontinued for now.

4. Two-Dimensional Art Instructional Aide SEE ACTION: A part-time classified technician is needed to help support student

success and safety in the two-dimensional studio lab areas. This job would entail the following duties: overseeing safety policies and compliance within the labs, inventory and care of materials, keeping the lab clean, safe and accessible during open lab hours, coordinate with faculty and students to schedule open hours and tutorial assistance for relevant coursework. Currently, we have a lab that is monitored by faculty during scheduled office hours but those hours are very limited. Expanding these hours would be in the best interest of the students. Open lab hours create a space for students to work on assignments without the distractions that take place in their home environment and provides all students with the specialized equipment and facilities needed to be successful in their courses. This access is essential to their success and completion of their program of study.

5. The Art Department is maintaining a steady amount of awards for the AA-T in Art History, and the AA-T in Studio Art. There are still quite a few students on an older degree plan, AAT Art. The Art department will work with counseling/advising to see if these 68 students would benefit from updating their catalog year and degree plan to the AAT Studio Art degree plan.

6. The AA in Art degree has not been attracting many students to declare this as a major. Over the past four academic years, the declared majors have been 3, 1, 1, and 0. The Art Department will meet to review the plan and formulate an action item for improvement.

Describe any external opportunities or challenges.: Challenge: The most significant external challenge to our program this year has been returning to the classroom with too many students per section and faulty technology with connectivity issues.

Opportunity: As a recruiting tool, we are in dialogue about possible solutions to inform our neighboring schools about our visual arts program. One possible framework for this opportunity would be the use of our marketing representative to develop an online presence with YouTube videos or other platforms that feature our visual arts program. We've had the opportunity to host high school students in Spring 2022 and acquired video footage through the COS marketing team, which can be used for future promotion. We would like to reach out to additional high schools to continue strengthening our collaborations in the community and grow our Arts enrollment through these collaborations.

Opportunity: To continue to provide 'Art Advising' information for students majoring in Studio Art and Art History, content previously provided at an in-person event held in the gallery was re-created into a Canvas module and shared with all art department faculty. With the return of face-to-face studio and art history classes, the event is scheduled starting fall 2022. The 'Art Advising Hours' serves as an opportunity to gather data for our PLOs, by an internal student survey. A series of documents/handouts and PowerPoint presentation focuses on the definition of art degrees, list of art-related careers, recommended order of taking classes and a list of art schools with areas of specialization. Students are given the opportunity to meet one-on-one with faculty and counselors. The event provides our counselors with communication between our units and it promoted awareness about our program. We provided the Counseling Department with a document that can be used to advise students about our curriculum. This advising event framework will continue to be used each year and will remain accessible in the online platform.

Opportunity: To increase offerings and promote access to Art Appreciation, we continue to offer both face to face and online sections. We have been adding late start sessions based on enrollment trends and need. The late-start classes have provided a great opportunity for students to fulfill the Humanities requirement after the traditional 18-week courses are in progress.

Opportunity: We are continuing to learn more about OER sources by re-creating course content in our Art Appreciation and Art History classes. Two new OER Art History textbooks recently became available through Libretext. The review process will be an ongoing project that will begin this year. We have also renewed streaming licenses through Kanopy and Swank for documentaries about Chauvet Cave, the Parthenon, Making North America: Human, and Saving Notre-Dame Cathedral in Paris. To supplement the resources available through our library, Smarthistory.org is also in the process of publishing art history content as a digital textbook called Reframing Art History. The Heilbrunn Timeline of Art History through the Metropolitan Museum is also a wonderful peer-reviewed and vetted source for use in our courses. In 2023, we will review the new OER art history textbooks and will curate accessible content for our Canvas shells in Art 002 and Art 003.

Challenge: In our Art History course, we are seeing fewer students securing support resources such as registering with the Access & Ability Center. In our face-to-face classes, Kathleen Conway is visiting our classes to let students know how the program works and to offer personal assistance. In our online courses, we are reaching out to students who have expressed a need and are referring students to the AAC through the Early Alert program and by contacting Kathleen Conway.

Challenge: The Art 001 classes are taught by multiple faculty in both a face-to-face setting and online. In 2022, adjunct and full-time faculty met to discuss and share strategies for transitioning back to teaching classes in person and incorporating online content. Multiple methods of assessment were discussed as well as the results of our SLO data. In the coming year, we hope to meet on Dialogue Days. We need to continue the conversation, review the SLOs and move toward a dialogue about grade

norming and the scope of flexibility with students.

Challenge: The Art Gallery is vital to the COS community – students, staff and faculty, as it serves as a visual resource to expose, enrich, and engage viewers with art. Many exhibiting artists are also professors or instructors at four-year academic institutions and through one-on-one and classroom engagement with our students, awareness of academic programs to further their education in art is made possible. Despite the important skill set and experiences students gain in the class, sustaining the minimum enrollment for the course has been a challenge. The gallery classes, Art 111 and Art 112 are not core requirements for the AA-T in Studio Arts or the AA-T in Art History and as such, students are taking the classes as electives. For the foreseeable future, the gallery class is now only offered in the spring. In the fall, to keep the gallery accessible through regular viewing hours, it is challenging to rely on art department faculty to hold office hours in addition to volunteering extra hours to serve as docents. Work-study positions have been available but are not guaranteed. The current gallery stipend allotment does not account for the additional docent hours to keep regular gallery hours each week, which in the past had been fulfilled with students taking the ART 111 and 112 class in the fall semester.

Challenge: Our unit only has two full-time studio art faculty members, and one art historian to coordinate a very complex area of study with several distinct and specialized disciplines. The three full-time faculty have updated the curriculum for the unit, rewrote SLOs and PLOs and gathering data for meaningful measurement. However, maintaining currency in our assessment cycles is a continuing challenge as numerous courses are taught only by adjuncts. Inputting routine data has also been challenging and may need a more streamlined approach.

Challenge: Continued attention and updates are needed in each studio area to maintain a safe working environment that meets state and federal health and safety requirements. When enrollment is at full capacity, space becomes a premium and student project size gets rather limited. We will continue to look at the studio furniture and equipment layout to increase efficiency. We might also have to research comparable course, and institution cap sizes to make a lower maximum recommendation.

Challenge:

The ceramics courses have been taught by adjunct faculty for many years. We have had a good pool of faculty for the courses, but after one faculty passed away and another left the college, the department hired a new adjunct faculty member for the position. We have a lot of ceramic glazes mixes in the glazing room/lab but have lost most of the recipes over the years. Revising the glazing lab and being more efficient with materials and funds, we are trying streamline some of the processes. This will take some time but will hopefully yield good results in the long run.

Challenge:

Student Peer Tutoring Support Request: Drawing and Design are the most important class for studio art, and tutorial assistance would be helpful. Peer support and tutoring has been proven to be extremely successful in supporting struggling students in achieving the course objectives and working through the frustration that is often experienced by many students who did not have the opportunity to study the Arts at a high school level. As you can imagine, many of these students taking art classes for the first time are first generation college students, or from under-served student populations. However, when tutoring was provided in the year prior to the pandemic, hours were very limited and we were only able to have one tutor. As such, the resource was seldom used by students who needed it. We are revisiting this issue and have started discussion for providing tutoring support for students taking Art 006 over Art 008 and Matthew will talk with the new tutorial center coordinator to see what is possible.

Overall SLO Achievement: We have continued to update courses and course level outcomes but the switch to online classes has created a profound new workload on delivering instruction, making it difficult to dedicate time toward imputing data that has been collected. At this time, we face a challenge in assessing the data that was gathered before transitioning to Distance Education with what we will gather this year.

We have corrected assessment cycle dates and are adopting a more uniform method of measuring the outcomes as well as writing rubrics for consistent data collection. Data entry is where the process has been quite slow.

With reviewing assessment results, there is always room for improvement. Currently in Tracdat, data is not easily accessible or in a usable format. Results reports can be pulled, but the data in them does not provide an aggregate success rate per course and per SLO. Rather it is still comprised of all the individual entries per course, per cycle. Also, writing all new SLO's for all the courses has proven to be riddled with false starts as it has been challenging to form consensus regarding the SLOs that are written within each course. Inputting routine data has also been challenging and may need a more streamlined approach.

After reviewing the data from 2021-22, in Tableau, for the required courses in the AAT Studio Art Degree (ART 001, 002, 003, 006, 008, 023, and 032)

Success Rates Excluding EW:

College wide showed a dip of 10% in course success rates.

Art Department overall success rate dipped about 7% but is now in line with the college wide average

ART 3 and 32 remain above the college average in success rates, but still showed a dip in success rates year to year.

ART 6 and 8 are the two courses tracked that show an increase in the success rate year to year.

ART 23 showed a significant decrease in student success rates by 23.8% year to year. Sending it back to the 2016 success rate levels.

Withdrawal Rate:

College wide withdrawal rates decreased year to year but are still not at pre pandemic levels yet.

Art Department overall withdrawal rates decreased by about 6% year to year but are also not quite at pre pandemic levels. The ratio is almost in line with college wide data.

The withdrawal rate in Art 001 decreased to only 10.7% the lowest since at least 2014

ART 2,3,8, and 32 all showed a similar decrease in the withdrawal rate compared to college wide, and are at almost pre pandemic levels.

ART 023 showed a SIGNIFICANT increase in the withdrawal rate, a 6% increase. That bucks the trend in that class and sets it back to 2015 withdrawal rate levels. We can not pin point a specific reason. The course was offered as a hybrid modality for the first time, concurrently with a stacked fully online section.

To keep track and work on closing equity gaps, we have been following ART 006, and now ART 008 more closely in terms of success rates by ethnicity and gender.

ART 006

Hispanic Male group is still trending at the lowest in success rates for the course. There was a .6% increase in success rate year to year for the group.

56.5% in 2019-20,

48.5% in 2020-21, and

49.1 in 2021-22

ART 008

The Hispanic Male group is currently about 11% less successful in the course than the course average.

56.8% in 2019-20

52.6% in 2020-21

54.5% in 2021-22

A document with the data has been added to the document repository.

Changes Based on SLO Achievement: The most significant change for our unit continues to be the implementation of a more thorough plan for the analysis of our student learning outcomes. For numerous courses, we are continuing the process of rewriting the outcomes and using a template for each course. From there, we hope to gather thoughtful, meaningful and consistent data results as well as yield continuity in pedagogy.

We were not able to address the lower success rates last year. Moving forward in the 2022-2023 academic year, we will meet as a department to discuss how best to proceed.

To address the drastically lower success rates per demographic, actions to address this variance may include department wide meetings with all faculty teaching in ART 6 and 8 for possible changes to curriculum/delivery, requesting the addition of support services such as tutoring and including more information in courses about existing college services to support student success.

Overall PLO Achievement: To gather data for our PLOs, we created and conducted an internal survey to better connect us to students interested in majoring in Studio Art. This year, we may hold the advising event again to further define the pathways our students are following. We will continue to consult with Sarah Harris, to develop additional avenues of identifying art majors as well as input PLO results. A procedure for collecting quantitative data is routinely being discussed but our department needs help form a data specialist to give us direction on how best to gather data in the form of a list of art majors and classes that have been completed to measure our updated PLOs. One thing we did do however, is include one of the PLO's as an SLO within our Mac Basics course (Intro to Digital Art) because it is a course that all majors enroll in and the PLO can be assessed within that course formally as an assignment all the students attempt. This data was collected very recently during Fall 2019 and Spring 2020 and we intend to input it.

Changes Based on PLO Achievement: As we just rewrote the PLOs and assessment plans and the campus was closed due to the

quarantine, we intended to report changes based on our PLO achievement at the end of the 2020/2021 academic year. This year we will create a plan to gather data by organizing meetings via Zoom or by assigning tasks in Tracdat.

Outcome cycle evaluation: In 2018, we implemented a new three-year assessment cycle and have inputted new assessment plans and results for Art 001, Art 006 and Art 008. In 2019, new assessment plans were created for our three-dimensional studio courses: Art 141, Art 142, Art 032, Art 033, Art 061, Art 062, Art 063, Art 064, Art 066 and Art 067.

Now that the majority of our courses have been updated with specific and measurable SLOs, we will continue working on ensuring that data is entered into Tracdat, at specified intervals. One option is to start using the "assign" tool in Tracdat to notify faculty that they need to enter data themselves, instead of relaying the information via email to the lead faculty and then the lead faculty entering the data. This will also help improve accountability with entering SLO data. With more participation in recording the SLO attainment, we can then begin looking at usable data to inform decision making about how to improve. Then we can better compare year-to-year results for the cycle.

Action: 2022-2023 New Faculty Position Request

The Industrial Technology Department and the Art Department are making a joint request for a full-time tenure track faculty. This full time tenure track position would be initially funded through the Strong Workforce 7 Grant. The faculty member will teach courses in both the Graphic Design/Multimedia department as well as in the Art Department (ex. ART 80, 23, 25)

Leave Blank:

Implementation Timeline: 2022 - 2023

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Identify related course/program outcomes: This faculty member will help attain higher standards and currency in digital art media and practices. This will effect all of the course outcomes in ART 80, 23, and 25, as well as all Graphic Design and multimedia courses, curriculum development, and multimedia certificates.

Person(s) Responsible (Name and Position): Matthew Rangel, Charles Neumann, Allyson Sullivan

Rationale (With supporting data): The long term goal would be to move the Graphic Design certificates, degrees, and program into the Art Department.

The person hired would be responsible for:

integrating new technology into both programs

cross communication between the Art and Graphic Design faculty.

keeping up curriculum to match both employment needs and transfer-ability of digital media courses.

to carry out the new multimedia certificate that was written by our full time temporary instructor last year, and explore a UX/UI direction.

After a lengthy report and analysis from a NASAD (North American Schools of Art and Design) reviewer, it was highly recommended to rethink and revamp what it is the Graphic Design certificates are for, their courses, curriculum, end result, etc. This included even renaming the certificate that we offer from Graphic Design to User Experience, or Multimedia, because they are not currently aligned with Graphic Design degrees nationwide.

Studio Art majors, at any institution are required to take at least one digital media class, regardless of their area of emphasis. Our AA-T studio art degree is no different, and some of our students want to emphasis in digital media. So, we need to offer more sections and courses in digital media: ART 23, 25, and 80. While we do have adjunct faculty who can teach most of these courses, a full-time faculty is needed to continue revising our outlines of record, and updating curriculum. We also realize that there is a need to further connect to the Graphic Design program at COS. There is an opportunity here to solidify a fruitful partnership at COS. We are requesting a Full-Time Digital Art Media Faculty that has a contract to work with both the Art department and the Graphic Design Program. The faculty member would be a great support for students as a leader and mentor. This faculty member would build upon the foundation of work done by our current full time temporary, non tenure track faculty member, hired through a strong workforce grant. This current work includes refining degree plans and courses to become transferable to four year institutions within the graphic art field. This new FT tenure track position would hopefully increase graduation rates in the Art Department as well as increase the enrollment in the Graphic Design program.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

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Update on Action

Updates

Update Year: 2021-2022

08/26/2022

Status: Continue Action Next Year

The position was reviewed, but not granted. The request will be carried over to a continuing action, but adjustments will be made to the description to better show the cooperation with CTE and ART for this needed position.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Personnel - Faculty - Full time tenure track faculty to teach in both the Graphic Design Program and in the Art department's digital media course including but not limited to Art 80. 23. and 25.

A similar request is being made for the same position in the Graphic Design Department.

The initial funding would be coming from the Strong Workforce 7 Grant. (Active)

Why is this resource required for this action?: Digital media in Art is ever changing and we currently do not have a full time faculty member to lead these specific media. This position will continue the work of our former temporary full time, non tenure track, faculty member. This includes working to:

implementing the new Multimedia Certificate written last year.

improve course outcomes.

add more courses to the transfer-ability list within the courses in the Graphic Design Department.

teach both Art (digital media courses) and Graphic Design Courses .

increase program enrollment.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.):

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

Action: 2022 - 2023 Part Time Classified IT

Program Review - Art

The Art Department is in need of a part time classified IT staff member to fix technical problems associated with apple laptops, adobe, tablets, digital fabrication equipment, etc.

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Implementation Timeline: 2022 - 2023

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Identify related course/program outcomes: All of the art courses that utilize any technology in its curriculum

Person(s) Responsible (Name and Position): Charles Neumann

Rationale (With supporting data): IT has been supportive with all the new technology in the art department but is way too overworked to get to tickets in a short or immediate response time. At times, Instructors are teaching digital classes, and something goes wrong and has to cancel class because there is no path forward.

We will be working with IT to request that they hire an additional staff member to support the digital technology in the art department including apple computers, and digital fabrication equipment.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2021-2025
District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.
District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.
District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Action: 2022 - 2023 Fire proof table for small scale metal casting equipment

The Art department is requesting a stainless steel table that will go in the kiln yard (patio of Kaweah 213A). (approximately equivalent to Uline model H-3629)

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: The table will be used to hold casting equipment that is used in ART 066, 067, and 141.

ART 066:

Objectives

1. Express aesthetic or conceptual intents in various three-dimensional media that may include several of the following, but are not limited to plaster, clay, wood, stone, glass, bronze, iron, steel, concrete as well as the use of digital technologies such as 3-D printers and scanners.
2. Produce sculpture projects using the basic tools and forming techniques of sculpture (manipulative, substitution, subtractive, additive, fabrication, assemblage, etc.) in a safe and appropriate manner.

Learning Outcomes

Techniques (manipulative, substitution, subtractive, additive, fabrication, assemblage, etc.)

ART 067:

Program Review - Art

Course topics

1. Construct sculptures out of various materials including, but not limited to clay, plastics, stone, metals, wood, and other uncommon materials
3. Lost wax casting and investment techniques will be introduced.
4. Intermediate skills and techniques will be explored in relation to subtractive, additive, fabrication, construction, assemblage, substitution/casting, installation and digitally based processes

Objectives:

3. Students will gain a better awareness of other materials including, but not limited to, fiber, wood, plastics, clay, stone, metal, and found objects.

ART 141:

Topics

1. Identity and hands-on work with materials, processes, and concepts in a variety of craft media, including but not limited to textiles, papermaking, metal, wood, glass, clay, wood, paper, found object, or leather.

Objectives

1. Identify and create finished work through the manipulation of materials, processes, and concepts in a variety of craft media, including textiles, papermaking, metal, wood, glass, or leather.
5. Safely utilize the tools, equipment, and materials used in multiple craft media.

Person(s) Responsible (Name and Position): Charles Neumann

Rationale (With supporting data): Currently, we are using a plaster wedging table to temporarily hold the casting equipment. While the plaster table is fireproof, it is the wrong height for the task of casting.

A stainless steel table will make better use of the space available in the kiln yard, provide the right height, and provide a more efficient workflow in the casting process (kiln to casting machine to pouring the crucible).

Priority: High

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation: To safely use the casting equipment, they should be used on fire proof surfaces. So we need a steel table.

Resources Description

Equipment - Instructional - The Art department is in need of a steel table to hold small scale metal casting equipment
Uline stainless steel table, model H-3639 72"x 30"
(Active)

Why is this resource required for this action?: Currently, we are using a plaster wedging table to temporarily hold the casting equipment.

While the plaster table is fireproof, it is the wrong height for the task of casting.

A stainless steel table will make better use of the space available in the kiln yard, provide the right height, and provide a more efficient workflow in the casting process (kiln to casting machine to pouring the crucible).

Notes (optional): table - \$1230

tax - \$105

freight - \$400

total \$1735

Cost of Request (Nothing will be funded over the amount listed.): 1750

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

Program Review - Art

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

Action: 2022 - 2023 Glazing Lab equipment

New storage containers, mixing equipment, measuring devices, and glaze application tools.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: ART 66, 67, 141, 61, 62, 63, and 64. All of these classes utilize the media of ceramics and need access to the glazing equipment to complete projects and course work.

Person(s) Responsible (Name and Position): Charles Neumann

Rationale (With supporting data): Mixing and applying glazes requires a "clean" environment and equipment to produce more predictable results.

Cross contamination from dirty, stained, or rusted mixing and storage equipment can ruin hundreds of dollars of glazing compounds.

Some of the equipment in the glazing room is in need of being replaced. While each individual item may not be expensive, it can add up quickly to an amount that can not be fully supported by our operational budget alone.

New storage containers for some of the bagged goods will prolong the life of the dry goods.

New mixing equipment will produce more efficient use of time in mixing as well as in the quality of the mixed glaze recipes.

Hydrometers, and other measuring devices, are needed to effectively prepare glaze formulas and produce repeatable results.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Equipment - Instructional - New storage containers, mixing equipment, measuring devices, and glaze application tools. (Active)

Why is this resource required for this action?: Mixing and applying glazes requires a "clean" environment and equipment to produce more predictable results.

Cross contamination from dirty, stained, or rusted mixing and storage equipment can ruin hundreds of dollars of glazing compounds.

Some of the equipment in the glazing room is in need of being replaced. While each individual item may not be expensive, it can add up quickly to an amount that can not be fully supported by our operational budget alone.

New storage containers for some of the bagged goods will prolong the life of the dry goods.

New mixing equipment will produce more efficient use of time in mixing as well as in the quality of the mixed glaze recipes.

Hydrometers, and other measuring devices, are needed to effectively prepare glaze formulas and produce repeatable results.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 3000

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5%

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from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

Action: 2022 - 2023 Additional metal casting and finishing tools/equipment

Expand ability to create and finish works in the media of metal

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: ART 066, 067, 141, 142, and potentially to create a course based off of CID 281 (Introduction to Jewelry and metal smithing)

Person(s) Responsible (Name and Position): Charles Neumann

Rationale (With supporting data): The equipment we have for small scale metal working and casting, is enough to give students an idea of how to work with the materials. More equipment is needed to develop more refined forms and objects. This includes flex shaft tools, tumblers, small drill press, and an additional electric melt furnace to increase casting efficiency.

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Equipment - Instructional - Additional tools and equipment are needed to improve efficiency as well as to improve the finished quality of students works/projects.

This includes

- 6 flex shaft "Foredom" tools
- 6 sets of burr and finish bits for the flex shaft tools
- 1 drill press attachment for the Foredom flex shaft tool
- 2 additional tumblers
- 1 additional electric melt furnace
- 3 additional crucibles for the new electric melt furnace
- 3 fire resistant aprons
- 3 face shields
- jump ring equipment
- forming hammers
- etc. (Active)

Why is this resource required for this action?: The additional equipment will speed up production time in class for students, as well as introduce a few other methods of finishing metal work. This will add to the quality of pieces that might be included in each student's portfolio.

The new equipment would also lead to the possibility of writing a course based off of C-ID 281 Introduction to Jewelry and Metalsmithing.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 10000

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

Program Review - Art

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

Action: 2022-2023 Review of Student Material Fees for 3D Art courses

Review and revise the Student Material Fees associated with the 3D Art courses.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: ART 032, 033, 061, 062, 063, 064, 066, 067, 141, and 142

Person(s) Responsible (Name and Position): Charles Neumann

Rationale (With supporting data): Due to inflation and prices for some materials almost doubling over the course of a few years, the materials and fees being applied to the 3D art courses will need to be reviewed and updated.

Alternative materials, or quantity of materials may be looked at to possibly raising the student material fee.

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Action: 2022 - 2023 Hazardous waste in Art Studios clean up

Near the end of the Spring 23 term, we will conduct a hazardous waste clean up in the Art department.

(Removal of empty chemical containers, empty or non functional aerosol cans, unused and unneeded chemicals.)

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: Safety and compliance reasons

Person(s) Responsible (Name and Position): Charles Neumann, Matthew Rangel

Rationale (With supporting data): An annual walk through and cleanup is a good way to avoid future accidents and to keep space maximized in each studio area.

We had conducted one of these clean ups in the Spring of 2020, but due to most classes being remote during the pandemic, we have not had one recently.

There is already an established storage and disposal procedure for hazardous materials, in the Science Department.

There are no additional costs to this clean up, that we are aware of.

Priority: Medium

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation: Proper disposal of chemicals and containers.

Action: Digitize Printmaking Art Collection

Details

Hardware is in place

Process enables routine Archiving, cataloging, art related professional experience for students

Digital scans can be utilized by faculty at COS and nationally to reference for course related work in all 2-D courses

Program Review - Art

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Amie Rangel, Matthew Rangel

Rationale (With supporting data):

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents
District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.
District Objectives: 2021-2025
District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.
District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Action: Archive Printmaking Art Collection in Online Database

JStor in collaboration with Learning Resource Center art liaison.

Art related professional experience for student technicians, meta data, imaging formatting,

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Amie Rangel, Matthew Rangel, Emily Campbell

Rationale (With supporting data):

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents
District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.
District Objectives: 2021-2025
District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.
District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Program Review - Art

Action: (Continuing) 2021-2023 Grade Norming within the Drawing Fundamentals Course

Art faculty who teach dimensional art will meet over the course of 3-4 sessions to discuss the topic of grade norming within the drawing fundamentals course.

Leave Blank:

Implementation Timeline: 2021 - 2022, 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: SLO for the drawing fundamentals course will guide discussions.

1. Sight Measuring Objects and Space

Promote Continuity and consensus around the scope of ability and rigor expected of students who have completed drawing fundamentals.

Promote adequate preparation for intermediate coursework

Person(s) Responsible (Name and Position): Matthew Rangel

Rationale (With supporting data): After consulting with English professor Teller, Matthew Rangel has determined the need to organize successive sessions with all dimensional art faculty. The following steps will guide the process:

1. Solicit sample drawing pieces from current or previous students. Faculty will be asked to provide image files that we can circulate within the department to discuss. We will share borderline cases of passing/not passing with respect toward SLO 1. Sight Measuring Objects and Space.
2. The samples will be circulated and each faculty will be asked to determine if the samples are passing or not passing the outcome.
3. A meeting would take place to share results of the assessment and a discussion would form to promote consensus and root out disagreement.
4. The samples may be re-voted on if needed
5. A summary statement could be prepared by Matthew Rangel to acknowledge what our faculty value when we assess our student work and reinforce the department's expectations toward our assessments of student work that ultimately receive passing grades.

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level
District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents
District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.
District Objectives: 2021-2025
District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

Program Review - Art

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

Action: (Continuing) 2021-2023 Increase number of awards and student success by decreasing the average number of accumulated units

In order to get students to their own unique academic goals quicker, we will add a module/page in our Canvas shells that inform students about the existence of and how to use DegreeWorks. By doing this, students will be able to make their own informed decisions as to which courses to take in their degree plan(s), as opposed to randomly wandering the course offerings. This should get the students to completion or transfer ready in a shorter time table.

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes: All art studio and history courses, via a student resource page or module in Canvas.

Person(s) Responsible (Name and Position): Charles Neumann

Rationale (With supporting data): The college as a whole, in 2019-20, AA-T degree seekers graduated with 84 accumulated units. These degree plans are designed with 60 credits, so right now there is a surplus of 24 units or one entire academic year that may be beneficial to some, but slows the progress for others.

A data request was placed with Research to get the exact number of accumulated credits for the art department's degree seekers.

This document is in the document repository.

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2022 - 2023

09/04/2022

Status: Continue Action Next Year

The Canvas page that contains DegreeWorks information and guidance for students to make their own educated decisions was shared department wide in Canvas Commons.

New data has not yet been collected, but will be this year to see if the students average number of accumulated units has decreased for our majors.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

Program Review - Art

District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Action: (Continuing) 2021-2023 Floor striping in front of fire extinguishers

Floor space is at a premium in art studio courses, for students, their work, tools, and equipment. While the first priority is to the tasks at hand in a class, safety standards can not be sacrificed. Currently in Kaweah 213 A, B, C, D, and E, there are at least 6 fire extinguishers. Each require 3 ft by 2 ft clearance at all times. That is not the current case. Items need to be moved to keep the clearance, and floor tape/stripping needs to be applied to be a visual indicator for the safety standard. In some instances, the location of the fire extinguishers may need to be relocated to maximize efficiency in the studio. Coordination with facilities into what can or can not be accommodated, in terms of fire extinguisher relocations, will be investigated.

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes: Art studios.

Person(s) Responsible (Name and Position): Charles Neumann

Rationale (With supporting data): OSHA requires a 24"W x 36"L clear floor space in front of fire extinguisher locations.

Priority: Medium

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2022 - 2023

09/04/2022

Status: Continue Action Next Year

Wherever possible, I have moved items and equipment to keep the fire extinguishers clear to their required easements. The floor marking will still need to be applied this year.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

District Objectives: 2021-2025

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Action: (Continuing) Improve Student Access to Art History Offerings

Write a Survey of Asian Art that aligns with C-ID Descriptor, ARTH 130 and add the course to the AA-T in Art History and the AA in Art in the Art History Area of Specialization

Leave Blank:

Program Review - Art

Implementation Timeline: 2021 - 2022, 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: This action is aligned with the Art and Human History and Art-Specific Terminology PLO's for the AA-T in Art History and the Art History PLO for the AA-T in Studio Arts.

Person(s) Responsible (Name and Position): Allyson Sullivan: Art History Faculty

Rationale (With supporting data): This action will expand our offerings and provide an opportunity for our students to complete a course that is listed as a requirement on the TMC in Art History. Our current offerings of Art 004 and Art 005 also count toward this requirement. Adding a survey of Asian Art will enhance our current curriculum. Fresno State recently hired a faculty member specializing in Asian Art and they have added a lower division survey course to their curriculum.

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

Action: Improve Art Gallery Exhibition Viewership Using Digital technology and Online Archive

Digital photography documentation

Video capture and editing of installs and final exhibition

Digital Booklets

Routine marketing / promotional material

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Amie Rangel, Matthew Rangel

Rationale (With supporting data):

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Action: Completed Action 2021-2022 Covert Kaweah 266 into a digital

Program Review - Art

fabrication lab.

This request was part of the 2020-21 actions in Program Review, but was a multiple step process, and this part was not spelled out in detail.

Kaweah 266, was a work/storage room for the art gallery. With the new storage room created behind the 2nd floor elevators in Kaweah, 266 is now vacant.

We would like Kaweah 266 be turned into a digital fabrication lab for the Art Department. Currently, the department utilizes a 3-D printer, a 3-D scanner, and a laser cutter. These devices are currently located in individual faculty offices. Having them in one room, that is accessible by all the Art faculty to use in their courses will be a more efficient use of resources, and a more equitable practice. We are requesting:

1. that the existing dated, and standing work height furniture in Kaweah 266 be removed, and replaced with seating height desk(s) chairs, and a locking cabinet. The set up will be very similar to a faculty office and furniture.
2. the electrical supply to the room may need updates to meet the equipment requirements. (minimum 8 sockets, on 3 different breakers)
3. we would also like to investigate the feasibility of creating a 4" vent through the North exterior wall, in order to vent the laser cutter, without having to fun the vent out an open door.
4. If the Ethernet connections are operational are working, to be activated. If they are not operational, 4 ports will need to be added or replaced.

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes: The completion of this project, will benefit a major benefit for all of the numerous studio courses in the department. It will also provide a more equitable and equal access to digital fabrication equipment in the Art Department.

The creation of the fabrication lab will also help the department meet two of the program's PLOs: Art Media and Portfolio.

Person(s) Responsible (Name and Position): Charles Neumann

Rationale (With supporting data): The fabrication lab will: promote resource efficiency, provide equal access to equipment, and help the department meet two PLOs.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2022 - 2023

08/26/2022

Status: Action Completed

The remodel was finished on 8/16/2022. The computers are in the lab now, and the laser cutter and 3D printer are scheduled to be me moved and installed.

Impact on District Objectives/Unit Outcomes (Not Required): This space is a great advantage now, that all the faculty in the art department can use the specialized equipment to use in their courses as needed.

Resources Description

Facilities - For Kaweah 266, we are requesting:

1. that the existing dated, and standing work height furniture in Kaweah 266 be removed, and replaced with seating

Program Review - Art

height desk(s) chairs, and a locking cabinet. The set up will be very similar to a faculty office and furniture.

2. the electrical supply to the room may need updates to meet the equipment requirements. (minimum 8 sockets, on 3 different breakers)

3. we would also like to investigate the feasibility of creating a 4" vent through the North exterior wall, in order to vent the laser cutter, without having to run the vent out an open door.

4. If the Ethernet connections are operational are working, to be activated. If they are not operational, 4 ports will need to be added or replaced. (Active)

Why is this resource required for this action?: This resource request will help the department share expensive digital technology and fabrication equipment. This will allow for more access of the equipment for faculty and their students. After conferring with Byron Woods about the estimates to renovate the electrical work, ventilation and furniture changes in Kaweah 266, the conservative estimate is \$20,000

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 20000

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

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District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

Action: Completed Action 2021-2022 Ceramic Gas Kiln Efficiency

Purchase a fully programmable gas kiln to replace two of the four manual gas kilns. New kiln equivalent to Geil DLB-18 downdraft natural gas kiln with optional programmable microprocessor controller with 100% automatic flame shut off.

The costs for this action will include but are not limited to:

The purchase of one new Geil gas kiln, microprocessor programmable controller, crating fees, tax, and freight delivery

Facilities work and contractors to work on gas lines, remove 2 large gas kilns, install new electrical work, move the new kiln into location etc.

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes: ART 032, 033, 61,62,63,64, 66, 67, 141, and 142.

Person(s) Responsible (Name and Position): Charles Neumann

Rationale (With supporting data): Two of the four gas kilns on the patio/kiln yard of Kaweah 213A, are functioning. We would like to get rid of 2 and purchase 1 new kiln. The current gas kilns are all manual, and require visual inspections and manual adjustments to the gas control knob over each 36-48 hour firing period. We are requesting the purchase of a new gas kiln, equivalent to Geil DLB-18 downdraft natural gas kiln with optional programmable microprocessor controller with 100% automatic flame shut off, for the following reasons:

1. to reduce the need for constant oversight in each firing period

Program Review - Art

2. to increase the chance for reliable firing results, especially glaze firings
3. for improved safety in the firing process, with the 100% flame shut off feature of the Geil kiln.
4. increased efficiency.
5. the removal of 2 kilns will also free up working space on the studio kiln yard/patio.

Priority: High

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation: The new kiln will have a fully reliable automatic gas shut off feature in the event the burners cease functioning in the firing process.

Update on Action

Updates

Update Year: 2022 - 2023

08/26/2022

Status: Action Completed

The 2 inoperable gas kilns were removed in the Spring of 22.

The new efficient Geil Kiln arrived in early June 22, and installation of gas and venting was completed In August 22.

Impact on District Objectives/Unit Outcomes (Not Required): Having this type of gas kiln will increase efficiency in labor hours, as well as increase quality of fired products for students.

Resources Description

Equipment - Instructional - Purchase of Geil natural gas kiln approximately DLB 18 \$25,975, microprocessor controller \$4,919, vent package \$4550, crating charges \$850, freight \$2500.00. taxes \$3300 (\$42094 approximate total for items/crating/tax/freight)
(unofficial quote from Geil, less the tax is in the document repository)

Labor for the items below is estimated at \$7000

In addition to the equipment purchase above,, the Facilities and work related costs for this action will include but are not limited to:

1. Disconnecting two of the existing gas kilns
2. The removal of two of the existing gas kilns
3. The transportation and installation of the new kiln at the final site.
4. Installation may require gas and electrical work to be done.
5. Install vent hood.

(Active)

Why is this resource required for this action?: This action(s) are needed to improve safety, increase work load efficiency and increase quality of work in 3-D art courses.

We need to remove two inoperable natural gas kilns but will only need to buy 1 new natural gas kiln because of the increased efficiency. These actions will also increase the amount of usable space in the studio area.

Notes (optional): Requested quote from Byron for labor and electrical+ gas work. Estimated at \$7000

Price sheet from Geil Kilns is included in the document repository. An official quote was requested from Geil for the kiln, vent hood, microprocessor controller, crating, taxes, and freight. Unofficial quote received from Geil (missing the tax) was received via email on 10/15/21. I calculated the tax at 8.5% on the total of items, crating, and freight.

Cost of Request (Nothing will be funded over the amount listed.): 49094

Related Documents:

[GEIL KILNS price list.pdf](#)

[geil quote.pdf](#)

Link Actions to District Objectives

Program Review - Art

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Action: Completed Action 2021-2022 Computers for Kaweah 266

Purchase two new PC desktop computers with large monitors. PCs will need to meet the requirements for the Makerbot Method X printer, and the Muse Hobby 45watt Laser. The use of 3-D rendering software may require video card(s) in at least one of the PCs.

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes: This will aid in the sharing of department and college resources. In addition, this request will aid in the attainment of multiple SLOs in both 2D and 3-D studio courses.

Person(s) Responsible (Name and Position): Charles Neumann

Rationale (With supporting data): These computers will allow faculty and students to work with digital fabrication equipment simultaneously (laser cutter, 3-D printer, and 3-D scanner). Currently the existing digital equipment is located in faculty offices. A separate request is in this year's program review to update Kaweah 266 to become a digital fabrication lab in the art department.

Even if the furniture/room update is not approved, the computers would still be needed to run the fabrication equipment in a common shared area of the department.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2022 - 2023

08/26/2022

Status: Action Completed

The computers were purchased and arrived mid to late Spring 22. They were installed in Kaweah 266, but had to be moved out for the remodel to occur.

The computers are back in Kaweah 266 now, and a work order will be placed to install the drivers and software to run the laser cutter as well as the 3D printer.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Technology - Two desktop PC computers are needed to simultaneously run our existing digital fabrication equipment in one departmental shared space.

One computer will be connected to the laser cutter that we already have in a faculty office. This computer will need to also be capable of opening Adobe CC (Photoshop, Illustrator, etc.) specs are found here:

Program Review - Art

<https://fslaser.com/fsl-muse-2d-camera-desktop-co2-laser-cutter-bundle/>

The other computer will need to have specs to meet or exceed the running of our Makerbot Method 3-D printer. This computer will need to be able to open and run 3D rendering and editing software such as tinker cad, and autodesk products that are free for educators.

specs can be found here:

<https://www.makerbot.com/3d-printers/method/tech-specs/>

Both computers will need 32 inch monitors to be able to see detailed information on the screen when working on files for export to the laser cutter or 3-D printer. (Active)

Why is this resource required for this action?: This request will allow the department to share resources between instructors and courses. This will maximize the benefit and impact of the purchases already made on the 3-D printer and laser cutter.

Notes (optional): quote received and is in document repository

Cost of Request (Nothing will be funded over the amount listed.): 6000

Related Documents:

[cdwg, art depart. c. neumann, MKTZ863.pdf](#)

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

Action: (Discontinued Pending further Detail) Industry Standard Upgrade for Digital Printing Across Multiple Course Offerings

Purchase an Industry Standard Photography Inkjet Printer that the art department can utilize across multiple current course offerings.

Leave Blank: Essential for Operation

Implementation Timeline: 2021 - 2022

Leave Blank: 09/23/2018

Leave Blank:

Identify related course/program outcomes: ART 180 SLO: Students will combine digital photographs, editing techniques, and output mechanisms to produce a variety of interpretations of the photographic image.

Course Topic: Photographic tools, materials and processes, including camera controls, image exposure, image manipulation, processing, and printing.

Course Topic: Safe handling, maintenance, and appropriate use of photography equipment and materials.

Course Objective: Create a portfolio of work demonstrating formal, conceptual, and technical development.

Course Objective: Produce photographs skillfully utilizing photographic tools, materials, and processes, including camera controls, image exposure, image processing, printing, and presentation.

ART 130 SLO: Students will be able to apply a digital workflow to produce a digital output that is optimal for use within traditional matrices for hand printing.

SLO: Students will be able to create a traditional printing matrix using a digital output as part of the process.

Course Topic: Introduction to applicable digital technology, tools and media

Program Review - Art

Course Topic: Creating, transferring and printing images

Course Topic: Building a portfolio of printmaking art that incorporates digital printmaking techniques into traditional printmaking

Course Objective: Understand digital workflow as it applies to fine art printmaking.

Course Objective: Use digital outputs as a process for creating a printmaking matrix.

Course Objective: Integrate digital work with traditional fine art.

Course Objective: Produce a traditionally printed artwork that consists of sequential color separations and/or graphic layers from digital output sources.

ART 23 Course Topic: The use of technology to create art through various digital media input and output methods.

Course Objective: Safely handle and maintain digital imaging hardware and materials such as scanners, printers, cameras, and Apple Macintosh computers.

ART 25 Course Topic: Managing Output Devices

ART 122 Course Topic: Digital applications and work flows for creating imagery suitable to screen printing.

ART 178 The use of an industry standard inkjet is not absolutely necessary for ART 178 but this technology is increasingly applicable to the production of fine art lithography using modern digital output language as part of the process. Also, having this digital capability will help students feel more enthusiastic to adapting digital media through traditional processes.

ART 179 The use of an industry standard inkjet is not absolutely necessary for ART 179 but this technology is increasingly applicable to the production of fine art lithography using modern digital output language as part of the process. Also, having this digital capability will help students feel more enthusiastic to adapting digital media through traditional processes.

Program Outcomes:

Art Media: Students will demonstrate proficiency in applying a selected range of media to create artworks at an intermediate college level that expresses their creative voice.

Professional Portfolio: Students will create a professional portfolio of individual artworks that demonstrates the student's ability in a selective range of media.

Proficiency in Studio Practices: Students who complete the Art Major for transfer will demonstrate proficiency in studio practices based upon their area of emphasis.

Person(s) Responsible (Name and Position): Matthew Rangel, Adam Boggs

Rationale (With supporting data): To obtain master of fine art degrees, both professors Boggs and Rangel have had access to inkjet printing technology at every institution we have attended and worked for. This technology is a modern day fixture for any fine art institution that claims to offer technology relevant to digital media, photography and printmaking. The current large format inkjet printer we have within the art department is substandard and malfunctions routinely. In fact, the art department has realized that we do not need "large format" capability but rather industry standard quality within a smaller and more conventional output size. Having two smaller machines rather than one large machine would promote better workflow among routine users within the art department. As you can read in the "related course/program outcomes" an industry standard inkjet printer is highly relevant if not essential within a wide array of two-Dimensional fine art disciplines.

Regarding routine maintenance, the art department would need the help of technology services to maintain and update the printer software and driver so that our computer stations can run the printer software and dialog box. The art department faculty would be responsible for mechanical maintenance such as ink management and routine print head cleaning necessary for smooth operations.

Currently, COS has a contract with Ray Morgan for printers. However, after consulting with Ray Morgan services, they do not supply COS with inkjet printers or alternative printers that meet the specifications we are in need of.

ART 180 SLO: Students will combine digital photographs, editing techniques, and output mechanisms to produce a variety of interpretations of the photographic image.

Course Topic: Photographic tools, materials and processes, including camera controls, image exposure, image

Program Review - Art

manipulation, processing, and printing.

Course Topic: Safe handling, maintenance, and appropriate use of photography equipment and materials.

Course Objective: Create a portfolio of work demonstrating formal, conceptual, and technical development.

Course Objective: Produce photographs skillfully utilizing photographic tools, materials, and processes, including camera controls, image exposure, image processing, printing, and presentation.

ART 130 SLO: Students will be able to apply a digital workflow to produce a digital output that is optimal for use within traditional matrices for hand printing.

SLO: Students will be able to create a traditional printing matrix using a digital output as part of the process.

Course Topic: Introduction to applicable digital technology, tools and media

Course Topic: Creating, transferring and printing images

Course Topic: Building a portfolio of printmaking art that incorporates digital printmaking techniques into traditional printmaking

Course Objective: Understand digital workflow as it applies to fine art printmaking.

Course Objective: Use digital outputs as a process for creating a printmaking matrix.

Course Objective: Integrate digital work with traditional fine art.

Course Objective: Produce a traditionally printed artwork that consists of sequential color separations and/or graphic layers from digital output sources.

ART 23 Course Topic: The use of technology to create art through various digital media input and output methods.

Course Objective: Safely handle and maintain digital imaging hardware and materials such as scanners, printers, cameras, and Apple Macintosh computers.

ART 25 Course Topic: Managing Output Devices

ART 122 Course Topic: Digital applications and work flows for creating imagery suitable to screen printing.

ART 178 The use of an industry standard inkjet is not absolutely necessary for ART 178 but this technology is increasingly applicable to the production of fine art lithography using modern digital output language as part of the process. Also, having this digital capability will help students feel more enthusiastic to adapting digital media through traditional processes.

ART 179 The use of an industry standard inkjet is not absolutely necessary for ART 179 but this technology is increasingly applicable to the production of fine art lithography using modern digital output language as part of the process. Also, having this digital capability will help students feel more enthusiastic to adapting digital media through traditional processes.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Equipment - Instructional - The quote of \$6000 includes two printers and ink
Epson P5000 17" wide inkjet printer or Canon Pixima Pro 100

Designed to set the benchmark for professional imaging excellence. Ideal for professional photographic, fine art, graphic design and proofing applications. Developed to work exclusively with 200 mL UltraChrome HDX pigment ink cartridges. This 10-color extended-gamut ink set includes higher-density Blacks and delivers up to twice the print permanence than the previous generation. Plus, get versatile media handling with automatic switching between the high-capacity front paper cassette and the roll media feeder.

(Active)

Why is this resource required for this action?: Epson and Canon pigment based machines are the industry standard for the fine art disciplines College of the Sequoias is currently offering. This standard of machine is needed so that students can effectively achieve Student Learning Outcomes, course objectives and topics relevant to multiple course offerings

Program Review - Art

within the art department.

Notes (optional): Epson and Canon brand is not supported by Ray Morgan services specialist because COS has a contract with a sales rep offering Ricoh brand. Ricoh does not offer the equipment our department needs for this purpose. Therefore, we must purchase equipment that falls outside of those agreements. The quote of \$6000 includes two printers and ink cartridge packs and extended warranty.

Cost of Request (Nothing will be funded over the amount listed.): 6280

Related Documents:

[Digital Media Requests_Adam Boggs.docx](#)

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years
District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents
District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.
District Objectives: 2015-2018
District Objectives - 1.1 - Increase overall enrollment by 1.75% annually
District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.
District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.
District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.
District Objectives - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.
District Objectives - 4.2 - Improve the efficiency, effectiveness and communication of human, physical, technological, and financial resources to advance the District Mission.
District Objectives: 2021-2025
District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.
District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Action: Completed Action: 2021-2022 Develop OER Resources for Art History Courses

In order to create course documents that can be used for Distance Education, the Art Department is in the process of rewriting curricular content such as art-specific vocabulary definitions, study guides and an image repository used in Art 002, Art 003, Art 004 and Art 005.

Program Review - Art

Leave Blank:

Implementation Timeline: 2020 - 2021, 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes: This action is aligned with the Slide Identification, Contextual Essay and Art-Specific Terminology SLO's for Art 002, Art 003, Art 004 and Art 005. It is also aligned with the Art and Human History and Art-Specific Terminology PLO's for the AAT in Art History and the Art History PLO for the AAT in Studio Arts.

Person(s) Responsible (Name and Position): Allyson Sullivan: Art History Faculty and Emily Campbell: OER Resource Librarian

Rationale (With supporting data): With the challenge of transitioning to online instruction during the Covid-19 pandemic, we are trying to meet the challenge that students face with acquiring affordable textbooks. It is the hope that re-creating course documents, links and PowerPoints with OER definitions and images will improve access to learning materials which will thereby lead to student success. In 2020-2021, definitions of key art historical terms were incorporated into the study guides and attributions for photographs were obtained. The next step in the process is to research OER articles or textbooks to substitute the reading materials for the courses. In the spring of 2020 Allyson Sullivan attended a webinar from the ASCCC about a new OER LibreText for Art Appreciation called a "World Perspective of Art Appreciation." The author, Deborah Gustlin stated during the webinar that two art history OER textbooks may be coming out in 2022. If the LibreText is unveiled, it will be reviewed for use in Art 002 and Art 003. If not, articles from the Heilbrunn Timeline through the Metropolitan Museum, Smarthistory.org and museum websites will be reviewed and gradually added to Canvas modules.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

09/14/2022

Status: Action Completed

This action item has been completed. The preliminary work of transitioning to OER sources is currently being used in Art 002, Art 003, Art 004 and Art 005 in both face-to-face and online classes. Students appreciate having immediate access to vocabulary terms and core images used in the courses. There is still more work to do with adopting OER textbooks that recently were released. A separate action item for that work will be incorporated into next year's program review.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 4.1 - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.

Action: Completed Action via other funding 2021-2022 Digital Photography Accessories

Program Review - Art

We would like to add a variety of interchangeable lenses, compatible with our Canon EOS SL3 DSLR cameras, that students are checking out in ART 180. (Telephoto and Macro, and 50mm Lenses.)

We would also like a green screen kit, to be installed in the Digital Art Lab.

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes: ART 180 - Introduction to Digital Photo, Course Outcomes 1 and 2:

1. Students will demonstrate the ability to manually manipulate digital camera controls to make technically precise exposures.
2. Students will produce original works of photography that synthesize concepts and images into coherent compositions.

Person(s) Responsible (Name and Position): Adam Boggs

Rationale (With supporting data): By adding more options in lenses, students can take more technically accurate images for their course work and portfolio.

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

10/19/2021

Status: Action Completed

Funding via COVID accounts were able to place the order for the requested items to supplement the instructional materials that students can check out for use in ART 180.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Equipment - Instructional - For the green screen set up, we need 1 of each of the following:

Magnus VT-4000 Tripod System with Fluid Head B&H #MAVT4000 MFR #VT-4000 \$169.95

Westcott X-Drop Kit (5 x 12', GreenScreen) B&H #WE579SK \$139.90

We are requesting the purchase 5 each of/or equivalent to that below:

Canon EF-S 55-250mm f/4-5.6 IS STM Lens B&H #CA55250STM • MFR #8546B002 \$299.99 each

Canon EF 50mm f/1.8 STM Lens Imported B&H #CA5018EFSTM • MFR #0570C002 \$125.00 each

Canon EF-S 35mm f/2.8 Macro IS STM Lens B&H #CA3528EFS • MFR #2220C002 \$349.99 each

Lensbaby Composer Pro II with Sweet 50 Optic for Canon EF B&H #LELBCP250C • MFR #LBCP250C \$299.95 each

Prices are from BH photo video, as of 10/6/21

We need to include shipping and handling and tax.

approximation of \$5374.68 for equipment

tax \$484.00

Shipping is free from B&H Photo Video

total of approximately \$6,168.70 (Active)

Why is this resource required for this action?: The additional lenses for the DSLR cameras that we currently have will allow for more flexibility in the kinds of photographs that instructors assign or that students want to investigate. The lenses will also build a stronger technical knowledge of photography as a media.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 6200

Program Review - Art

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.
District Objectives: 2021-2025
District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.
District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
District Objective 3.1 - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Action: Discontinue 2021-2022 Kaweah 213A Electrical Improvements

Improve safety in Kaweah 213A by adding 3 electrical drops from the ceiling. This would be one drop above each communal table in the classroom. Each drop will need 4-6 110 volt sockets.

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Charles Neumann

Rationale (With supporting data): When power tools or electrical equipment are being used in Kaweah 213A, we have to run extension cords from the wall outlet, or from the outlets set aside for the potter's wheels. So there are plenty of outlets in the room. However, whenever an extension cord, much less 4 to 6 extension cords are being used by students simultaneously, this creates the real possibility of a tripping hazard. By adding electrical drops above the three communal work tables, this will eliminate the need for extension cords.

Priority: Medium

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation: To eliminate or reduce tripping hazards.

Update on Action
Updates
Update Year: 2021-2022
Status: Action Discontinued
The idea of adding electrical drops to avoid using power cords in 213A was perceived to be a good idea by Byron Woods. After review by the electrician, they made recommendations of using power poles that are permanently attached to the floor and ceiling, instead. This option would not accommodate the multi discipline and processes that occur in that room. The most economical option left to solve the issue, is to continue using extension cords and to cover them up with floor mats to reduce the risk of tripping hazards.
Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Facilities - Add a total of 3 electrical drops above the three large work tables in Kaweah 213A. Each drop needs 4-6 outlets, 110V on a 15 Amp circuit. (Active)

Program Review - Art

Why is this resource required for this action?: This will help reduce the use of extension cords when tools are used in ART 32,33,66,67,61,62,63,and 64.

Notes (optional): quote requested but not yet received.

Cost of Request (Nothing will be funded over the amount listed.): 5000

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.