

# Comprehensive Program Review Report



## Program Review - Art

### Program Summary

#### 2023-2024

**Prepared by:** Charles Neuman, Matthew Rangel, Allyson Sullivan and Carinne Knight

**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, students transfer to four-year universities in California and nationally. Our unit prepares students with foundational skills and course work needed to be successful for transfer or entry level vocational opportunities. Our student focused curriculum, Printworks club, art gallery, library gallery space and faculty collaborate to promote opportunities to connect our students to institutions, professional artists, exhibits, guest lectures, community-based projects, and club activities.

A few highlights from the 2022-2023 academic year are as follows:

#### ART HISTORY AREA:

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 also electives on the AA-T in Social Justice Studies - Chicano Studies major.

For the 2023-2024 academic year, our department will input a new Survey of Asian Art course to expand our curriculum and provide an opportunity for students to fulfill a lower division requirement for an Art History major at the community college level. The course outline will include a textbook that is listed in Fresno State's catalog and the C-ID descriptor. We will also include OER Resources from the ASCCC-OER Initiative.

The success rate in Art 002 increased by over 5% year-to-year, and Art 003 fell 3% year-to-year, but is still above the department and college wide average success rates.

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 2023-2024, SI sessions will continue to be offered in person and via zoom to offer flexibility and promote equity.

Our Art History classes also benefit greatly from the collaboration with Library /LRC staff. Milena Seyed aids in curating content for the Art History Research Guides, which provide instructional support for research papers. In the fall of 2022, Milena visited the face-to-face classes. She provides handouts and models research practices to promote student success. Outside of class time, students make appointments with Milena as well. During Milena's spring 2023 sabbatical, Kristi Yamakawa visited the Art 002 and Art 003 classes.

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.

In the Spring of 2023, the faculty teaching ART 001, met to discuss the process of the 5-year review for the ART 001 COR. We gathered together SLOs and syllabi from 7 different institutions around California to compare and existing SLOs. We agreed to keep our SLOs as is, and found them to be clear, measurable and attainable. We began sharing common assessment ideas in one drive and will meet in the Fall of 23 to finalize and submit the new/revised COR.

The success rate in ART 001 fell by .5% year to year. It is currently below the department and college average success rate. After the COR is submitted, and we have some new semesters of data to review on the new common assessments, we can then schedule a grade-norming session.

#### 2D AREA:

In the Fall of 2022, Matthew Rangel, Charles Neumann, Patrick Brien, and Daniel Heskamp met with several representatives from IT to help troubleshoot 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. As Fall of 2023 started up, there were a few reoccurring issues regarding network connectivity and login issues on specific machines that continue to be worked out.

In regard 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. With the 2021-22 purchase of "Printing the Revolution: The Rise and Impact of Chicano Graphics" there has been discussion among faculty to display posters of artworks featured in this publication in classroom spaces to promote visual cultural resources for students. 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 routine printmaking coursework in consultation with staff who regularly teach printmaking.

In the Spring 2023, figure drawing (ART 49) students collaborated and engaged with the Dance department by drawing student dancers during their practice. The resulting drawings were then photographed and incorporated into the annual dance recital program provided for guests during the event. Future collaborations are being scheduled for spring 2024. Additionally it became apparent that the need for a new anatomical skeleton and one was purchased through Measure C funding.

#### 3D AREA:

With the new purchases in equipment and storage containers for chemicals, the glazing lab in ceramics is a safer space now. We are also using new procedures for cleaning up excess ceramic glaze, to reduce reliance on the trap in the drain to capture any residual compounds entering the water supply system. We are now using pre-rinse buckets before ever rinsing anything with glaze on it in the sink. After a few weeks, the compounds settle at the bottom of the bucket and the excess water is siphoned off. The sediment at the bottom of the bucket will then become a mystery glaze. If it works out, then it's a new experimental glaze. If it doesn't then it will be put into a bisque fired bowl and glaze fired to a solid mass which can be disposed of without any special requirements.

#### DIGITAL ART AREA:

Contributions by new faculty Carinne Knight in this year will be to:

Determine equipment storage, checkout, room usage and facility's needs. This includes connecting with both Facilities and Technology Services for a long-term plan to address electrical access within Kaweah 264A to make use of equipment already purchased. This includes looking into setting up an electronic database for equipment checkout and labeling inventory for a record of all device serial numbers and associated COS label / QR code. Equipment insurance may also be needed if not already covered by a general COS policy. Collaborate with Tech Services and Facilities to determine how needs can best be met.

Create a long-term vision of digital art's contribution to fine arts including making best use of purchased assets such as VR headsets, cameras, printers, and tablets. Seek to integrate and purchase new software like Unity and Isadora which could create an introduction to VR/AR, gamified technology, creative coding, UX/UI design, and projection mapping. Continue collaboration with CTE for purchasing shared assets including iPads, tripods, lighting kits, projectors, Arduinos, extra chargers, cables, memory cards, etc. Current equipment really needs protective cases, storage, and general organizational assets. Research vendors and associated costs.

Develop a tech troubleshooting document with input from Tech Services to help faculty and/or students navigate local technical issues with computers, gear, and other equipment assets.

Ensure all digital art and multimedia -related curriculum is up to date and transferable in accordance with requirements set

primarily by Fresno State.

Proposed a digital media lab space as alternative to costly renovations in Kaweah 264A if a room with electric capacity is available or underutilized. A designated digital studio would also eliminate many of the safety concerns and other issues present with Digital Media and we 2D media sharing the same space.

Request shared computer lab with Math Dept. in Kaweah. Need is in support of student equity and resource availability for open lab hours outside of classroom instruction.

#### ART GALLERY:

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 in the spring. The gallery space continues to remain accessible for other departments and student run club use.

Due to the ART 111/112 class shifting to only being offered in the spring, a call out to all COS faculty to volunteer to host office hours in the gallery occurred in the fall to keep the doors open. Several faculty from Anthropology and History volunteered, which led to fruitful discussions and the formation of the interdisciplinary 'Pathway to Museums Club'. Additionally, a work-study position was requested and granted to support gallery operating hours.

In March 2023, the gallery hosted 'The Human Rights Art Exhibition' organized by Dean Richard Lubben. The exhibition provided additional crossover with Ethnic Studies, Creative Writing, English, and various other departments that engaged with the exhibition throughout the month. The overall attendance/viewership of the exhibit was 462 people, with 112 attending the opening reception, 65 for artist talk with Future Akins, and 72 for the artist talk with Ramon Lopez Colon. The department is in support of is this thematic exhibition to occur on a biennial bases.

For 2022-2023, the average attendance per exhibition is 378 people, with reception attendance average is 85. The corresponding artists talks, when occurring in person is an average of 70.

With the momentum and enthusiasm from the students attending the 'Annual Juried Student Show' reception and awards ceremony there were over 250 students and family that attended. The gallery continues to use the outdoor courtyard space to host this portion of the event due to the increase in attendance over the last five years. Additionally the participation and/or attendance of the president, vice president, dean, and other COS administrators supports the students' efforts and validates the families experience at the event. In response to the enthusiasm of students, the gallery hosted the creative writing club's publication of 'The Squib' book launch and poetry event for the second year in a row.

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 continue to 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, several 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.

Additionally the gallery continues to remain a resource for our community. The gallery supports outside art organizations as a field trip destination to support their programming. The Creative Center - Art Education of Adults with Special Needs brought groups of 8-10 for each exhibition during the fall and spring. The gallery remains connected to our regional arts council, the Arts Consortium, our regional art center, Arts Visalia, as well as, several local museums. Due to this connection several of our current or former students have obtained employment at these organizations. A former ART 111 student was hired at Arts Visalia as the Assistant Gallery Director where she coordinated their educational programming and assisted the director in curating and installing exhibitions. As of Fall 2023 she has now been promoted to the Director position. A former student that took both sections of the Gallery Exhibition class (ART 111 & 112) was hired at the Tulare County Museum as a part-time archive and curator's assistant, which as of Spring 2023 was promoted to a full-time position.

Due to the community connection with the Museum Alliance of Tulare-Kings County (MATKC) that is made up of over 30 regional museums, Amie Rangel worked directly with the board president of CACHE: Center for Art, Culture, History - Exeter and the Gallery Exhibition (ART 111) students 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. Their participation in this project was featured in a Visalia Times Delta article "Reimagined gallery and museum to open in Exeter", written by Lisa McEwen, published June 8, 2023. The project was completed in May of 2023.

#### DEPARTMENT:

At the beginning of Fall 2022 and Fall of 2023, the art department participated in the newly expanded 'Fine & Performing Arts Meet & Greet' event coordinated by Theatre Professor Chris Mangles. The events have been well attended and have served as an opportunity to engage with students that might not have been aware of the opportunities within our area.

The department has a positive working relationship with Marketing Services and appreciates the continued efforts on behalf of their team to aid in promoting our programming and events on all of the various social media platforms, as well as capturing and collecting photographs and video footage to be used for future promotional material.

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.

Also in November the department and counseling hosted our annual 'Art Advising Hours' held in the Art Gallery. This two-day event serves as an opportunity to engage students majoring in art, art history, and/or are interested in becoming a major with the intention of obtaining an AA or AA-T. The sessions share information explaining what the different academic art degrees paths, department offerings and programs, as well as career and employment opportunities in a creative profession. Kristie Hodges from Counseling presented to the students and was available to met with students to address any academic questions without having to make an appointment. She was able to serve 9 students during the two sessions. There were 94 students that attended. Art advising information has been created as a Canvas module and shared with all art faculty to imbed into their online classrooms. Hardcopy handouts are available for students in the gallery throughout the year.

Building off of the 2022-23 connection to our regional high schools and TCOE, in the spring of 2023, Golden West High School Art students and faculty visited COS for an exclusive tour of the Kaweah Building where art courses are taught. COS art faculty engaged the high school students who were able to participate in a 3D making activity, outdoor figure drawing activity, printmaking demonstration and activity, art gallery exhibition tour of the Annual Student Show, interactive art supply giveaways between current COS students and high-school students and lunch was provided through a generous donation.

Potentially due to the inclusion of on site visits from Golden West High School, our number of enrolled majors for Fall 2023 increased by 87 enrolled majors between AA-T Art History, AA-T Studio Art, and AA Art from 21/22 to 22/23 year. Data that was requested did show at least 10 more students from G.W. over last year's numbers.

Our number of graduates has maintained a steady level year-to-year. In Tableau, the number of awards in the Art department AAT-Art History degree dropped by 2 year-to-year and had 5 graduates/awards. The AAT- Studio Art showed held at 25 graduates/awards. The AA Art had 0 graduates/awards for the 2022-23 year. Enrollment has grown in this degree plan, but they are not yet showing an increase in completion.

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 and South Studio Tour (Community-wide Art events) and a visiting artist workshop in the summer. During the 2022-2023 academic year, there has been a noticeable amount of membership growth, participation and motivation resulting from efforts by the club faculty advisor and the current club president.

Most of the department full-time and part-time faculty continue to remain active in their own studio practices, exhibiting artwork and serving as visiting artists at other institutions and galleries/museums regionally and nationally. The faculty share these experiences with students as a way to engage in promoting the sustainability of a studio/creative practice outside of the academic classroom, as well as connect students to four-year art academic programs and faculty to further their opportunities in art.

**What improvements are needed?:** 1. The Department has lots of new technology to use in a variety of courses to keep students

current in the field of art. However there are always technical issues with hardware or software that can impede the learning process. I.T. has been very helpful and held many joint meetings to work through issues. Sometimes the workload exceeds capacity. More solutions are needed in how to effectively implement technology in courses.

2. 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.

3. Safer equipment and safer procedures in the ceramics lab have improved safety and productivity. Technology has been added to just about every other course to gain exposure to contemporary trends, but ceramics has not had this opportunity. The inclusion of a 3-D clay printer would benefit those in ART 62 and 64 greatly.

4. There has been a lot of confusion with our degrees and how they are coded in the banner. We actually do have several students in our AA ART program, but are coded with an old code, AAT-ART. When we submitted the 5 year review of this program, requests were made to update the banner code to avoid future confusion.

5. Through continual outreach to local/regional high schools and hosting events within our department, we have become aware that there is a need for promotional materials to strength and broaden the larger community awareness of our program. Also, a sustainable funding source for food options during recruitment events would improve our effort.

6. There are a few courses below the department and college average success rate that will need attention to see how we can bring up student success rates in ART 006 and ART 001. We have already held several meetings for ART 001, and will begin holding meetings concerned with retention and disparities between the data gathered by Tableau in comparison to SLO data gathered by faculty for Art 6 and Art 8 - see action item.

**Describe any external opportunities or challenges.:** 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 2023 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 we will be holding a face to face event that is scheduled for Fall 2023. 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: Several regional museums and Tulare County of Office of Education have approached our department and the COS Art Gallery, COS Foundations, and the newly formed 'Pathway to Museums' club to create a paid internship opportunity for 5 students over the next calendar year. This is a pilot program, if successful additional funding supported through TCOE is likely, as a means to support students seeking to gain and expand on gallery/museum technician skills while assisting regional museums with specific projects. Preference of intern selection will be for those students that are currently and/or previously taken the Gallery Exhibition (ART 111) class to ensure foundational skills have already been acquired prior to internship experience.

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 evaluate OER sources by evaluating course content in our Art History classes. The review process is ongoing as new content is made available. To continue to access free resources, in 2023, we requested the renewal of the Kanopy streaming licenses for numerous Nova documentaries. In Art 002, episodes about Stonehenge, the Parthenon, and Saving Notre-Dame, Paris are used. In Art 004, Making North America: (Humans), and the the Maya Metropolis are viewed. To supplement the resources available through our library, Smarthistory.org has unveiled their digital textbook called Reframing Art History. Allyson Sullivan attended webinars led by Dr. Cerise Myers and organized by the ASCCC-OERI The Met Museum's Heilbrunn Timeline of Art History is also a wonderful peer-reviewed and vetted source for use in our courses. In the spring of 2023, Allyson Sullivan presented information about creating OER content to encourage faculty to adopt OER and/or free resources in their disciplines. In the upcoming 2023-2024 academic year, Allyson is working toward the goal of making Art 004 and Art 005 ZTC. Currently, both courses are LTC.

Challenge: Fresno State has added a lower-division Asian Art course to their requirement for an Art History major and currently, we do not have an equivalent offering. This year, we will input a course proposal in CourseLeaf to address this need. If existing Art department faculty do not have an area of expertise in Asian Art, we will need to hire a faculty member to teach the course. Feedback regarding scheduling options to promote enrollment should also occur as it is an important component of adding a class to our program.

Challenge: In our Art History courses, we are still seeing fewer students securing support resources such as the Access & Ability Center, Testing Center and the Writing Center. In our face-to-face classes, Kathleen Conway continues to visit our classes to share information about the resource. In our online courses, information is provided about support resources in Canvas. In our face-to-face and online courses, extra credit is offered to students who visit the Writing Center to work on drafts of research papers.

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: The Art 001 classes are taught by multiple faculty in both a face-to-face and online modalities. In Spring of 2023, adjunct and full-time faculty met to begin the 5-year review of the COR for the course. We compared our current SLOs to multiple other institutions across the state, and decided that our current SLOs were S.M.A.R.T. and effective. We will meet in the Fall of 23 to continue the conversation on common assessments and submit the 5-year review of the course in CourseLeaf. Then we would be able to hold grade norming meetings as early as Spring 24.

Challenge: With multiple faculty, full time and part time, the collection of SLO data is always challenging. Then inputting the data into Tracdat and formulating meaningful improvement plans are even more challenging. We may need to find a more streamlined approach to this workflow. The new version of Tracdat may prove to be beneficial in this.

Challenge:

Student Peer Tutoring Support Request: Drawing and Design are the most important classes 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. In revisiting this issue, Matthew consulted with the tutorial center coordinator. One challenge that has yet to be resolved is the fact that art studio tutors would not be able to administer tutorial services in art studio classrooms where all the appropriate equipment is located.

**Overall SLO Achievement:** We have continued to update curriculum in courses and gather course level outcomes but the workflow lacks a streamlined approach and also lacks participation among faculty who teach the courses where data is routinely needed. It is difficult to dedicate time toward imputing data that has been collected, although this will improve now that the

department has hired an additional full-time studio faculty to spread the workload.

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 and tracdat workflow is where the process has been quite slow.

After reviewing the current data for 22-23 and comparing it to the past several years, in our most enrolled courses in the department, we found that:

ART 23 increased in student success rate by 12.5% year to year

ART 001 dropped .5% year to year but is still lower than the college wide average success rate.

ART 2, 3, 23, 32 are all above the college wide average student success rate.

(data charts are in the document repository)

More work needs to be done to bring up the student success rates in ART 001 and 006.

ART 006 currently has the lowest success rate in the department for 22-23 year at 63%. No improvement has been recorded from the past actions to try and engage students more in the course. New ideas for continuous improvement are needed here and may involve retention and pedagogy meetings with faculty teaching the course.

Previously, we focused an equity for Hispanic Male students in this course that had a much lower success rate than their counterparts.

Hispanic male success rates did improve by 7.2% year to year.

However, white female success rates dropped by 19.9% year to year. Hispanic Female success rates also dropped 2.2% year to year.

The huge variance year to year suggests that it is not an equity approach that may be hindering student success rates. Other variables need to be pinpointed to increase the student success rates in this course. Routine informal discussions take place among studio faculty regarding volatile trends in student attendance and participation as a factor in student success rates. It may also be that the focus is too narrow and the smaller enrollment numbers in one course skews percentages widely year to year. The focus will be to look at all studio courses as a whole to find if there are any equity gaps that could be addressed holistically instead of micro changes in one course. A research ticket was placed in August 23, to request this data. Tableau would only allow us to select all courses in a department, or just one course. The ticket resulted in an easy solution in Tableau that will now allow the selection of multiple courses.

In ART 001, faculty teaching ART 001 met to discuss possible solutions to improve success rates. We also looked at the COR to begin the update process to start from the beginning to make sure the course itself is working and current for our students. We are going to meet in September to finalize the changes and agree on common assessments. Next steps after this would be discussing grade norming and reach a consensus as to what the course expectations look like compared to the SLOs and objectives of the course.

ART 008 has seen steady improvement over the past two years to bring the success rate up by 6.3% to a total of 70% student success rate (65.9%(21-22year) to 70% (22-23 year).

That is now just 1.8% lower than the college average.

To look closer to see if there was an increase after the Fall 22 grade norming meeting:

Fall 22 success rate was 66.1%

Spring 23 success rate was 75.6%

Spring 23 showed a huge increase in the success rate from Fall 22 by 9.5% semester to semester. Spring 23 showed the highest success rate in the course for all available data in tableau. Further investigation showed that those that are not successful in the course are students who do not even attempt some of the assessments. This factor is quite volatile in courses with smaller enrollment numbers.

**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.

We have held group meetings for ART 001 and ART 008 to share strategies for improving success rates in the courses.

ART 001 is being rewritten for its 5-year review and meetings are ongoing to start from the ground up for better chances at success.

ART 008 held grade norming meetings with faculty to gauge what were examples that met the student learning outcome. This has already yielded a high increase in semester to semester student success rates.

For ART 006, we will be holding faculty meetings, in Fall 23, that we hope will gather thoughtful, meaningful and consistent data results as well as yield continuity in pedagogy.

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.

**Changes Based on PLO Achievement:** Some PLO data may be harder to define as a simple metric. We need to meet to discuss how best to quantify these achievements. This may include research tickets, external clearinghouse data, or revised internal student surveys.

**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 all 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: 2023-2024, Sustain COS Art Gallery Operations (Art Department District Budget Augmentation)

Increase the existing stipend amount for managing COS Art Gallery operations along with other exhibit spaces on Visalia Campus.

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**Implementation Timeline:** 2023 - 2024

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**Identify related course/program outcomes:** This action is related to Program Outcome: "Design Principles" whereby "students will demonstrate the ability to communicate using sophisticated academic language when discussing works of art in terms of design principles." The art gallery is an expansion of a classroom as a professional resource where these discussions take place routinely among faculty and students.

This action is related to District Objectives:

One of the ongoing programs offered by the COS Art Gallery is hosting artist lectures in-person or via Zoom that relates to corresponding exhibitions. Student access to the exhibiting artists directly support and strengthen the vision and mission of the College of the Sequoias. Exposing our diverse student population to visually and culturally significant artwork and dialog, as well as, awareness of reputable four-year transferrable institutions and programs throughout the United States can aid in our student achieving their full educational potential. More specifically, this lectures address and supports the District Strategic Goals and Objectives 2.2, 3\*, and 4.1.

Regarding District Goal #2: College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives. District Objective 2.2: Increase the number of students who transfer to four-year institutions by 10 percent over three years. As well as District Goal #4: 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 Objective 4.1: Increase the use of data for decision-making at the District and department/unit level. Through the ongoing artist lectures the Art Department has been incorporating the talks directly into course curriculum, by impeding recorded lectures in Canvas classrooms or as a class attending lectures in-person. The average attendance for the



# Program Review - Art

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2022-23 school year for each in-person lecture was 72 students.

District Goal #3: College of the Sequoias will strategically tailor and implement academic programs and student services that match the unique needs of its student population and the demands of ongoing changes in workforce development. The 'Art Advising Hours' hosted in the gallery targets the listed objectives 3.1 or 3.2 under this District Goal; through student surveys the department is able to track our declared and interested majors as a means for the department can continue to assess and further develop to implement additional programs and services to support our diverse student population. The department also hosts Kansas City Art Institute admissions director, Julia Welles, each November to share with our students about their program. She meets with our students individual to review portfolios as a recruitment effort. Hosting exhibitions, advising sessions, and supporting events in the gallery increases positive exposure and opportunities for students to gain awareness of transferable four-year institutions to further their educational path, as well as, lead to awareness of current and evolving workforce and employment opportunities.

**Person(s) Responsible (Name and Position):** Allyson Sullivan and Matthew Rangel

**Rationale (With supporting data):** When the initial gallery stipend increase request was approved starting 2021-2022, the ART 111/112 class was offered in both fall and spring. The ART 111/112 supports the gallery operations by assisting in installing exhibitions, serving as docents to keep the gallery open for regular hours, as well as various computer support tasks such as condition reports, didactic panel - artwork labels, packing/shipping artworks. The tasks are guided under the direction of the gallery class instructor who also serves as the gallery director. Due to a number of nuanced and challenging variables within the academic climate, ART 111/112 has been removed from the fall schedule for the foreseeable future.

Gallery operations has undergone an immediate impact resulting in challenges to keep up with the increased work load that is no longer distributed among a class of students. Over the last several years, successful programming has reinforced a high standard of presentation, and increase the general public presence and campus use of the Art Gallery as a cultural resource. The Art Department's goal is to sustain the established level of programming to support our students and the mission of the college.

For the 2022-2023, the average attendance per exhibition was 378 people, with reception attendance was 85. The corresponding artist talks when occurring in person is 70 students. In 2021-2022, the average attendance per exhibition was 285, reception attendance was 65. The corresponding artist talks was 58. Gallery viewership is recorded for every hour of operation, and all supporting event attendance numbers are recorded as a means to further track and adapt programming to best serve our students' needs and accessibility.

The gallery also serves as a visual cultural resource for our community at large. During 2022-2023 the gallery hosted scheduled field trips with local art organizations such as the Creative Center - Art Education for Adults with Special Needs for each exhibition in both fall and spring. For each field trip 8-10 students and one instructor engaged with the exhibitions as an expanded classroom and safe learning environment. The gallery director was requested to engage and share specifics about the artists and artworks featured as a way to enrich the students' understanding of what they were experiencing.

Given the success toward expanding department goals through increased gallery operations and programming on campus and in the community at large, this request is to increase the existing stipend.

Currently gallery stipend is \$6549 annually

We are proposing an increase to the gallery stipend compensation to \$15,168 annually. This format of compensation would provide flexibility so that one or more employees could perform these cumulative duties (as needed).

JOB TASKS for COS Art Gallery (expanded) operations:

1. Corresponding with current and future exhibiting artists by phone and/or email for both the Art Gallery and LRC exhibition space
2. Creating, providing, confirming exhibition contracts with exhibiting artists for both the Art Gallery and LRC exhibition space
3. Coordinating and scheduling the artists talks, assisting artist lecturers with travel arrangements and scheduling applicable skill demonstrations in various studio media

(Tasks 1-3 take a substantial proportion of time and coordination on the part of the gallery director)

# Program Review - Art

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4. Confirming insurance documentation to Karen Pauls with each exhibition
5. Condition reports and photo documentation for each piece on display for insurance record keeping (gallery students assist with this spring semester)
6. Creating label information, didactic panels related to a given exhibition, exhibition statement for each show (6x art gallery & 4x LRC)
7. Curate, install, and strike exhibitions
8. Maneuver oversized ladder and adjust gallery lights
9. Creating/designing/ordering promotional materials - posters, postcards, eblast flyers for community organizations
10. Photographing exhibition and providing digital files to exhibiting artists for their records
11. Updating/posting to the gallery social media sites; Facebook and Instagram
12. Writing a press release for exhibitions (spring semester a press release is written by students for the gallery class), which is also provided to local organizations and media outlets
13. If artwork is shipped, unpacking artwork (with photo documentation & notation), repacking artwork (gallery class may or may not participate depending on the installation turn-around time, spring semester only)
14. Going to grocery store to purchase items for each reception (reception food expense reimbursed)
15. Inventorying and submitted order requests to Mary for necessary supplies such as nails, hangers, mat board, foam core, velcro, etc
16. At least once a semester attend an Arts Consortium meeting to promote and update the community on the upcoming events with the gallery and COS Art Department
17. Attend a monthly meeting with CREATE TC, which is a collaborative initiative to connect K-12 age students with art in the community. TCOE takes a leadership role with this group, which has provided opportunities for the gallery to be used as a visual resource for local high schools to be exposed to artwork since Tulare County does not have a dedicated art museum. Support established collaborations and ongoing events related more to connecting the COS Art Department programming by hosting local and regional high schools for on campus events.
18. Going to multiple art related community organizations in Visalia to drop off postcards and posters for each exhibition
19. Obtaining any necessary temporary parking permits for exhibition/visiting artists
20. Submitting facilities requests for various events related to the gallery - artist talks, receptions, hosting high school students, club activities - book launch and art auction, art advising, etc.
21. Submitting relaxed parking for lot 7 for each exhibition reception and for the print auction
22. Collaborating and/or installing artwork for display elsewhere on campus (example for Spring 2019 I put up a three-person student exhibition in the ACE Tutorial Center at their request or the President's display case in Sequoia outside of Administration)
23. Hosting and assisting other departments use of the gallery (example the Quill Creative Writing Club and the newly formed Pathway to Museums Club).

# Program Review - Art

## COMPENSATION AMOUNT JUSTIFICATION:

Given the range of job duties associated with art gallery operations, in the fall the average hours are 16 hours per week and in the spring the average of 10 hours per week (in addition to the ART 111/112 class) of skilled tasks is the typical amount of time (current and historical) to continue to sustain gallery operations at its current expected level of programming.

FALL: 16 hours/week at \$32/hour = \$512/week for 18 weeks = \$9,216

SPRING: 10 hours/week at \$32/hour = \$320/week for 18 weeks = \$5,760

SUMMER: 6 hours for one week (end of June - early July) to strike and install the exhibition at the Learning Resource Center = \$192

TOTAL: \$15,168

The \$32/hour pay rate is based on comparable compensation for similar professional work within the region.

This framework of compensation through the art gallery stipend is currently the most efficient method to address these tasks by one or several qualified individuals over a given year. The department is continuing to assess the sustainability of a stipend to support this position to maintain and sustain the current expectations of programming. Further research and correspondence at other community college and CSU institutions regarding comparable gallery operations and programming are ongoing.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Resources Description

**Adjustment to Base Budget** - Currently gallery stipend is \$6549 annually

We are proposing an increase to the gallery stipend compensation to \$15,168 annually. This format of compensation would provide flexibility so that one or more employees could perform these cumulative duties (as needed).

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(Tasks 1-3 take a substantial proportion of time and coordination on the part of the gallery director)
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10. Photographing exhibition and providing digital files to exhibiting artists for their records

# Program Review - Art

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12. Writing a press release for exhibitions (spring semester a press release is written by students for the gallery class), which is also provided to local organizations and media outlets
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# Program Review - Art

This framework of compensation through the art gallery stipend is currently the most efficient method to address these tasks by one or several qualified individuals over a given year. The department is continuing to assess the sustainability of a stipend to support this position to maintain and sustain the current expectations of programming. Further research and correspondence at other community college and CSU institutions regarding comparable gallery operations and programming are ongoing. (Active)

**Why is this resource required for this action?:** When the initial gallery stipend increase request was approved starting 2021-2022, the ART 111/112 class was offered in both fall and spring. The ART 111/112 supports the gallery operations by assisting in installing exhibitions, serving as docents to keep the gallery open for regular hours, as well as various computer support tasks such as condition reports, didactic panel - artwork labels, packing/shipping artworks. The tasks are guided under the direction of the gallery class instructor who also serves as the gallery director. Due to a number of nuanced and challenging variables within the academic climate, ART 111/112 has been removed from the fall schedule for the foreseeable future.

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It is necessary to operate a fully functioning art gallery to not only culturally benefit the community as a whole, but also to expose our Art and Art History majors to the operations of a gallery, and to see a broad range of practicing artists. Given the success toward expanding department goals through increased gallery operations and programming on campus and in the community at large, this request is to increase the existing stipend.

**Notes (optional):** Currently gallery stipend is \$6549 annually from the Department base budget. We are proposing an increase to the gallery stipend compensation to a total of \$15,168 annually. This format of compensation would provide flexibility so that one or more employees could perform these cumulative duties (as needed).

**Cost of Request (Nothing will be funded over the amount listed.):** 15168

## 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 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



# Program Review - Art

**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 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: 2023-2024 Request for 3D ceramic printer

Request to purchase a mid level 3-D ceramic printer. (model 3D potter bot super 10)

**Leave Blank:**

**Implementation Timeline:** 2023 - 2024

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Will be directly used in ART 61, 62, 63, and 64.

ART 062 Course Objectives:

4. Intermediate design development of personal ceramic works.
5. Production techniques to increase efficiency in the ceramic studio.

SLO:

Given the historic and technical information presented, students will be able to design original forms for construction using hand-built ceramic techniques on an intermediate level.

ART 063 SLO:

Students will demonstrate proficiency in fabricating multiple clay forms using the potter's wheel including, but not limited to: vases, bowls, pulled handles, and/or lidded designs. (the printer could be used in conjunction with forms thrown traditionally)

ART 064 course topic:

Studio design, layout and function of a production facility.

Objective:

5. Establish a working relationship with an increased variety of tools and materials related to; the process of formulating clay bodies, use and maintenance of potter's wheels and tools related to wheel-thrown ceramics.

Could be used in ART 66 and 67 as well.

ART 66:

Course topics

1. Major sculptural principles including, but not limited to subtractive, additive, fabrication, construction, assemblage, substitution/casting, installation and digitally based processes.
10. Contemporary trends, materials and approaches in sculpture and three-dimensional art.

Course 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.

5. Examine and describe historical and contemporary developments, trends, materials and approaches in sculpture.

SLOs

- 2 Process - Students will be able to create sculptural forms by using a variety of forming techniques (manipulative, substitution, subtractive, additive, fabrication, assemblage, etc.)

# Program Review - Art

3 Problem Solving - Students will be able to form various solutions to sculptural approaches in the creation of three dimensional forms.

ART 67:

Course topics

1 Construct sculptures out of various materials including, but not limited to clay, plastics, stone, metals, wood, and other uncommon materials

4 Intermediate skills and techniques will be explored in relation to subtractive, additive, fabrication, construction, assemblage, substitution/casting, installation and digitally based processes.

Objectives

2 Students will be exposed to intermediate techniques and future applications regarding sculpture.

SLOs

1 Portfolio - Students will be able to produce a portfolio of cohesively tied forms, with attention to personal aesthetics, and or conceptual art.

2 Materials - Students will be able to show an intermediate level of skill in the manipulation of sculptural materials.

3 Research - Students will be able to document their artistic influences and communicate their own intent in their sculptural forms.

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

**Rationale (With supporting data):** We have incorporated newer digital fabrication technology in a variety of courses in the department. So far, we have not brought this type of technology to the ceramics courses, because the processes or output of the fabrication equipment was not relevant to ceramics coursework.

A 3D clay printer would directly relate to the curriculum in ART 62 and 64 and be beneficial to the students further exploration of the media.

The processes could also be introduced into ART 61 and 63, as well as in ART 66 and 67.

This particular model was chosen because we can use our current clay body without having to buy a special mix of proprietary clay to use in the printer.

This would reduce potential ongoing costs involved with any fabrication equipment.

**Priority:** Medium

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Resources Description

**Equipment - Instructional** - 3D PotterBot Super 10

<https://3dpotter.com/printers/potterbot-10-super>

Estimate provided in documents folder (it was without tax, so I added that plus 5% inflation to the cost request). (Active)

**Why is this resource required for this action?:** To bring digital fabrication and digital technology to the ceramics courses in the Art department.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 9400

**Related Documents:**

[Estimate\\_2314\\_from\\_3D\\_Potter\\_Inc.pdf](#)

## 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 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

# Program Review - Art

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: 2023-2024 Adding electrical hubs for Digital Art Lab room Kaweah 264A

Collaborate with Tech Services and Facilities to develop a long term plan for increasing electrical accessibility by routing hubs and increasing overall electrical load capacity within the Kaweah 264A classroom for safe, appropriate use of electronic equipment purchased for students. Outlet hubs will also increase student productivity if provided Macbook computers run out of battery during studio class time; effecting student equity, resource availability and performance. Greg in Tech Services has identified moveable outlet towers to provide a solution to this issue until a long term plan can be put in place for a designated digital media lab or by creating a larger renovation plan for this shared space.

**Leave Blank:**

**Implementation Timeline:** 2023 - 2024

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** 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.

District Objectives:

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.

**Person(s) Responsible (Name and Position):** Carinne Knight

**Rationale (With supporting data):** Students will lose battery power on their Macbooks during studio lab time. Although there are extra chargers for students to use, there is not equitable space for students to plug these chargers in when needed. Power is only available on one wall of the classroom as the other side has sinks. For the enrollment capacity of the room, there are not enough electrical outlets. On heavy work days, computers start losing power before class is over. Therefore, the inaccessibility to electrical is detrimental to the students' progress during class time. Depending on back-to-back scheduling of classes using the room and computers, there may not be enough time for computers to recharge before the next class needs to use them, which would also require plugging in chargers to extra outlets.

Electrical capacity is also an issue for ensuring the digital equipment investment made by COS is fully utilized. Some devices need to be charged between classes and some equipment will have batteries which need to be recharged when returned by students from checkout. This may also entail the electric and space needed for a VR station in the future.

Alternatively, solutions such as running cables and surge protectors create a tripping hazard for students. This also creates electrical load issues and unsafe conditions. Routing cables through the ceiling with drop down hubs throughout the room is a

# Program Review - Art

preferable solution.

**Priority:** High

**Safety Issue:** Yes

**External Mandate:** No

**Safety/Mandate Explanation:** There are limited electrical outlets for the classroom, so when students lose battery power on the school issued Macbooks during class, they are either unable to complete their work or an extension cord needs to run from a wall to a surge protector hub. This is not ideal for the electrical load and creates a dangerous tripping hazard.

## Update on Action

### Updates

**Update Year:** 2023 - 2024

09/06/2023

**Status:** Continue Action Next Year

Faculty are familiarizing themselves with media technology on-hand in consultation with our Multi-Media Faculty member.

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

## Resources Description

**Facilities** - Providing safe and adequate electrical supply for students working with digital media art, computational resources, and equipment. Availability of plug outlets for computer does not meet the enrollment count for the class. When Macbook batteries begin to deplete during studio lab class, overcrowding on classroom outlets becomes a safety issue. Part 1 (of two year action) includes collaborating with Tech Services and Facilities to develop a long term plan this year to determine long term plan and costs. (Active)

**Why is this resource required for this action?:** Additional electrical outlets to provide power to Digital Lab Macbooks during studio class, as batteries run out while students are working. Request 4 electrical tower units as a short term fix to the long term evaluation of the space. Price on quote is per 1 electrical tower and 8 outlets are provided on each hub. Therefore, 4 hubs are needed to power the studio lab (computers only, not including any additional devices).

**Notes (optional):** See attached quote for price of one electric hub device, with minimum of 4 needed to power student computers in lab.

**Cost of Request (Nothing will be funded over the amount listed.):** 2600

**Related Documents:**

[ElectricTowerQuote\\_Kawah264a.pdf](#)

## 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.

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**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: 2023-2024 Separate Digital Lab and 2D (Wet Media) Space

Create a designated digital studio space to prevent accidental damage to COS technology assets and allow students more equitable access to the technology. This would be the more cost efficient and safer option than renovating Kaweah 264A. Some rooms in Kaweah may be underutilized by other departments which already have the electrical capacity needed for digital media art classes,

# Program Review - Art

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such as Kaweah 260, 202, or 204.

**Leave Blank:**

**Implementation Timeline:** 2023 - 2024

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:**

**Person(s) Responsible (Name and Position):** Carinne Knight

**Rationale (With supporting data):** Digital media, assets, and technology does not "mix" well with wet, 2D media due because one is requires significant electricity and the other requires water to be present when working. The current shared space of Kaweah 264A presents multiple issues:

1. Limited electrical access to make use of the digital technology and equipment assets purchased by COS. A long term solution would require costly renovation and add vigilance for safety when switching classes between the two media types. Underutilized labs may already exist in Kaweah building that are already set up for the electrical draw and spread of available outlets for students.

2. Demand of the classroom space limits the ability for students to receive extra help in digital media / technology. In Fall 2023 office hours were held in the lab which many students have taken advantage of to continue working on the Macbooks. Because the room is booked back to back in Spring, this is not an option for students and therefore limits equitable access for students to complete their work.

3. Good use of student time because it takes extra clean up wet media to prepare for digital class, and affects student's ability to properly dry their physical art work. Adding electrical outlet towers to the space would also require being brought out and put away between the different classes to prevent spilling on devices, or creating tripping hazards. In order to complete this in a timely way, students would have even less time to work on top of not being able to use this space as productive office hour time (above #2). Ultimately, there is a high risk of safety issues when mixing wet and electric media within the same space.

4. Because of the sinks and studio skylight lighting in Kaweah 264A, this room is better suited for traditional media as a 2d media space. The digital art and graphic design courses would benefit from having their own studio space in Visalia to allow students easier access to the technology and for longer periods of time. Kaweah 260, 202, and 204 have been discussed as possible supplements to the art department for this purpose, and would be the cheapest solution to the bigger issue at hand and additional action item for update to Kaweah 264A electrical also in this program review.

5. In order to best utilize assets already purchased by COS for the students, keeping digital stations set up will help protect this equipment from damage by either wet media spillage or students who are less familiar with the technology by accident. Because of the amount of time it takes to set up some equipment like video cameras, VR sets, and possibly green screens and projectors to show work, this severely limits the productivity and studio time for project creation. For instance, getting a screen and lighting set up could take an hour, then the students only have an hour to work before they would have to tear everything back down and store equipment. Having a space where designated spaces remain set up over the semester will allow students to come in and get right to work, tripling their amount of practice and use time on many technologies.

**Priority:** High

**Safety Issue:** Yes

**External Mandate:** No

**Safety/Mandate Explanation:** Conducting coursework that requires a lot of electricity (digital media) in the same lab space that uses water and wet media is a long-term safety issue. Temporary solutions like adding movable electrical towers presents it's own safety issues for running cords to the walls and tripping hazards.

## Resources Description

**Facilities** - A designated digital media lab space for safe, reliable and equitable access for students to use available digital media technology. This is especially important for the safety of the students and for the protection of COS's current investment equipment assets. (Active)

**Why is this resource required for this action?:** Digital media currently shares a studio space with 2d wet media classes. This is a considerable safety and accessibility issue when trading off between electrically-driven tools and media which requires water. The students have less time to use their COS provided technology due to the available electrical outlets



# Program Review - Art

and set up time for some equipment. Because the room is booked back to back, there is no additional space for digital art students to keep working on assignments with COS devices during provided office hours. Having a lab designated for digital media will provide a safe place for students to work and get the most out of the technology we can offer them so they do not have to set up and tear down gear between each class session.

The 2D classes will also benefit from having their own space. Kaweah 264A is already set up with sinks and proper skylight lighting for these types of classes. Digital media would be better suited for a space with better control over the available outside lighting for things like projections. Some lab space already exists in Kaweah that may be underutilized in other departments, such as Kaweah 260, 204, and/or 202. This would also save a costly electrical renovation in room 264A if other spaces already have the capacity and accessibility to electric that is needed with digital media.

**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 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: (Continued) 2019-2024, Improve Supervised Open Studio Usage for Students

The Art Department is requesting to hire a Part-time Classified Two-Dimensional and or Three-Dimensional Lab Technician to manage and supervise usage of studio classrooms outside of scheduled class times to facilitate "Open Studio" use. This action is needed to maintain and increase students accessibility to specialized equipment and materials needed to complete course work and portfolio preparation for transfer in a safe and supervised setting. Request for permission to allow access Math Dept computer lab in Kaweah for art students outside of classroom instruction.

**Leave Blank:** Essential for Operation

**Implementation Timeline:** 2019 - 2020, 2020 - 2021, 2023 - 2024

**Leave Blank:** 08/10/2015

**Leave Blank:**

**Identify related course/program outcomes:** 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.

STUDENT LEARNING OUTCOMES and coursework related to this action for the following courses: ART 006, 007, 015, 121, 122, 130, 176,177, 178,179

# Program Review - Art

## DISTRICT OBJECTIVE:

District Goal #2: College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives. District Objective 2.2: Increase the number of students who transfer to four-year institutions by 10 percent over three years.

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

**Rationale (With supporting data):** A sign in and time sheet would be implemented to record student and departmental usage to collect relevant data to justify the continuation of this classified employment position.

Currently and historically, students routinely inquire about days and times when Kaweah Room 263A and or Kaweah 213 is open outside of scheduled class times and if supervision is available.

## SAFETY GUIDELINES

A part-time classified technician is needed to help support student success and safety in the two and three-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 in printmaking and design subject areas.

## ACCESS/EQUITY/STUDENT SUPPORT

Currently, we have a lab that is monitored infrequently by volunteer faculty outside of their regular hours of work. This is not sustainable or in the best interest of the students. When faculty are not available, students are unable to use specialized machines and equipment as a safety precaution. Open lab hours creates access and 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 and equity is essential to their success and completion of their program of study.

Routinely, studio classroom 263A does not have scheduled classes on Mondays and Wednesdays. This allows for the potential to schedule open lab hours for students to access all the specialized equipment as well as any work surfaces and several computers. Under the guidance of a lab technician during these hours, students would be expected to abide by the fine arts division studio safety policies.

## COMPENSATION AMOUNT JUSTIFICATION:

Given the range of job duties and expertise associated with this action item, a minimum of 12 hours per week of scheduled time would be sufficient for a part-time employee to fulfill this position.

19 hours /week at \$20/hour = \$380/week for 36 weeks = \$13,680 for each academic year.

The \$20/hour pay rate is based on comparable compensation for similar technical/professional work within the field of art for classified employment.

In the event that a classified position is not available or granted, we would like to request Supplemental Instruction funds to hire student workers for each of the Studio areas.

**Priority:** High

**Safety Issue:** Yes

**External Mandate:** No

**Safety/Mandate Explanation:** A number of machines, equipment, and materials that would be utilized during the hours supervised by this proposed employee have potential safety hazards associated with them. Having demonstrated knowledge of proper operational and safety procedures, the employee would mitigate these safety hazards through direct supervision of any students utilizing such machines, equipment, and materials during scheduled "open studio" hours.

### Update on Action

#### *Updates*

**Update Year:** 2023 - 2024

09/06/2023

**Status:** Continue Action Next Year

# Program Review - Art

The department still has this need. In the meantime faculty are holding office hours in studio rooms to allow extended access. The hours are very limited. Students need additional hands on and targeted instruction beyond what is available during class sessions.

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

## Resources Description

**Classified- New/Replacement** - Part-time Classified Two-Dimensional and/or Three-Dimensional Lab Technician to manage and supervise usage of the studio classrooms outside of scheduled class times to facilitate 'Open Studio' use. This job would entail the following duties: overseeing safety policies within the lab, inventory of materials, keeping the lab clean and accessible during open lab hours, tutorial assistance for relevant coursework. This position will facilitate student access to specialized equipment in a safe environment that promotes student success and an atmosphere of collaboration with their peers. (Active)

**Why is this resource required for this action?:** Currently and historically, students routinely inquire about days and times when Kaweah, 263A and Kaweah 213 is open outside of scheduled class times and if supervision is available.

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 in printmaking and design subject areas. Currently, we have a lab that is monitored infrequently by volunteer faculty outside of their regular hours of work. This is not sustainable or in the best interest of the students. When faculty are not available, students are unable to use specialized machines and equipment as a safety precaution. 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.

Routinely, studio classroom 263A does not have scheduled classes on Mondays and Wednesdays. This allows for the potential to schedule open lab hours for students to access all the specialized equipment as well as any work surfaces and several computers. Under the guidance of a lab technician during these hours, students would be expected to abide by the fine arts division studio safety policies.

### COMPENSATION AMOUNT JUSTIFICATION:

Given the range of job duties and expertise associated with this action item, a minimum of 12 hours per week of scheduled time would be sufficient for a part-time employee to fulfill this position.

19 hours /week at \$20/hour = \$380/week for 36 weeks = \$13,680 for each academic year.

The \$20/hour pay rate is based on comparable compensation for similar technical/professional work within the field of art for classified employment. This format of compensation would provide flexibility so that one or more employees could perform these cumulative duties in both the 2-D and 3-D areas.

**Notes (optional):** This position can be filled by a current faculty, COS alumni, or qualified student currently enrolled at COS  
**Cost of Request (Nothing will be funded over the amount listed.):** 13680

## Link Actions to District Objectives

District Objectives: 2018-2021

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

# Program Review - Art

**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** - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.

**District Objectives** - 4.1 - Improve operational systems based upon data driven decision-making as described in the COS 2.0 manuals.

**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 4.1** - 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: Retention Strategies for ART 6 & ART 8

Host three dialogue sessions over the course of the academic year with all studio faculty to address retention strategies. These sessions would provide opportunities to brainstorm and establish shared approaches to project delivery, applications, and cultural content resources to support student engagement and interest. As well as address implementation of department attendance and drop policy, and the disparity and nuance between institutional success rate data in contrast with department faculty student learning outcome data.

**Leave Blank:**

**Implementation Timeline:** 2023 - 2024

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Data gathered from Student learning Outcomes from Art 6 and Art 8 and nuanced discussions among faculty who collect this data will drive discussions regarding retention strategies.

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

**Rationale (With supporting data):** When reviewing Institutional Success Rate data (Tableau) in comparison to Student Learning Outcome data provided by faculty, it is apparent that there is additional data needed to understand retention issues as they relate to success rates. Success rates gathered from Tableau regarding Art 6 and Art 8 are trending below the department and college average. However, Tableau success rates do not account for the number of students that do not attempt the SLOs due to

# Program Review - Art

lack of engagement and/or attendance.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Link Actions to District Objectives

District Objectives: 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: 2023-2024 Implement digital tools and equipment checkout system.

Need support to increase student accessibility to digital artmaking and graphic design equipment. Determine equipment storage, facilities, and usage needs and implement a digital checkout system with asset inventory database. Ensure resource availability and equitable checkout for student learning objectives. Collaborate with Technology Services for database implementation and facilities for room usage and storage options.

**Leave Blank:**

**Implementation Timeline:** 2023 - 2024

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Program Outcomes:

1. 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.
2. Professional Portfolio: Students will create a professional portfolio of individual artworks that demonstrates the student's ability in a selective range of media.
3. Proficiency in Studio Practices: Students who complete the Art Major for transfer will demonstrate proficiency in studio practices based upon their area of emphasis.

District Objectives:

District Objective 3.1: Reduce equity gaps in course success rates across all departments by 40% 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.

**Person(s) Responsible (Name and Position):** Carinne Knight

**Rationale (With supporting data):** The department has made a huge investment increasing equipment for students, including Wacom tablets, audio recorders, video recorders, DSLR cameras, VR headsets, etc. In order to allow manageable tracking and distribution of these resources to students, a database will allow much easier access for students to request, pick up equipment, and return equipment. This will also protect the safety of COS's investment in these assets so that equipment is monitored and remains functioning, or can be repaired or replaced if/when needed.

**Priority:** High

**Safety Issue:** Yes

**External Mandate:** No

**Safety/Mandate Explanation:** Security issue -- to help protect COS investment while also allowing for equitable student access to resources.

## Resources Description

**Technology** - Database or inventory tracking software to increase student accessibility to electronic and digital art-making



# Program Review - Art

equipment. Collaboration with Tech Services required during this year to determine options and costs. (Active)

**Why is this resource required for this action?:** Students need a more equitable and reliable system for checking out equipment, and the COS Art Dept wants to protect the investment of these assets.

**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 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: 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

**Leave Blank:**

**Implementation Timeline:** 2021 - 2022, 2022 - 2023, 2023 - 2024

**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:**

### Update on Action

#### Updates

**Update Year:** 2023 - 2024

09/06/2023

**Status:** Continue Action Next Year

Digital Scans are a continuing effort

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

**Update Year:** 2023 - 2024

09/06/2023

**Status:** Continue Action Next Year

This action cannot be carried through until the prior action regarding digital scan can be completed

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

# Program Review - Art

## Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 4.2</b> - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents
<b>District Objective 4.3</b> - 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
<b>District Objective 1.1</b> - The District will increase FTES 2% from 2021 to 2025.
<b>District Objective 4.2</b> - 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, 2022 - 2023, 2023 - 2024

**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
<b>District Objective 4.2</b> - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents
<b>District Objective 4.3</b> - 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
<b>District Objective 1.1</b> - The District will increase FTES 2% from 2021 to 2025.
<b>District Objective 4.2</b> - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

## Action: (Continuing) 2022 - 2024 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:**

# Program Review - Art

**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.

## Update on Action

### Updates

**Update Year:** 2023 - 2024

08/25/2023

**Status:** Continue Action Next Year

We did not accumulate a large amount of hazardous waste this past year. This is due to using more environmentally friendly materials when possible.

We will continue to perform these cleanups as needed to maintain a safe working environment and to comply with all disposal laws.

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

## 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:**

**Implementation Timeline:** 2021 - 2022, 2022 - 2023, 2023 - 2024

**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 has added Asian Art as an area of specialization in their Art History program with both lower division and upper division courses in this area of emphasis.

**Priority:** Medium

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Update on Action

### Updates

**Update Year:** 2023 - 2024

09/06/2023

**Status:** Continue Action Next Year

The new course will be set into workflow in the coming year.

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

# Program Review - Art

## 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: Completed 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

**Leave Blank:**

**Leave Blank:**

**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:**

### Update on Action

#### Updates

**Update Year:** 2023 - 2024

**Status:** Action Completed

08/25/2023

# Program Review - Art

The position was approved, posted and filled.

We are proud to have Carinne Knight join both the Art and Industrial Technology Departments.

**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 form 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: Completed 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

# Program Review - Art

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:**

## Update on Action

### Updates

**Update Year:** 2023 - 2024

08/25/2023

**Status:** Action Completed

All 3-D courses were reviewed for current materials being used to determine the most accurate student material fee to charge.

Focus was place to maintain cost effective materials that would still meet the course topics/objectives/SLOs.

Items were ensured to meet the lasting value or transformative materials requirements.

ART 032 fee stayed the same

ART 61/62/63/64/66/67/141 all went up from \$30 to \$40-50

All forms have been approved and are in workflow for an effective date of Fall 24.

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

## Action: Completed 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

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

ART 067:

Course topics

1. Construct sculptures out of various materials including, but not limited to clay, plastics, stone, metals, wood, and other uncommon materials



# Program Review - Art

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.

## Update on Action

### Updates

**Update Year:** 2022 - 2023

06/07/2023

**Status:** Action Completed

The table was approved for purchase, acquired and installed.

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

## 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

# Program Review - Art

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.

**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: Completed 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:**

### Update on Action

#### Updates

**Update Year:** 2022 - 2023

06/07/2023

**Status:** Action Completed

This item was funded through left over instructional equipment funds.

All items have been purchased.

The cleanliness, accuracy, and safety in the glaze lab has been increased due to this action.

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

## 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.

# Program Review - Art

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% 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: Completed 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 smiting)

**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:**

### Update on Action

#### Updates

**Update Year:** 2022 - 2023

06/07/2023

**Status:** Action Completed

This item was funded in a late round of approved projects/action items.

All items have been received.

This will greatly increase the efficiency of our bronze casting, as well as increase the quality of post cast work with the finishing equipment purchased.

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

# Program Review - Art

## 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.

**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: Discontinued 2022 - 2023 Part Time Classified IT

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.

**Leave Blank:**

**Implementation Timeline:** 2022 - 2023

**Leave Blank:**

**Leave Blank:**

**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

# Program Review - Art

External Mandate: No

Safety/Mandate Explanation:

## Update on Action

### Updates

**Update Year:** 2023 - 2024

08/25/2023

**Status:** Action Discontinued

We will continue to work with IT to maintain our growing digital equipment.

Any request for personnel would need to come from the IT dept directly.

**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.

**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) 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.

# Program Review - Art

- 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:**

Update on Action	
<i>Updates</i>	
<b>Update Year:</b> 2022 - 2023	09/06/2023
<b>Status:</b> Action Completed	
An in-person meeting took place Fall 2022 where this action was thoroughly discussed and a consensus was formed regarding grading standards for drawing fundamentals. A power point presentation was formatted to share the results. Strategies to help students communicate their level of comprehension was shared.	
<b>Impact on District Objectives/Unit Outcomes (Not Required):</b>	

## Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 4.1</b> - Increase the use of data for decision-making at the District and department/unit level
<b>District Objective 4.2</b> - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents
<b>District Objective 4.3</b> - 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
<b>District Objective 2.2</b> - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
<b>District Objective 3.1</b> - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
<b>District Objective 4.1</b> - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.
<b>District Objective 4.2</b> - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.
<b>District Objective 4.3</b> - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.