

Comprehensive Program Review Report



Program Review - Art

Program Summary

2020-2021

Prepared by: Charles Neumann, Matthew Rangel and Allyson Sullivan

What are the strengths of your area?: 1. 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, AAT in Studio Arts and AAT in Art History. Each year, several students transfer to four-year universities in California and nationally. Our unit prepares students with the foundation skills and course work needed to be successful for transfer or entry level vocational opportunity. Our student focused curriculum, Printworks club, art gallery, library gallery space and faculty collaborate to promote opportunities to connect to other art students, institutions, professional artists, exhibits, guest lectures and club activities.

A few highlights from the 2019-2020 academic year are as follows:

In his first year as a full-time faculty member, Charles Neumann shared his expertise and input in numerous ways that have been beneficial to our unit. He updated curriculum, authored student learning outcomes, measured the outcomes, updated the Studio Arts AA-T, attended faculty meetings, volunteered in the art gallery and served as a mentor in online educational practices.

In November, Julia Welles, the Director of Admissions from the Kansas City Art Institute spent a few days at COS. As a recruitment tool, Ms. Welles met with 10+ students one-on-one to discuss their portfolios, provide feedback and encourage students to apply to their program. For decades, numerous COS graduates have received full scholarship support enabling them to attend the Kansas City Art Institute.

COS Art Faculty (Francisco Alonso, Patrick Brien, Saegan Brien, Daniel Heskamp, Laura Melancon, Charles Neumann, Amie Rangel and Matthew Rangel) continued to demonstrate their dedication to our students by giving artist talks about their educational path, artwork and process. Each presentation was about 30 minutes and we hope the presentations will build enthusiasm about our program and collaboration among our students.

The Printworks Club activities may include traveling to print exhibitions, working with students on their portfolios and tutoring. To encourage a community spirit, the club hosts a Saturday breakfast on occasion and works on prints until the afternoon. Most of the studio faculty also attend this event. Each year, Printworks also facilitates the annual print-a-thon, a 24-hour period in which the students make prints. Printworks participated in several community events such as an annual art festival 'Taste of the Arts' in October with over 6000 attendees. They also provided printmaking demonstrations during the first CREATE TC (Tulare County) Launch Breakfast held at Tulare County Office Education. The club also hosts an Annual Art Auction as a fundraising event where they solicit donations from notable printmaking artists nationally. The fundraising efforts of the club supports a technical printmaking workshop in the summer carried out by a nationally recognized printmaking artist or university professor. Due to the pandemic, the club went dormant in the late spring and was unable to invite an artist to conduct the annual summer workshop. The club is still dormant. Faculty who advise and support Printworks Club activities and former officers have been consulted regarding any potential to resume virtually and it has not been a viable option at this time.

Awards for the year, 2019-2020 were about consistent with the prior year: AAT Art History: 6 awards AA Art: 1 award AAT Studio Art: 22 awards

The Department's annual Art Advising Hours two-day event with on-site counseling advisors has yielded high attendance and participation (first day with 75 students and second day with 55 students and individual counseling with 12 students). In return, the award numbers have been consistent.

In the Spring of 2020, Matthew Rangel and Charles Neumann conducted a hazardous waste clean up of all the art studios. Items removed included old chemical containers, unusable paints, inks, leaded enameling powders, and damaged chemical containers. The event removed well over 100 pounds of hazardous waste from the building, resulting in a safer environment in the studios. As a side benefit, the removal of these items allowed us to better store supplies in each studio with the extra space.

With the aid of a work study and students, Charles Neumann was able to complete an up to date chemical inventory for Kaweah 213 A, B, C, and D. New Safety Data Sheets were downloaded, printed and put into binders.

In order to offer more access to the three dimensional art studio, Charles Neumann provided supervised studio access hours for students in any 3-D art course. These hours occurred when the room was unoccupied by a scheduled course. Attendance by students was completely optional, but on average 3-5 students worked in the space each day for about 2 hours per day Monday through Thursday. This allowed them to produce a higher quality and quantity of works for their courses, than they would have without these optional hours of supervised access.

2. Our department provides an AAT 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 as well as a core requirement for Studio Art and Art History majors. Art Appreciation (Art 001) is also a vital part of our GE requirement series. Between 2016-2019, the success rates for Art 001 have ranged between 68-72%. According to Tableau, between 2017-2020, the Art 001 success rates for African American students was 60.6%, for Hispanics, 68.8% and for Whites 74.3%. Also from Tableau, between 2017-2020, the success rate by gender for Art 006 was 77.6% for female students and 60.3% for male students. Between 2016-2019, the success rates for Art 002 have ranged between 82-84%. Between 2016-2019, the success rates for Art 003 have ranged between 75-84%. According to DataMart, the 2020 success rates for Fine Arts courses is 68%.

In 2020-2021, we will meet as a department to discuss how to best close the equity gaps in the success rates for our courses. Our plan of action would be to include more artwork and/or history featuring African American and Hispanic artists, to discuss current pedagogies as well as research best teaching practices to close equity gaps.

To promote student success in the Art History classes, Allyson Sullivan participated in the Supplemental Instruction program which provides collaborative group activities and tutorial assistance. The program has transitioned from face-to-face meetings to virtual sessions on Zoom.

Our Art History classes also benefit greatly from the collaboration with LRC staff. Milena Seyed updates the Art History Research Guides each semester which provide instructional support for research papers. Before moving to a Distance Education format, she visited each class, provided handouts and modeled research practices that lead to student success. Once the campus transitioned to online teaching, she provided the documents necessary to create a Research Module in Canvas and she continues to edit the guides each semester as the topics change.

Regarding the breadth of printmaking courses that we offer at COS, we have recently been in consultation with our library staff to build a collection of books to which students can refer for historical and contemporary printmaking artists and printmaking technology. Our inaugural book for this collection was purchased in the Fall of 2018 titled, "A History of Chromolithography: Printed Colour for All", by Michael Twyman. This is a very costly book that our students would otherwise not have access to. Furthermore, the book is out of print and has become more and more difficult to acquire. We are grateful to our library staff for acquiring this invaluable resource to which our printmaking students are genuinely enthusiastic about! 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.

3. The Art Gallery is the central hub of the Art Department offering five exhibitions a year that feature regional, national, and international artists. The sixth and final exhibition of the year features our COS students in our 'Annual Juried Student Show'. Students also use the space as an extended classroom and learning environment through lectures, artist talks, workshops and Art Department programming such as 'Art Advising Hours' and Printworks club events. Other departments also use the gallery as an extended classroom, as well as a presentation venue such as Professor Josh Muller's psychology poster display and the STEM conference presentation each fall. Our gallery is one of the only venues that exhibits international art in Tulare County and is student led.

Numerous essential upgrade requests from 2018-2019 Program Review were approved and completed during fall of 2019. For example, new glass doors were installed to eliminate energy waste, improve accessibility and gain ADA compliance. This upgrade has allowed the gallery to apply for traveling museum exhibitions, as well as host exhibitions with higher security standards. Exposure to contemporary and historical works of art would be an amazing opportunity for our students as they are not commonly exhibited in our region. New surface on gallery walls have been installed and completed with our first exhibition in the newly renovated space starting in Spring 2020. The district purchased reusable display frames for professional skills training and artwork display, which have been utilized for several exhibitions hosted in the new Learning Resource Center exhibition space. Lastly, a renovation of the area in front of the gallery to create a more cohesive learning environment and community gathering space has been approved. Facilities is in the process of scheduling the improvements for the 2020-2021 academic year.

The COS Art Gallery has partnered with the Learning Resource Center to host four four-month exhibitions each year. A hanging track system was approved and purchased through the library. 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.

The COS Art Gallery received Foundation Project funding of \$2000 for the 'Visiting Artists & Lecture Series'. This support funding allowed the gallery to offer four exhibiting artists compensation for engaging our students through an artist talk, one-on-one classroom engagement in the studio setting, classroom demonstrations, as well as engagement during the gallery hosted reception. Our first lecture was co-hosted with C.H.A.P, with over 75 in attendance. The second lecture was held in the art department, with over 60 students and 10 people from the community, and the third and final lecture had two visiting artists with over 65 in attendance in the gallery.

To promote connections on campus, our Gallery Director, Amie Rangel has continued to collaborate with other departments on campus through additional programming. To promote public relations between the city of Visalia and COS, Amie is a member of the Visalia Arts Consortium as well as a Board member for Arts Visalia. As a representative for higher education for the Tulare County Office of Education (TCOE) with Kate Stover and a contributor to CREATE TC, Amie is working toward promoting the arts from the middle schools and high schools to improve future COS enrollment. As part of the Tulare County Master Plan, Amie assisted in coordinating the CREATE TC Launch Breakfast that hosted community, regional, and state representative stakeholders. She coordinated with our music faculty, John Sober and Michael Tackett, where the music department students performed and participated at the event. Matthew Rangel assisted Printworks participation at the event. Due to the pandemic, outreach events to local high schools was canceled. To continue to reach middle and high schools, Matthew and Amie Rangel are planning webinar style 'Art Advising Hours' event in fall 2020 and spring 2021. Lastly, Amie Rangel has joined the newly formed Museum Alliance of Tulare County that is made up of over 30 regional museums. Through this organization Amie Rangel is working with Mineral King Preservation Society Museum Director, Lisa Montero (COS Alum) and has helped establish several (paid) internship opportunities that will be available for our art and art history students to gain first-hand experience of working in the museum setting prior to obtaining their AA/-T degrees.

As a unit our full-time and adjunct faculty in both 2D and 3D areas have taken a collective effort to establish studio policies for student and faculty use of the studio classrooms. Among specialized areas, clean up days were arranged and completed, allowing classroom and storage spaces to be thoroughly organized and prioritized. Studio clean up days are being established for the end of each semester (when face-to-face) to maintain an organized and multi-use studio classroom environment.

What improvements are needed?: 1. With the current climate of uncertainty in enrollment due to the COVID crisis, we understand that new positions or additional full-time faculty requests may not be approved at this time. However, the art department is still in need of one Full-Time Two Dimensional/ Digital Arts Faculty, but will defer making another request for the position this year. We are still including the history of the past requests and continued need for a full-time Two-Dimensional/Digital Arts Faculty: An instructor who specializes in digital media is essential to any degree granting program in the arts, and would greatly improve student success rates, participation, retention, and the fulfillment of department long-term goals. Additionally, in order to measure student learning outcomes, program learning outcomes, author curriculum updates, attend department events, mentor students, participate in the co-curricular club as well as provide university level contacts, a full-time instructor is needed.

2. Student Peer Tutoring Support Request: Drawing is the most important class for studio art, and as such, 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. This support could be funded by work study allocations, or part-time classified assignments. Before the pandemic, we had one drawing tutor employed through the Tutorial Center and faculty who teach drawing courses had been making routine efforts to encourage students to utilize this

limited service, which was only available for two hours weekly. If allowed, additional tutors would be recruited to provide alternate days and times for this service and we could offer this service virtually during the pandemic.

3. 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 infrequently by volunteer faculty outside of their regular hours of work. This is not sustainable or 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.

4. Indoor Air Quality (IAQ) tests were conducted in the Ceramic, Printmaking, and Painting studio areas. The tests conducted in the 2019-2020 academic year, informed the department what areas are within acceptable air quality safety standards, as well as areas that may require future facility improvements to meet safe air quality standards. The air quality test results showed that the VOCs in Kaweah 213A were normal, Kaweah 263 A were moderate, and Kaweah 254A were severe. Facilities was able to increase air flow in 254A, by adjusting the air handling unit settings, and also recommending the air vent be used when the room was occupied. In addition, the painting class began using new solvents that will reduce the VOC levels further or eliminate the VOC level all together. However, a stationary exhaust fume hood will be requested so students enrolled in drawing courses can spray a fixative onto their drawings to protect the drawings from unwanted damage. This equipment will be requested in an ACTION Item.

Describe any external opportunities or challenges.: Challenge: The most significant external challenge to our program this year has been adapting our face-to-face classes to an online format due to Covid-19. Last spring, our energies were spent adapting to remote instruction. In the fall of 2020, our energies are focused on Distance Education modalities in all courses.

Opportunity: An important opportunity for our unit has been to learn as much as possible about Distance Education. In the spring and summer of 2020, art department faculty completed the emergency training for online instruction. Patrick Brien, Daniel Heskamp, Amie Rangel, Allyson Sullivan and Karen Taber continued with the OTCP to become fully certified.

Opportunity: To learn as much as possible about successful online practices, Allyson Sullivan attended three webinars at the Annual Online Conference: "Common Mistakes Online Instructors Make and How to Avoid Them," "POW-erPoints that POP," and "Honoring Student Voices Online: Maximizing Canvas for Student Engagement." To improve active learning strategies and promote critical thinking skills, Allyson Sullivan audited an online course through the Smithsonian called "Teaching Critical Thinking Strategies Through Art with the National Gallery of Art." The strategies for this course stem from Project Zero at Harvard University. This course provided templates for activities that can be used in Canvas discussion boards as well as face-to-face instruction. For faculty who may be interested, the documents will be shared with our department at our next department meeting.

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 that feature our visual arts program. We would like to reach out to high schools to continue strengthening our collaborations in the community and grow our Arts enrollment through these collaborations.

Opportunity: In the fall, the Art Gallery is continuing to host exhibitions via social media as a means to provide visual resources for our students to research and study. Additionally using the online platform the Art Gallery has helped coordinate a series of events: 'Seen and Unseen: Exploring the work of Chicano artist and activist Ricardo Favela' through a lecture/'platicas' series and campus/community wide events. Other collaborating contributors are James Espinoza - Puente & English, Barbara Laird - ESL, Octavio Barajas - Ethnic Studies, and many more. A greater portion of these events is reserved for 'platicas' or conversations to occur through Q & A. This first online lecture series event had over 80 people in attendance. The online platform is allowing the students to directly engage with the panelist through the Q & A feature while being exposed to the visual arts and culture.

Opportunity: To gather data for our PLOs, Matthew Rangel created and continues to conduct an internal survey to better connect us to students interested in majoring in Studio Art and Art History. Matthew Rangel and Amie Rangel hosted, organized and authored an art career event, 'Art Advising Hours' in the gallery with faculty, students and academic counselors. They created a series of documents and gave a PowerPoint that focused 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 were given the opportunity

to meet one-on-one with faculty. This first-time event provided 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 (See Documents Repository). This advising event framework will continued to be used each year and possibly each semester going forward, and will transition to the online platform for fall 2020 and spring 2021.

Opportunity: To increase offerings and promote access to Art Appreciation, this year, we added two online offerings in the summer and two late-start online courses for the fall of 2020.

Opportunity: We are continuing to learn more about OER sources by re-creating course content in our Art Appreciation and Art History classes. Allyson Sullivan created 25 image folders to highlight core images for students enrolled in Art 001, Art 002, Art 003, Art 004 and Art 005. In the Art History classes, Emily Campbell has been assisting by reviewing accessibility compliant and copyright approved images. We have also added to the repertoire of films about art by requesting that the LRC add to the available titles in Kanopy and Swank.

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 AAT in Studio Arts or the AAT in Art History and as such, students are taking the classes as electives. In the recent past (fall 2019), the gallery classes were cancelled due to low enrollment, and faculty volunteered to serve as docents and install/strike each exhibit. We need to increase the gallery stipend of \$300 a year to support the routine tasks of running the gallery. An action item Improve and Sustain COS Art Gallery Operations (Art Department District Budget Augmentation) has been written to address this challenge.

Challenge: Our unit only has two full-time studio art faculty members, and one art historian to coordinate a very complex area of study with several distinct and specialized disciplines. The three full-time faculty are currently updating all the curriculum for the unit, rewriting SLOs and PLOs and gathering data for meaningful measurement. Maintaining currency in our assessment cycles is a continuing challenge as numerous courses are taught only by adjuncts. Two full-time studio art faculty have retired in recent years leaving the department in transition with more needs than the current staff can maintain. Writing all new SLO's for all the courses has proved to be riddled with false starts as it has been challenging to form consensus among the SLOs that are written within each course. Imputing routine data has also been challenging and may need a more streamlined approach.

Challenge: In order to avoid any frequent requests for emergency funds to maintain classroom operations, we will be reviewing the annual expenditures related to our Unit's basic needs to function. The primary focus will be on providing students with the art studio experience, and access to equipment and processes that are required of them for future success at their four year transfer institutions. The end result of the expenditure audit may result in a request for budget augmentation.

Challenge: Continued attention and updates are needed in each studio area to maintain a safe working environment that meets state and federal requirements. In our current social distancing environment and hybrid delivery of some lab courses, the studios may require rearranging of furniture, equipment, and supplies. Enrollment caps may also need to be lowered to 18 students in all or most studio art courses as a means to better serve our students' needs.

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

In 2018, we discussed and looked at every course in Tracdat and this year, we are implementing our new outcomes in accordance with our SLO Framework. 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. In the fall semester, we are inputting results for three of our core classes: Art 001, Art 006 and Art 008.

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

When viewing the success rate per course in Tableau, for the top 5 enrolled courses in the department, some insights can be seen, but this still does not necessarily measure SLO attainment. One can pass a course and still be lacking in one or more SLOs. Based on the success rates in ART 006, there was an increase in passing rates from 64% in 2018-2019, to 70% in 2019-2020. This could be due to the revision of the SLOs and curriculum work done the prior year. The success rate in ART 008 maintained steady for the past 3 AYs at 70%.

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

Moving forward in the 2020-2021 academic year, we will meet as a department to discuss how best to proceed.

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 for formally as an assignment all the students attempt. This data was collected very recently during Fall 2019 and Spring 2020 and we intend to input it.

Changes Based on PLO Achievement: As we just rewrote the PLOs and assessment plans and the campus was closed due to the quarantine in the spring of 2020, we intend to report changes based on our PLO achievement at the end of the 2020/2021 academic year. This year we will create a plan to gather data by organizing meetings via Zoom or by assigning tasks in Tracdat.

Outcome cycle evaluation: In 2018, we implemented a new three-year assessment cycle and have inputted new assessment plans and results for Art 001, Art 006 and Art 008. In 2019, new assessment plans were created for our three-dimensional studio courses: Art 141, Art 142, Art 032, Art 033, Art 061, Art 062, Art 063, Art 064, Art 066 and Art 067. Now that the majority of our courses have been updated with specific and measurable SLOs, we will continue working on ensuring that data is entered into Tracdat, at specified intervals. One option is to start using the "assign" tool in Tracdat to notify faculty that they need to enter data themselves, instead of relaying the information via email to the lead faculty and then the lead faculty entering the data. This will also help improve accountability with entering SLO data. With more participation in recording the SLO attainment, we can then begin looking at usable data to inform decision making about how to improve. Then we can better compare year to year results for the cycle.

Action: 2019-2021, Improve Academic Pathway Through Digital Art

The art department is requesting that the college hire a full-time faculty member in two-dimensional art. To compliment the areas of specialization that our current faculty possess, the faculty member that we are seeking to fill this position would specialize in digital media in such a way that builds upon established academic fine art and design core curriculum within two-dimensional art.

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Implementation Timeline: 2019 - 2020, 2020 - 2021

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Identify related course/program outcomes: This action item is linked to the course level outcomes for Art 006, Art 007, Art 023, Art 025 and Art 180 (New Digital Photography course) and any additional courses drafted as a result of the faculty members expertise.

This action also aligns with all of our Program Learning Outcomes

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

Rationale (With supporting data): The strength of our program rests in the dedication, coordination, curriculum development, teaching ability and expertise of our full-time faculty. Fulfilling this action item would ensure that our students are prepared for successful transfer, and the completion of our existing degree objectives. Full-time faculty collaborate with adjunct faculty within our department, help students prepare portfolios, write letters of recommendation, coordinate faculty scheduling with the division chair, write and update curriculum, annual program review updates, recruit students, input assessment results and collaborate with members of our community with art related events. A full-time instructional position within the two-dimensional area would fulfill the mission statement of our college to our students of lifelong learning and academic transfer.

A model program within California that we would like our students to aspire toward would be Graphic Design and or Illustration

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at CSU, Long Beach. Additionally, the C-ID website is currently working on two Graphic Design course descriptors (<https://c-id.net/descriptors/drafts/view>). Hiring a professor who specializes in digital art may enable us to introduce Graphic Design courses to our Fine Arts program. Another model program is the Film and Digital Arts Program at the University of New Mexico.

A full-time 2-D faculty member would oversee and develop new curriculum and contemporary content in the foundation courses of Art 023 and Art 025. Without the full timer coordinating all the logistics of the department and overseeing the commitment of teaching the foundation classes, students would lack the required skills to help them become successful and build proficiency in other studio courses. If students do not gain the basic skills, we would be unable to meet our program learning outcomes for each of our degree objectives. Currently, the digital and design courses are taught by adjunct faculty.

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: Improve Full-time to Part-time Faculty Ratio in the Art Department

Update on Action

Updates

Update Year: 2020 - 2021

10/13/2020

Status: Continue Action Next Year

This request for a full time Art Faculty with a digital media focus is a vital part of the department that is still needed to develop course curriculum and meet the needs of students wanting to emphasis in a digital media. We understand the current climate of COVID and high ratio of full-time faculty at the college overall is high. Therefore, we still want the need to be known, but respect that this request will not be granted in 2020-2021. The art department will continue to discuss the role, required skill base, and potentially the possibility of working along side the graphic design department as part of the proposed new faculty's load requirements.

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

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

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

District Objective 4.1 - 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.

Action: 2019-2021, Improve and Sustain COS Art Gallery Operations (Art Department District Budget Augmentation)

In order to maintain a high standard of presentation, and increase the general public presence and campus use of the Art Gallery as a cultural resource, it is necessary to increase the existing stipend amount for managing the art gallery, apart from the normal duties associated with the Gallery Exhibition classes, ART 111, and ART112. Use and attendance data will be tracked compared to prior years' attendance averages to show the results of the increased compensated hours.

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Implementation Timeline: 2019 - 2020, 2020 - 2021

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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 current programs offered by the COS Art Gallery is the "Artists & Exhibitions Lecture Series" (supported by the Foundations grant) will 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 lecture series addresses 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 lecture series the Studio Art and Art History departments will be able to track majors and/or interested majors by conducting brief exist surveys after the lectures. The departments will be able to more easily reach students, advise and mentor, as well as support students in a more specialized/ personalized approach. Currently there is not a tracking system in place. Tracking majors as well as exposing them to transferable programs, professors and artists living and working throughout the United States can expose our diverse student population to opportunities they otherwise would not have access to or knowledge of.

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 lecture series does not directly target the listed objectives 3.1 or 3.2 under this District Goal; however, through the tracking our declared and interested majors the departments can develop and implement additional programs and services to support our diverse student population. With the Foundation's support of this lecture series their will be an increase in opportunities for students to be exposed to positive relationships with 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): Matthew Rangel

Rationale (With supporting data): Currently gallery stipend is \$300 annually

We are proposing an increase to the gallery stipend or hourly compensation to \$7000 annually. This format of compensation would provide flexibility so that one or more employees could perform these cumulative duties.

JOB TASKS for COS Art Gallery operations:

- Corresponding with current and future exhibiting artists by phone and/or email (Art Gallery and now the LRC exhibition space)
- Creating, providing, confirming exhibition contracts with exhibiting artists (Art Gallery and now the LRC exhibition space)
- Coordinating and scheduling the 'Artist & Exhibitions Lecture Series', assisting artist lecturers with travel arrangements and scheduling applicable skill demonstrations in various studio media
- Confirming insurance documentation to Karen Pauls with each exhibition
- Condition reports and photo documentation for each piece on display for insurance record keeping (gallery students assist with this throughout the semester)
- Creating label information, didactic panels related to a given exhibition, exhibition statement for each show (6x art gallery & 4x LRC)

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- Curate, install, and strike exhibitions
- Maneuver oversized ladder and adjust gallery lights
- Creating/designing/ordering promotional materials - posters, postcards, eblast flyers for community organizations
- Photographing exhibition and providing digital files to exhibiting artists for their records
- Updating/posting to the gallery social media sites; Facebook and Instagram
- Writing a press release for exhibitions (each semester a press release is written by students for the gallery class), which is also provided to local online magazines such as Kings River Life
- 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)
- Going to grocery store to purchase items for each reception (reception food expense reimbursed)
- Inventorying and submitted order requests to Mary for necessary supplies such as nails, hangers, mat board, foam core, velcro, etc
- 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
- 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. Future collaborations are in planning stages for related events related more to the COS Art Department needs as a whole (Future opportunities to develop programming for community outreach with local Tulare County junior high and high schools to visit gallery, build specialized lesson plans inspired by current exhibition on display).
- Going to multiple art related community organizations in Visalia to drop off postcards and posters for each exhibition
- Obtaining any necessary temporary parking permits for exhibition/visiting artists
- Submitting facilities requests for various events related to the gallery
- Submitting relaxed parking for lot 7 for each exhibition reception and for the print auction
- 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)
- Hosting and assisting other departments use of the gallery (example the Psychology Poster display with prof Josh Muller)

COMPENSATION AMOUNT JUSTIFICATION:

Given the range of job duties associated with art gallery operations, six hours a week of skilled tasks is the typical amount of time (current and historical) to sustain gallery operations at a sustainable and professional level.

Six hours /week at \$32/hour = \$192/week for 36 weeks = \$6,912 + 4 hours during one week at the end of June - early July to strike and install the exhibition at the Learning Resource Center = \$7000

Program Review - Art

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 and or hourly compensation is currently the most efficient method to address these tasks by one or several qualified individuals over a given year.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Adjustment to Base Budget - Currently gallery stipend is \$300 annually

We are proposing an increase to the gallery stipend or hourly compensation to \$7000 annually. This format of compensation would provide flexibility so that one or more employees could perform these cumulative duties.

JOB TASKS for COS Art Gallery operations:

- Corresponding with current and future exhibiting artists by phone and/or email (Art Gallery and now the LRC exhibition space)
- Creating, providing, confirming exhibition contracts with exhibiting artists (Art Gallery and now the LRC exhibition space)
- Coordinating and scheduling the 'Artist & Exhibitions Lecture Series', assisting artist lecturers with travel arrangements and scheduling applicable skill demonstrations in various studio media
- Confirming insurance documentation to Karen Pauls with each exhibition
- Condition reports and photo documentation for each piece on display for insurance record keeping (gallery students assist with this throughout the semester)
- Creating label information, didactic panels related to a given exhibition, exhibition statement for each show (6x art gallery & 4x LRC)
- Curate, install, and strike exhibitions
- Maneuver oversized ladder and adjust gallery lights
- Creating/designing/ordering promotional materials - posters, postcards, eblast flyers for community organizations
- Photographing exhibition and providing digital files to exhibiting artists for their records
- Updating/posting to the gallery social media sites; Facebook and Instagram
- Writing a press release for exhibitions (each semester a press release is written by students for the gallery class), which is also provided to local online magazines such as Kings River Life
- 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)
- Going to grocery store to purchase items for each reception (reception food expense reimbursed)
- Inventorying and submitted order requests to Mary for necessary supplies such as nails, hangers, mat board, foam core, velcro, etc
- 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

Program Review - Art

- 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. Future collaborations are in planning stages for related events related more to the COS Art Department needs as a whole (Future opportunities to develop programming for community outreach with local Tulare County junior high and high schools to visit gallery, build specialized lesson plans inspired by current exhibition on display).
- Going to multiple art related community organizations in Visalia to drop off postcards and posters for each exhibition
- Obtaining any necessary temporary parking permits for exhibition/visiting artists
- Submitting facilities requests for various events related to the gallery
- Submitting relaxed parking for lot 7 for each exhibition reception and for the print auction
- 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)
- Hosting and assisting other departments use of the gallery (example the Psychology Poster display with prof Josh Muller)

COMPENSATION AMOUNT JUSTIFICATION:

Given the range of job duties associated with art gallery operations, six hours a week of skilled tasks is the typical amount of time (current and historical) to sustain gallery operations at a sustainable and professional level.

Six hours /week at \$32/hour = \$192/week for 36 weeks = \$6,912 + 4 hours during one week at the end of June - early July to strike and install the exhibition at the Learning Resource Center = \$7000

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. (Active)

Why is this resource required for this action?: In order to maintain a high standard of presentation, and increase the general public presence of the Art Gallery located in the Kaweah building, of the Visalia Campus, it is necessary to increase the stipend for managing the art gallery, apart from the normal duties associated with the Gallery Exhibition classes, ART 111, and ART112.

This will in turn increase the faculty, staff, and general public attendance at the art gallery events. This data will be tracked compared to prior years' attendance averages to show the results of the increased compensated hours.

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.

Notes (optional): Currently gallery stipend is \$300 annually. We are proposing an increase of the gallery stipend or hourly compensation to \$7000 annually. This format of compensation would provide flexibility so that one or more employees could perform these cumulative duties.

Cost of Request (Nothing will be funded over the amount listed.): 7000

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

Program Review - Art

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.

Action: 2019-2021, 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.

Leave Blank: Essential for Operation

Implementation Timeline: 2019 - 2020, 2020 - 2021

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

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

Program Review - Art

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.

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.

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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
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.

Action: 2019-2021, Improve Gallery Storage and Access to Digital Technology

Convert Kaweah 266 to a fabrication lab for digital technology and remodel existing unused locker area behind the second floor elevator of the Kaweah Building for storage.

Leave Blank: Essential for Operation

Implementation Timeline: 2019 - 2020, 2020 - 2021

Leave Blank: 09/28/2018

Leave Blank:

Identify related course/program outcomes: PROGRAM OUTCOMES:

Design Principles: Students will demonstrate the ability to communicate using sophisticated academic language when discussing

Program Review - Art

works of art in terms of design principles.

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 for courses: ART 023, 025, 032, 033, 066, 067, 121, 122, 130, 141, 142, 177, 178, 179

DISTRICT OBJECTIVE:

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

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.

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

Rationale (With supporting data): We would like to convert Kaweah 266 into a fabrication lab for digital technology. It is essential to house the lab in a non-classroom setting so that the technology will be accessible to a wider range of 2-D and 3-D courses (ART 023, 025, 032, 033, 066, 067, 121, 122, 130, 141, 142, 177, 178, 179) throughout a given day of instruction within the art building. Currently the size of Kaweah Rm 266 is appropriate for the equipment, additionally that is a locked room that is accessible to all art instructors, and it is air conditioned to help maintain the life of the equipment.

Currently, the Art Gallery uses room 266 for the storage of pedestals, step ladders, gallery stock frames, and miscellaneous tools, which is inadequate due to the physical risk to students and faculty that have to move, lift, and stack pedestals in such a way to fit all necessary items in the room. The number of pedestals is necessary to accommodate a three-dimensional solo or group exhibition of works according to the square footage of the COS Art Gallery, so reducing the number of them would not allow proper presentation of such media in a professional manner. Additionally these items do not need to be continually air conditioned.

Priority: High

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation: Due to the size of the current storage for gallery display items such as pedestals, in order to fit them into the existing space, heavy pedestals have to be stacked or nested on or into each other. The potential for unforeseen physical risk or injury is high to students and faculty who must engage in activities to remove or return items in this location. The area behind the second floor elevator would also be more secure if it was enclosed as the lockers are no longer used.

Resources Description

Facilities - Remodeling existing exterior locker storage behind second floor elevator of Kaweah Building to COS Art Gallery storage. The current location would be altered to an interior secure room that does not need air conditioning. After meeting with Facilities Director, Byron Woods, on the matter, the potential to reclaim an office space or usable room for alternative instructional use would be gained if a new storage location is created. (Active)

Why is this resource required for this action?: The gallery currently stores 14 large heavy wooden display pedestals in an office and 70 gallery stock frames in rm 266 of Kaweah Building. Creating a larger, more accessible location to store such items would reduce the physical risk to students and faculty that move these items. As well as, facilities can reclaim an room to be used for new fabrication lab for digital technology.

Notes (optional): Met with Facilities Director, Byron Woods, on Monday 9/24/2018

Cost of Request (Nothing will be funded over the amount listed.): 50000

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Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents
District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

Action: 2019-2020, Eliminate Hazardous Fumes in Kaweah 263

Purchase portable fume containment and exhaust machine

Leave Blank:

Implementation Timeline: 2019 - 2020

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.

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

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): The art department is requesting to purchase a portable fume and particulate removal machine. The purchase will increase safety and limit health risks/exposure for students and faculty during the use of materials that are essential to specialized coursework. The portable format of this equipment is more practical to our teaching environment because it addresses hazardous fumes in a localized area. The printing and processing techniques are carried out in numerous areas within the classroom making it necessary to have portable fume containment. A complete redesign of the ventilation system will be more costly and work less effectively. In such a case, the fume ventilation would be removing air that the HVAC is trying to heat and cool.

The carbon filter used in the portable unit would be replaced annually or as needed which is more cost efficient. These filters are \$100-\$500 versus a infrastructure ventilation renovation.

Priority: High

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation:

Update on Action
<i>Updates</i>

Program Review - Art

Update Year: 2020 - 2021

10/13/2020

Status: Continue Action Next Year

We will research the effectiveness of different fume exhaust systems and their efficacy on the chemicals used in the printmaking process to determine the appropriate unit to request next year - 2021-2022.

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

Resources Description

Equipment - Instructional - The art department is requesting to purchase a portable fume and particulate removal machine. The purchase will increase safety and limit health risks/exposure for students and faculty during the use of materials that are essential to specialized coursework. The portability of this fume removal machine is practical in that it allows students and instructors to have access to fume removal in localized places throughout the classroom/lab. Kaweah Room 263A does not have an integrated air ventilation system in the main room. Air quality assessment is being requested through facilities, however, this portable solution is far less costly than renovating the room infrastructure and would resolve much/if not all of the problem in regard to ventilation during limited use of hazardous materials. (Active)

Why is this resource required for this action?: To improve the indoor air quality within classroom Kaweah 263A, fume ventilation is necessary given the limited use of hazardous materials that are in use during instruction. A portable and self contained fume removal machine is the least costly and most effective device to purchase to complete this action.

This machine type we are requesting is manufactured by Sentry Air Systems Incorporated and Extract All Inc. The price includes the extraction unit, filters, shipping and taxes. The company guarantees that this machine is adequate for neutralizing hazardous fumes in a work environment. These machines are used in commercial fabrication and/or manufacturing industries.

Notes (optional):

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

Link Actions to District Objectives

District Objectives: 2018-2021

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

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

Action: 2019-2021, Improve Access to Drawing Tutorial Services (Virtual during Pandemic)

In light of the COVID-19 pandemic, I would like to request that this resource request for tutorial services specifically for drawing students be considered in a remote format. In an online format, a qualified tutor would be accessible via Zoom and could respond to individual student needs to meet at a wide variety of days and times to help students work through techniques and concepts within their coursework. The tutor would be assigned an email account so that they would be able coordinate meetings.

Previously, we had requested that these services take place within the art building, but that would not be possible until the pandemic has passed. The drawing tutorial service is still in need and we'd like the opportunity to adapt. A tutor could be coached with regard to a conventional work flow online that addresses individual drawing challenges and offers one on one dialog with struggling students.

Leave Blank: Continued Action

Implementation Timeline: 2019 - 2020, 2020 - 2021

Leave Blank: 08/10/2015

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Leave Blank:

Identify related course/program outcomes: PROGRAM OUTCOMES:

Design Principles: Students will demonstrate the ability to communicate using sophisticated academic language when discussing works of art in terms of design principles.

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 related to this action:

ART 008

1. Sight Measuring Objects and Space: Students will be able to translate three-dimensional reality of forms and space into a two-dimensional representation that demonstrates accurate and objective sight measurement.

2. Value: Students will be able to skillfully draw forms and space through gradations of value using selected drawing materials, resulting in clarity and contrast in to define shapes.

3. Linear Perspective: Students will be able to create a drawings that distinguish and demonstrate the use of one-point and two-point perspective.

ART009

1. Students will be able to demonstrate that they have sufficient skill toward the use of a variety of drawing materials in wet and dry media to support further growth in any material use.

2. Students will be able to organize and apply the basic formal elements and principles of design in a resolved drawing.

3. Thematic Content: Students will be able to create an artwork that conveys social or cultural thematic content to generate discussion beyond formal and technical concerns.

ART 049

1. Sight Measuring The Figure: Students will be able to translate three-dimensional reality of the human figure into two dimensional representation that demonstrates accurate and objective sight measurements.

2. Anatomical Features: Students will be able to identify basic anatomical landmarks of the human form.

3. Value Contrast and Clarity: Students will be able to manipulate the art element of Value to produce distinctly different values of a given drawing material toward the depiction of a human form in space.

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, Allyson Sullivan

Rationale (With supporting data): Tutorial services for drawing had been offered in the Tutorial Center but there were routine issues with the limited days and times that the service was available. Over the course of 2018-2019 school year, students taking drawing courses were requesting services at increased and alternate times to meet their needs. Additionally the current

Program Review - Art

services are underutilized impart because the tutor is not located in the art building and now that we are in the pandemic, these services need to be considered virtually.

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Classified- New/Replacement - Continued tutorial center support for the art department, however the location would be changed and the number of personnel associated with this resource would be increased. (Active)

Why is this resource required for this action?: This resource is needed to provided more targeted instruction in our drawing classes and to improve our success rates with building skills necessary to succeed on our assignments.

Notes (optional): Funding is currently available within Learning Recourse Center tutorial services.

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

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

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

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

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: 2013-2015

2013-2015: District Objective #1 - District Objective #1 for 2013-2015: Provide effective academic support services as measured by an increase in the rate at which students successfully complete courses.

District Objectives: 2015-2018

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 - 4.2 -Improve the efficiency, effectiveness and communication of human, physical, technological, and financial resources to advance the District Mission.

Action: Completed Action 2019-2020, Promote Access to Digital Art Materials

Purchase 39 Wacom Tablets to be used in Digital Art, Drawing, and Printmaking classes.

Leave Blank:

Implementation Timeline: 2019 - 2020

Leave Blank: 10/14/2016

Leave Blank:

Identify related course/program outcomes: This action is related to the course level outcomes in Art 023. It is also a vital tool

Program Review - Art

for integrating technology into traditional process studios such as Drawing and in some Printmaking classes.

This request can also be linked to the college goal on Equity. It can also increasing the transfer-ability of some of our art majors to 4 year institutions that require a portfolio review as an admission requirement.

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

Rationale (With supporting data): This equipment is needed to keep our students current with technology and to promote the creative process by using the tablets to edit, replace and change artwork which promotes creative growth in a way that the traditional studio materials cannot. We are in the process of writing curriculum to reinstate the digital emphasis of our program and this equipment is needed to allow us to promote the future direction of our instruction.

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021

08/27/2020

Status: Action Completed

The purchase of 30 Wacom drawing tablets was approved through external funding, to support the Mac Basics course and other studio art courses as well, in the switch to remote delivery of classes caused by COVID 19. The tablets will be available to check out by students while we remain in remote delivery of courses.

However, due to the addition of more class sections / offerings that use and integrate digital media, we are still in need of additional Wacom drawing tablets.

The request has been adjusted to reflect the need for an additional 39 drawing tablets.

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

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

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

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

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

District Objectives: 2015-2018

District Objectives - 1.1 - Increase overall enrollment by 1.75% annually

District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.

District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.

District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.

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

District Objectives - 4.2 - Improve the efficiency, effectiveness and communication of human, physical, technological, and financial resources to advance the District Mission.

Program Review - Art

Action: Completed Action 2019-2021, Digital Cameras to increase Access

The recent approval of ART 180 - Introduction to Digital Photography Fine Art Emphasis, is a great addition to our course offerings. It is also a course that is on the TMC model for the AAT Studio Art degree. It is aligned to the CID ART260 course.

One of the major hurdles with any photography course is access to equipment. We are requesting the purchase of 29 Digital Single Lens Reflex cameras. This would supply each student and the instructor with the same device, improving instruction and continuity of the class. We would love to have each student own their own camera, but we realize that a large portion of our student population would not be able to afford the camera required. The price for a DSLR that will meet the course description and requirements is in the range of \$500- \$800. We will work with the Library to handle the checking in and out of the camera equipment each term to ensure the equipment is returned and if not, then a hold may be placed on a students record.

Leave Blank:

Implementation Timeline: 2019 - 2020, 2020 - 2021

Leave Blank:

Leave Blank:

Identify related course/program outcomes: This request will be linked to the approved course, ART 180, Introduction to Digital Photography (CID ARTS260).

By the department being able to offer the equipment for students in financial hardship, it aligns with the College of the Sequoias' Student Equity Plan. Specifically, access due to economic hardship.

Person(s) Responsible (Name and Position): Charles Neumann, Fulltime Faculty Art 3-D

Rationale (With supporting data): To support the approved course, ART 180 Introduction to Digital Photography, CID ARTS260, we are requesting the purchase of 29 Digital Single Lens Reflex cameras. The goal is for each student to purchase their own camera, but many of our students may not be able to afford this expense of approximately \$650 each. We will work with the Library to handle the checking in and out of the camera equipment each term.

By the department being able to offer this equipment for students in financial hardship, it aligns with the College of the Sequoias' Student Equity Plan. Specifically, access due to economic hardship.

To measure the success of the purchase of equipment will be to record the check out logs of the cameras, and also in the retention rate of those students in the Introduction to Photography course, beyond census date.

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021

08/27/2020

Status: Action Completed

The course, ART 180 Intro Digital Photo - Fine Art was proposed and approved in Course Leaf. The funding proposal for the cameras was not funded in 2019-2020. The request for the camera equipment has been revised, re mapped to District Objectives and is being resubmitted.

Impact on District Objectives/Unit Outcomes (Not Required): Without the equipment, we would not be able to offer the course ART 180 in an equitable way, due to the financial hardship of many of our students.

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

Action: 2020 Studio Efficiency and Safety

Due to having to social distance in hybrid lab courses, the arrangement of equipment and furniture needs to be adjusted to increase spacing and also to improve efficiency. In addition, this moving of items will also increase the safety aspects of the room. A request will be made to facilities to paint a stripe on the wall above all storage shelving to ensure that the 18 inch required clearance below the ceiling and fire sprinklers is always maintained. Stripping on the floor in front of fire extinguishers, and access to the sprinkler riser room will also be requested through facilities.

Leave Blank:

Implementation Timeline: 2020 - 2021

Leave Blank:

Leave Blank:

Identify related course/program outcomes: Safe operation of tools, equipment, and usage of studios is a topic or objective in all studio courses. Some aspects of the action relate to fire code, and standard safety practices.

Person(s) Responsible (Name and Position): Charles Neumann 3-D Art Instructor

Rationale (With supporting data): Safe operation of tools, equipment, and usage of studios is a topic or objective in all studio courses. Some aspects of the action relate to fire code, and standard safety practices.

Priority: Medium

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation: Clear paths and access to the following items are required at all times: sprinkler riser rooms, fire extinguishers, entry and exit doors, clearance between storage and fire sprinklers.

If inspected by a fire marshal, the college could be mandated to comply within a specified time range and or fined.

Action: 2020-2021 Improve Access to OER Resources for Students

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

Leave Blank:

Implementation Timeline: 2020 - 2021

Leave Blank:

Leave Blank:

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

Person(s) Responsible (Name and Position): Allyson Sullivan and Emily Campbell

Rationale (With supporting data): With the challenge of transitioning to online instruction during the Covid-19 pandemic, we are trying to meet the challenge that students face with acquiring affordable textbooks. It is the hope that re-creating course documents, links and PowerPoints with OER definitions and images will improve access to learning materials which will thereby lead to student success. This year, definitions of key art historical terms are being incorporated into the study guides and attributions for each photograph are being obtained. The next step in the process is to research OER articles or textbooks to substitute the reading materials for the courses. In the spring of 2020 Allyson Sullivan attended a webinar from the ASCCC about a new OER Libretext for Art Appreciation called a "World Perspective of Art Appreciation." Deborah Gustlin also stated during the webinar that two art history OER resources may be coming out in 2022. The author is Deborah Gustlin and the publisher is Libretext. The Heilbrunn Timeline through the Metropolitan Museum, Smarthistory.org and museum websites are viable options as well as arthistoryteachingresources.org.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Link Actions to District Objectives

District Objectives: 2018-2021

Program Review - Art

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

Action: Completed Action: 2019-20, COS Art Gallery Walls (Drywall)

Replace 22 year old carpet on gallery walls with drywall

Leave Blank: Essential for Operation

Implementation Timeline: 2019 - 2020

Leave Blank: 09/27/2018

Leave Blank:

Identify related course/program outcomes: This action is related to all art department course outcomes and program outcomes. The gallery is used as an instructional resource and learning environment relevant to all course work within the art department. Studio classes visit the gallery during class hours, attend artist lectures, participate in programming and events held in the gallery. Art appreciation and art history courses use the gallery as a visual resource for assignments.

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

Rationale (With supporting data): When the COS Art Gallery was completed in 1996 the walls were finished using gray carpet. Over the past 22 years, the carpet has become unglued, soiled, stained, ripped or damaged in areas, and has collected years of dust/dirt. Many attempts have been made to re-glue and clean affected areas but unfortunately has not kept the walls in professional appearance. The gallery features six exhibitions a year, five of which are of national and regional artists' work. To have such an incredible venue available for our students, faculty, and staff to see artwork and artifacts on campus is invaluable as an instructional tool and resource. However the age of the venue has greatly impacted the professional appearance of this resource.

Additionally, the ART 111: Beginning Gallery Exhibition and ART 112: Intermediate Gallery Exhibition students are not being exposed to the realities of current gallery and museum practices and standards with regard to installing artwork in an exhibition venue. The hands on skills and knowledge of patching/filling, sanding and retouching with paint is not currently taught in the courses. This process is an essential job training skill for students seeking employment within the gallery and museum fields as gallery technicians, preparators, or in exhibition display fabrication.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Facilities - Remove existing carpet on gallery walls and replace with drywall that is primed and painted (Active)

Why is this resource required for this action?: Due to the age of the existing carpet (22 years), a meeting with Facilities Director, Byron Woods, was held to seek feedback regarding removal of carpet and replacement with drywall. For current gallery and museum standards, carpet should not be used as a fine arts surface. It collects dust, has the potential for insect exposure, and the variable surface texture may harm or damage sensitive artworks or artifacts. With primed and painted drywall, walls can be washed and repainted to keep a professional appearance or uphold current gallery and museum practices for artwork display. The upkeep to dry wall is very cost effective, usually only requiring minor touch up with paint.

Notes (optional): Meeting with Facilities Director, Byron Woods, on Monday 9/24/2018

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

Link Actions to District Objectives

District Objectives: 2018-2021

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

District 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.

Program Review - Art

Action: Completed Action: 2019-20, Improve Student Access to Digital Course Offerings

Write a Digital Photography class that aligns with C-ID Descriptor ARTS 260: Introduction to Photography and add the course to the AAT in Studio Arts and the AA in Art in the Digital Area of Specialization

Leave Blank:

Implementation Timeline: 2019 - 2020

Leave Blank: 09/30/2018

Leave Blank:

Identify related course/program outcomes: The Digital Photography class is vital to the Student Learning Outcomes for Art 006 #1, #2, #3 (Line, Value, Shape and Form, Color, Texture), Art 007 #1, #2, #3 (Alberts Color Theory, Portraiture, Design Principles), and Art 023 Macintosh Basics for Artists #1, #2 (Digital Imaging and Editing Images). A Digital Photography class would also be essential for Program Learning Outcome #2, #3 and #4 (Design Principles, Art Media and Professional Portfolio).

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

Rationale (With supporting data): This action will address the limited range of choices in the digital area of specialization for the AA in Art as well as provide an additional restricted elective for the AAT in Studio Arts. Additionally, before the class cuts in 2007, COS offered two Photography courses for many years. We would like to reinstate one course in this medium.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021

08/27/2020

Status: Continue Action Next Year

The course ART 180 Intro Digital Photo - Fine Art, was created and approved in Course Leaf on 3/18/2020. The addition to the AAT in Studio Art and AA in Art Digital Area of Specialization are pending. Now that the course is approved, we will submit the recommendation to include it into the AAT and AA programs.

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

Resources Description

Equipment - Instructional - The department needs to purchase 20 digital cameras. (Active)

Why is this resource required for this action?: The equipment is necessary to support this coursework.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 6500

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

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

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

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

Program Review - Art

Action: Completed Action: 2019-20, Eliminate Slipping Hazard, Clogged Sinks and Costly Repairs to Laboratory Sinks

Install a custom fabricated lithography graining sink to reduce mold and costly repairs of sinks and cabinetry in Kaweah 263 and Kaweah 254.

Leave Blank: Essential for Operation

Implementation Timeline: 2019 - 2020

Leave Blank: 09/27/2018

Leave Blank: 07/30/2020

Identify related course/program outcomes: PROGRAM OUTCOMES related to this action:

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 OUTCOMES related to this action:

ART 176

1. Art 176 Drawing: Given drawing materials (litho-crayons or tusche), students will be able to create a drawing on the stone.
2. Art 176 Preparation: Given a lithographic stone, students will be able to grain the stone surface in preparation for drawing. This outcome will be measured by checking the surface grain and thickness of the stone. The stone must be free of scratches, smooth and level.
3. Art 176 Processing: Students will be able to process the stone in preparation for printing.

ART 177

1. Color #1: Given a lithographic stone, students will be able to process the stone in preparation for color printing.
2. Color #2: Given a color assignment to create and visualize a drawing on the stone, students will be able to assess each image for possible color combinations and aesthetic and compositional development.
3. Color #3: Given an assignment to create prints experimenting with various color combinations, students will be able to better understand when to mix individual color inks or allow the mixing to be visual from the overlapping of printed color.

DISTRICT OBJECTIVES:

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

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

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

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

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

Rationale (With supporting data): Currently within the Kaweah building, four sinks in room 253A and one sink in room 263A are used for the purposes of grinding lithography stones. This procedure is essential for the printing processes taught in Art 176 and Art 177. Although the class is scheduled on Friday, the sinks are used daily by students who are engaged in the printing process to prepare for subsequent class sessions. These sinks have been adapted to accommodate the stone grinding procedure.

Over the past 15 years these sinks have proven to be inadequate for the grinding procedure, resulting in plumbing issues such as sediment clogs, flooding within the sink cabinets, and flooring causing permanent damage that weakens the cabinet's ability to support storage. Additionally, daily janitorial upkeep is not feasible because the over spill cannot be contained in the sinks used due to their inadequate size. The grinding procedure results in limestone sludge and abrasive sediment that is forced down

Program Review - Art

drains that are not equipped for such use. The height, depth and width of the current sinks are not sufficient for this procedure and as such, endure unnecessary wear. All other academic institutions that offer such course work have installed customized equipment that accommodates this specific need, designed to prevent costly repairs due to appropriate sediment waste management and plumbing maintenance. A customized grinding sink would eliminate sediment clogs, costly plumbing problems and unnecessary wear on classroom laboratory sink that are not equipped for such use.

Priority: High

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation: Using the current sinks, over spill of water and sediment from the grinding procedure flows onto the surrounding counter, cabinets and floor around the sink areas leading to a potential slipping hazard and unreasonable cleanup to maintain the laboratory sink for other coursework of classes that share the same sinks.

Resources Description

Equipment - Instructional - Graining sink / wash out booth - prefabricated item 'WDX72 with 30" Depth Screenprint Washout Sink' would meet the specifications needed and will require minimal custom modification (Active)

Why is this resource required for this action?: After meeting with the Dean of Facilities, Bryon Woods, and discussing the need of this equipment, it was concluded that the need of 'WDX72 with 30" Depth Screenprint Washout Sink', plus custom plumbing would be needed for this action.

Currently within the Kaweah building, four sinks in room 253A and one sink in room 263A are used for the purposes of grinding lithography stones. This procedure is essential for the printing processes taught in Art 176 and Art 177. Although the class is scheduled on Friday, the sinks are used daily by students who are engaged in the printing process to prepare for subsequent class sessions. These sinks have been adapted to accommodate the stone grinding procedure, but over the past 15 years these sinks have proven to be inadequate for the grinding procedure, resulting in plumbing issues such as sediment clogs, flooding within the sink cabinets, and flooring causing permanent damage that weakens the cabinet's ability to support storage. Additionally, daily janitorial upkeep is unreasonable. The grinding procedure results in limestone sludge and abrasive sediment that is forced down drains that are not equipped for such use. The height, depth and width of the current sinks are not sufficient for this procedure and as such, endure unnecessary wear. All other academic institutions that offer such course work have installed customized equipment that accommodates this specific need, designed to preventatively deal with appropriate sediment waste management and plumbing maintenance. A new grinding sink would eliminate sediment clogs, costly plumbing problems and unnecessary wear on classroom laboratory sink that are not equipped for such use.

With a proper graining sink, all other sinks in our art studio classrooms would no longer need to be used for this purpose, resulting in a dramatically improved use of our facilities.

Notes (optional): Met with Bryon Woods, Dean of Facilities Spring 2019. Discussed action on site.

Cost of Request (Nothing will be funded over the amount listed.): 5500

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

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Action: 2020 Safe storage and proper labeling of art materials in labs

Program Review - Art

to increase safety and compliance.

Label all items that qualify as a container per OSHA standards. A container is "any bag, barrel, bottle, box, can, cylinder, drum, reaction vessel, storage tank, or the like."

Currently when we have multiple identical items, they are put into a box or container. This new container is not always labeled for its contents, but is required to be labeled. Other cases are when a material is divided up out of its original labeled container and placed into multiple new containers. These new container needs a label.

This step of ensuring every container has a proper label, will increase studio efficiency, safety, and compliance.

Leave Blank:

Implementation Timeline: 2020 - 2021

Leave Blank:

Leave Blank:

Identify related course/program outcomes: Safe operation of tools, equipment, and usage of studios is a topic or objective in all studio courses. Some aspects of the action relate to fire code, and standard safety practices.

Person(s) Responsible (Name and Position): Charles Neumann 3-D Art Instructor

Rationale (With supporting data): These changes are necessary to allow a safe efficient studio for students to work in for their courses. In addition, it is required by OSHA.

Priority: Medium

Safety Issue: Yes

External Mandate: No

Safety/Mandate Explanation: OSHA requires that all containers be labeled. This is also a good practice that can avoid any confusion for students, faculty, or staff that utilize the facility.