2018-19 Art and Film Comprehensive Program Review

I.A.   **Program Purpose**
Describe the purpose of the program and how it contributes to the mission of Skyline College.

Narrative

Skyline College's Art Program ensures a robust foundation in the visual arts. Art education develops essential skills applicable to all majors: cultural intelligence, critical thinking, creative thinking, conceptualization, perseverance, and curiosity. Art courses epitomize transformative learning via an integrating experience of hands and minds. Studio work gives students the cognitive and technical skills to develop visual literacy through communication, analysis, and reflection.

The Art Program offers instruction in a broad range of art, art history, and design media that include drawing, painting, photography, digital arts, sculpture and ceramics, and video. These principal forms of visual communication apply to the major and to transfer electives. Art History and Studio Art courses develop cultural awareness, visual literacy, and contexts for the role that artistic expression plays in the development of human civilization. The Art Program provides an effective pathway for graduation or transfer for both the major and General Education.

The Associate Degree in Art, the Art AA-T, and the Art History AA-T prepare students to transfer to four-year institutions or move directly into a creative art or design occupation. Enrollment in Art History and related courses fulfills GE requirements for the Skyline College AA or AA-T degrees, IGETC, and CSU requirements to align with the Skyline Promise. Certificates in Ceramics, Web Design, and Graphic Design provide career gateways into specialized fields.

The Skyline College Art Gallery is an essential educational tool providing exposure to multi-cultural and diverse art experiences. The Gallery is a unique and significant contributor to the cultural life of North San Mateo County. Additionally, it gives Skyline College students a chance to show their work in professional-quality exhibitions, and to engage in exhibition design, installation, and curatorial practice. The Art Program offers dynamic cross-disciplinary courses such as 'Art, Music and Ideas', and CIPHER's 'Mural and Street Art', and fosters student participation in interdepartmental activities such as 'Talisman', Skyline College's literary magazine, 'Rock the School Bells', and 'Empty Bowls'. Outreach projects such as the 'Daly City Street Art Project' and collaborative exhibitions with local high schools and art organizations keep us connected to area high schools and local community.

The Art Program embodies essential critical thinking, creative, and communication skills necessary for students to achieve intellectual, cultural, social, economic and personal fulfillment. These components fully align with the Skyline College mission of empowering and transforming a global community of learners.

I.B.   **Program Student Learning Outcomes**
List the current program student learning outcomes (PSLOs).

Narrative
Upon completion of the Art Program students will be able to:

1. Develop visual literacy through communication, reflection, and analysis of artworks and the concepts and influences from which artworks originate.

2. Develop physical and technical skills within an art and design based media to be used as tools for creative expression.

Associated Objectives
695-Current technologies for most relevant and engaging teaching practices and student learning & program outcomes.

693-Facilities requests for best teaching practices.

691-Health and Safety in Studio Art Labs: equipment maintenance.

690-Hire a Studio Art Laboratory Technician

I.C. **Profile: Program Review Team**

Comprehensive program review is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the program review narrative. Include names and the title or role of each person.

Narrative
SLO Assessment Cycle, Program Review Narrative, Program Review Presentation, and Curriculum Review:

Paul Bridenbaugh, Associate Professor of Art
Amir Esfahani, Associate Professor of Art
Bridget Fischer, Professor of Art
Tiffany Schmierer, Professor of Art
Arthur Takayma, Professor of Art

Course level Assessment cycle and reflection, and curriculum review:

Aya Artola, Adjunct Professor of Art
Teresa Cunniff, Adjunct Professor of Art
Eileen David, Adjunct Professor of Art
Diane Jones, Adjunct Professor of Art
Michael Ryan, Adjunct Professor of Art
Sean Uyehara, Adjunct Faculty in Film

II.A.   **Program Effectiveness**

Review data related to the program and assess the program's effectiveness at meeting its described purpose. Consider using college-wide data for comparison purposes. Program data may

- Standard program review reports from PRIE including indicators of success, retention, and equity
- Program-specific data such as labor market data, surveys, and custom reports
- Program Student Learning Outcome (PSLO) reports from TracDat
- Prior CPR/APPs
- Feedback from the program's administrator, advisory committees, and/or other stakeholders
- Course outlines of record and offering history (instructional programs only)
- Professional development received
- Other relevant data
- Additional data may be requested from PRIE by completing the Research Request Form available at http://www.skylinecollege.edu/prie/request.php

Based on the data reviewed, describe the overall effectiveness of the program and any conclusions drawn from the data

Narrative

Achievements/Strengths: (1) Student success and retention rates in the Art Program were consistently higher than the college-wide average for this program review cycle. In comparing the average of five years data for the entire Art Program versus college-wide data, success and retention rates were higher by 3.4% and 2.3% respectively. (2) Averaging over the five-year period 2013-2018, 75.2% of Art course students identified as having degree/transfer goals, which is 14% above the college-wide average. (3) The Art Program's productivity calculated by load is 541, which is higher than college wide load of 537.8 as averaged over the same five-year cycle.

Goals/Needs Improvement:

An identified area in need of improvement is the success and retention rates for distance education (DE) courses. The five-year rates are below the college average by 1.5% for success and 0.3% for retention in hybrid courses, and 7.1% for success and 6.4% for retention in online courses. A concentrated effort will be made to improve the success and retention rates of Distance Education Art and Art History courses. This effort will include: (1) Identifying and targeting specific courses for improvement based on success and retention data. (2) Departmental review and analysis of identified courses. (3) Review and improvement of DE assessment tools that target assessment methods specific to online art courses. (4) Faculty consultation with the CTTL/DE coordinator to provide strategies for increased student success. (5) Encouraged attendance at professional development workshops and conferences that are specific to online pedagogy and technologies, as appropriate.

Although online course offerings represent a small percentage of art courses, it is important to ensure a quality experience for all Skyline College art students through implementation of the strategies outlined above.

*See section II.A.6. Program Equity, for analysis and conclusions drawn from data on student characteristics: including gender, ethnicity, age, and goal.

II.A.1   Progress on Prior Program Objectives (Goals)
Describe the progress made on prior CPR/APP objectives including identification of achievements or areas in which further effort is needed. If the program is new with no prior CPR/APP, comment on new program implementation.
Below the narrative box, use the Associate Objectives feature to select the related objectives. Once associated, you may also view each objective. If appropriate, edit the status to Completed or Discontinued.

Narrative
These are the strategic goals listed in the Art Program's APP 2017/2018 and CPR 2013, and their current status:

Goal #1- Facilities and Technology – Facility and technology upgrades will improve student safety and success. In order to attract and engage students, the Art Program needs to establish concurrency with our transfer and feeder institutions by providing up-to-date technologies and 21st-century facilities. To meet this goal, upgraded facilities have been requested including increased number and size of classrooms, increased support personnel, upgraded equipment, and new technologies. Since the last CPR, the Art Program has:

- Achieved an increased number of classrooms through the creation of a digital art lab. However, increased scheduling of classes in the lab space by non-art programs has greatly diminished its availability to the Program.
- Achieved some upgrades to facilities, including electrical upgrades in the sculpture and ceramics labs, an upgraded lighting system in the art gallery and ceramics lab, and wi-fi upgrades in the 2D studios.
- Achieved upgrades in digital equipment and new technologies. This includes added printers, a laser cutter, a plotter, Wacom tablets, a decal printer, computerized ceramic kilns, photo printers, scanners, 3D printers, a smart tv, and a digital art lab with computers.
- Achieved acquisition of tools and equipment for studio art media: easels, taborets, electric hand tools, a table saw, paper cutters, a guillotine paper cutter, a wall mounted mat/glass cutter, a mat cutter, roto-trim paper cutters, a ceramic slab roller, pottery wheels, cameras and lenses, photo lighting equipment, and portable light stands.
- Achieved upgrades in furniture: storage cabinets for the photo lab, rolling tables for the sculpture lab, and tables and storage for the ceramics lab.
- Achieved upgrades in health and safety equipment: eye-wash stations, a dust collector for the sculpture lab, and a fine particle air filter for ceramics lab.

The Art Program has requested but not achieved:
- Hiring of support staff: a studio lab technician, keeping with best standard practices for art studio maintenance and safety.
- An increase in the number and size of classrooms, including an additional studio for printmaking and design.
- A solely dedicated digital art lab classroom that is appropriate in size and safely allows for the integration of all digital equipment: a 3-D printer, a laser cutter, 2-D and 3-D scanners, a plotter, large format digital printers, and storage cabinets for equipment and supplies.

- Sculpture Studio lab improvements requested but not achieved:
  - A metal sculpture program with the ability to offer a full range of curricula including metal casting and fabrication in sufficient and safe facilities.
  - A full-studio dust collection system for the health and safety of students and faculty.
  - Full studio ventilation.
  - For proper cleanup, a concrete floor.
  - A Smart Classroom setup

- Ceramics Studio lab improvements requested but not achieved:
  - A dedicated classroom area for ceramics lab pottery wheels that face each other for interactive learning and best practices.
  - The creation of a ceramics kiln garage that provides for student accessibility and teaching, equipment protection, and best ventilation standards.
  - A dedicated room for ceramic glaze materials with increased fine particle ventilation.
  - A Smart Classroom setup in every lab and lecture room.

- Drawing Studio lab improvements requested but not achieved:
  - A Smart Classroom setup.
  - Ventilation upgrades.
  - Upgraded lighting.
  - Increased storage.

- Painting Studio lab improvements requested but not achieved:
  - A Smart Classroom setup.
  - A ventilation system for student and faculty health and safety.
  - An upgraded lighting system.
  - A storage area for equipment and materials.
  - A critique wall in the Painting Studio lab.

- A dedicated Printmaking Studio lab that would provide the following improvements has been requested but not achieved:
  - Dedicated space to fully implement a printmaking curriculum per best practices exemplified by our transfer institutions, and to reduce time taken away from teaching efforts to set up vastly different types of equipment, furniture, tools, and supplies for different uses in a shared space, then return the room to the original configuration after class is over.
  - A Smart Classroom setup.
  - Increased student access to studio space and equipment required for each discipline.
  - Reduction in repeated classroom re-configurations that impact the health and safety of students and faculty.

- Art Gallery improvements requested but not achieved:
  - A Smart Classroom setup.
  - Artwork storage.

- o An art prep and clean-up sink. Currently the restroom is used for this purpose.
- o A separate office space that is a fully functional office.
- o Technology: a computer, printer, short throw projector, and large flat screen monitors.
- o Accessibility: a door that opens without having to use extreme force that risks bodily injury.
- o Visibility: improved signage and a glass door entrance.
- o Improved marketing: increased signage including sandwich boards, and website support for the gallery.
- o A dedicated annual budget.

- A dedicated Design Studio that would provide the following improvements has been requested but not achieved:
  - o Dedicated space to fully implement a design curriculum per best practices exemplified by our transfer institutions.
  - o A Design Fab Lab with 3D printers, scanners, tablets, and other equipment.
  - o A Smart Classroom setup.

Goal #2- Equity and Excellence - Art Program faculty are committed to a learning environment that provides a global perspective through a culturally diverse art curriculum and programs. Art faculty are active participants in equity workshops, college curriculum redesign, and other Skyline College Promise initiatives. Since the last CPR, the Art Program has:

- Achieved secured funding via a PIF grant for providing required art supplies, in collaboration with Guardian Scholars, to students with financial need.
- Achieved active involvement of Art faculty members with the College Redesign, and on work teams, inquiry groups, participatory governance committees, the Academic Senate, communities of practice, and accreditation to ensure that equity and excellence are priorities in the Art program.
- Achieved expanded Art Gallery exhibitions that promote marginalized artists and cultures, and highlight cultural and social justice issues.
- Achieved a diversified Art History curriculum with courses that include: 'Art of Africa', and 'Visual Theory and Practice: Ceramics'; and future courses: 'Theory and Practice: Photography', and 'Islamic Art History'. All these courses are designed to meet the ethnic and cultural diversity degree requirements.

Goal #3- Comprehensive Community Connection -The Art Program has developed and maintained strong community connections, both on campus and in the local area, to provide shared educational experiences in the Visual Arts. This outreach serves to promote the Skyline College mission and values. Since the last CPR, the Art Program has:

- Achieved expanded high school outreach, including an exhibition of Jefferson School District high school student work titled 'The Scream' at the Skyline College Art Gallery; a collaborative exhibition with Jefferson School District and Skyline College titled 'Coastside Invitational' at Sanchez Art Center, and collaboration with Capuchino High School on the 'Empty Bowls' fundraising event.

- Achieved expanded community outreach, including a Skyline College art student exhibition at Society of Western Artists Gallery and BAEC in downtown San Bruno, and public art projects in collaboration with the City of Daly City. - Achieved enhanced engagement with Skyline students through art clubs, including Photography and Ceramics.
- Achieved continued participation in schoolwide events such as 'Meet Your Major', CTE for connection to arts industry, CIPHER learning community 'Rock the School Bells' and public art murals, ASLT to create a permanent collection of award-winning student artwork, visual arts submissions to the Talisman.
- Achieved development of school-wide events, including: panel discussions, artist workshops, visiting artist demonstrations and lectures, and a biennial Empty Bowls fundraiser project.
- Achieved diverse, museum-quality art gallery exhibition presentations such as:
  - Low Ride World Wide, an exhibition documenting the globalization of lowriding culture from California to Japan, Sweden, Brazil, and many other countries.
  - Tropeycalia Club, an exhibition of Filipino and Cuban artists investigating cultural tropes and clichés
  - Obscuras Fronteras, an exhibition of electronic artworks and musical compositions created by two leading musical composers from Mexico City, Mexico and Santiago, Chile.
  - Breaching Walls: Real and Imaginary, an exhibition of significant artworks from Latin America spanning years from 1000 CE to contemporary.
  - An annual Day of the Dead exhibit.

- Not achieved: improved marketing and visibility for the Art Program, Art Gallery, and accompanying art and cultural events.

Goal #4 Instruction - Art faculty are continually assessing course modifications, DE courses, and other new courses necessary to address the changing needs of students and transfer requirements. Faculty are evaluating and revising degrees and creating certificate offerings to meet student needs and expectations. Since the last CPR, the Art Program has:
- Achieved Curriculum Committee approval for a full transfer model curriculum template for the Studio Art and Art History AA-T degrees. (note: full implementation of Studio Art and Art History AA-T degrees have been delayed due to administrative difficulties. The final degree modifications are submitted for state approval which will allow students to take full advantage of the degree.)
- Achieved sequencing of Art and Art History courses to provide students a guided pathway through Art Program degrees and certificates.
- Achieved banking and deletion of courses that are no longer meeting program needs.
- Achieved alignment of the Art AA and Art AA-T for better flexibility and pathway structure.
- Achieved expansion of the studio art GE offerings for UC and CSU for non-art majors.
- Achieved creation of new certificates: Web Design, Graphic Design, and Ceramics.

Associated Objectives

696-Art Program and Art Gallery marketing: community outreach equipment and materials.

695-Current technologies for most relevant and engaging teaching practices and student learning & program outcomes.

693-Facilities requests for best teaching practices.

691-Health and Safety in Studio Art Labs: equipment maintenance.

692-Health and Safety in Studio Art Labs: renovations and improvement are needed now that the Art Program is staying longer in Building 1.

690-Hire a Studio Art Laboratory Technician

694-Skyline Promise: making Studio Art classes more affordable for students by providing more small tools/equipment.

II.A.2   Progress on Program Student Learning Outcomes

Describe the progress made on PSLOs including achievements, gaps in learning, and/or areas in which further effort is needed.

Upload the TracDat report to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads). Make sure the file name includes the program name or abbreviation (e.g., PRIE-TracDat 2017).

Narrative

For our CPR PSLO assessment review, these are our key findings and action plans: PSLO assessment:

PSLO #1:   Develop visual literacy through communication, reflection, and analysis of artworks and the concepts and influences from which artworks originate.

Assessment #1: Analyzing Art Program course SLO data since the last CPR shows 88.68% of course SLOs mapped to PSO #1 are meeting SLO benchmarks. 10.07% were inconclusive due to small class/sample size, or banked course. 1.25% had criteria not met. Strong results overall, with these actions based on reflections of the assessment report:

1. Improvement Action #1: Continue to emphasize new critique and reflective exercises, and add art/design vocabulary practice exercises to build stronger skills and confidence with writing and presentation. In the surveys, student confidence in techniques is stronger than in verbal and written communication.

2. Improvement Action #2: Including HIPs in Art Program curriculum, such as capstone project and e-portfolio. Begin to plan for this as a department.

3. Improvement Action #3: Develop additional assessment tools for online classes. Success and retention are lower in this realm than in face-to-face offerings. In the CPR analysis, faculty concluded that data from students and faculty for online classes was not sufficient to determine specific areas of improvement in success and retention. One strategy will be the incorporation of regular "in-class" surveys, before, during and after the course to seek out and assess student feedback. This will give a more detailed picture to help determine a course of action.

Assessment #2: The Art Program faculty review of the Annual Student Art Show was productive, involving group reflections on strengths and areas for improvement when viewing the student work, and analysis of the Art Program as a whole. Faculty set actions and goals for the next year based on these discussions and observations.

1. Strength: In group projects, working together made for strong pieces. Students learn how to collaborate creatively, which is required in most artistic fields. This format also encourages peer-to-peer mentoring. Continue to work these projects into studio curricula and shows.

2. Strength: Students are exploring more provocative/challenging subject matter in this year's work. Project themes that provide a strong conceptual springboard help to promote this. Continue to incorporate project themes like social justice, personal narrative, sustainability, and others into the Art Program curriculum. Continue to work with Sustainability Fellows, HIPs, Communities of Practice, Re-design to engage in effective pedagogy.

3. Improvement Action: Better align 3-D design and sculpture curricula so that each is building on the other. Also, connect 2-D design with other 2-D courses. Meet with adjunct faculty teaching foundations courses to make sure sequences of courses aren't redundant, and build on one another in a way where students can maximize skills and push themselves the most creatively.

4. Improvement Action: Interconnect students with Art Program majors more closely and support events that solidify this community. Hold collaborative shows with themes that can involve participation across different studio classes, i.e. Earth Day, Dia De Los Muertos, and social justice. Combine art club events and/or meetings: Ceramics Club, Art Club, and Photo Club.

PSLO #2: Develop physical and technical skills within an art and design-based media to be used as tools for creative expression.

Assessment #1: Analyzing the Art/Film course SLO data since the last CPR shows 86.15% of course SLOs mapped to PSO #2 are meeting SLO benchmarks. 13.09% were inconclusive due to small class/sample size, and to classes not currently being offered due to facility needs (e.g. Art 406 Sculpture III working with metal). 0.76% had criteria not met. Strong results overall, with these actions based on reflections of the assessment report:

1. Improvement Action #1: Embed more digital technology in every studio art course through dedicated computers, tablets, 3-D printers/scanners etc. The Art Program's aspiration is to have an "Art Fab Lab" as a dedicated design classroom.

2. Improvement Action #2: Make the best materials accessible to all students. Acquire more small tools for student use, so that they don't have to purchase them. Like OERS, this makes the courses more accessible and sustainable.

3. Improvement Action #3: Hire an Art Program technician for increased safety and student support. It is standard to have a lab technician in college-level art programs. This position helps to ensure material and equipment safety, and support the Program's technical goals.

4. Improvement Action #4: Increase space for instruction and storage. Having suitable lab space allows for better safety, increases potential for students to create work on a larger scale with more diverse material techniques, and improves teaching and learning through better classroom arrangements. Upgrades to building 1 would allow for increased variety of 3-D materials available to students, like metal, stone, and casting; allow for more advanced and diverse 3-D printing; allow for expanded digital lab tools; provide

adequate space for improved instruction arrangements; allow for expanded printmaking methods, provide improved lighting, and more. Since it will remain in that space for a longer period, the Art Program requires funds to renovate building 1 in order to provide the best possible studios and lecture rooms in support of Student Learning Outcomes.

Assessment #2: The Art Program faculty review of the Annual Student Art Show was productive, involving group reflections on strengths and areas for improvement when viewing the student work, and analysis of the Art Program as a whole. Faculty set actions and goals for the next year based on these discussions and observations.

1. <u>Strength</u>: Strong overall artwork. Students demonstrated proficiency with many media, and work meets or exceeds college-level standards.

2. <u>Improvement Action</u>: Increase diversity of sculpture processes. The sculpture lab needs improvements in facilities and equipment to bring back a full range of sculpture media, including metal, wood, plaster, and new technologies like laser and 3-D printing.

3. <u>Improvement Action</u>: Provide for increased scale of student work. Most of the work in the student show was small to medium scale. Studio and storage space limitations are a challenge for larger projects and installations. Work to acquire additional dedicated Art Program space, as proper equipment and increased layout is needed to work with larger 2-D and 3-D work. It is important to provide sculpture students with the experiences and challenges of working in large scale.

4. <u>Improvement action</u>: Make studio classes more affordable by providing reusable supplies/tools for students. In Ceramics, have community tools; in Painting, have community brushes; In Art History, use OER publications; in Drawing, reuse portfolios. Provide set-up tools and supplies for those who can't afford them, and connect into the Promise Scholars program.

5. <u>Improvement action</u>: Increase computer access for all studio classes. Digital design is becoming increasingly integrated into all studio classes. All studios would benefit from providing student access to Photoshop, Illustrator, and other creative software. The current digital lab is at capacity for digital art and media classes. One improvement would be a dedicated compute in all studios with creative software for students. Another solution would be to Increase the number of digital art labs. The Art Program has requested tablets for digital Drawing and Design.

The Art Program's course-level SLOs are mapped to program-level SLOs, and up again to Skyline College's ISLOs. By meeting course SLOs, the Art Program is also meeting program-level and institutional benchmarks.

Faculty members are being trained on the new version of TracDat and new courses are being added to both the calendar and database.

Evidentiary Documents

ART_PSLO_Tractdat_Report_CPR18-19.pdf

Associated Objectives

695-Current technologies for most relevant and engaging teaching practices and student learning & program outcomes.

693-Facilities requests for best teaching practices.

691-Health and Safety in Studio Art Labs: equipment maintenance.

692-Health and Safety in Studio Art Labs: renovations and improvement are needed now that the Art Program is staying longer in Building 1.

690-Hire a Studio Art Laboratory Technician

694-Skyline Promise: making Studio Art classes more affordable for students by providing more small tools/equipment.

II.A.3.a Program Personnel

Describe the current staffing structure of the program and how it aligns with achieving the purpose of the program.

Narrative

Full-time Faculty in Art: 5
Part-time Faculty in Art and Film: 6
Classified Staff: 0

Achievements/Strengths: (1) The Art faculty is composed of active professional artists, involved both on campus and with regional, national, and international art communities. (2) Art faculty are committed to professional development, and actively integrate new technologies and pedagogies that align with transfer institutions. (3) Art faculty make up a collaborative team that meets regularly, and engages in campus events and professional development. (4) The Art Program has the needed 5 full-time faculty experts to oversee specialized curricula in Digital, 2-D, 3-D, Photo, Art History, and Gallery.

Improvement/Needs: (1) A dedicated Art Lab Technician: qualified art lab technicians are common practice and considered essential in college Art Programs as instituted at CSM and most other colleges and universities. Technicians support student safety and learning in the classroom through: management of hazardous materials and waste, instructional support, studio management, and oversight of specialized equipment to ensure consistent safe operation. Currently volunteers and student assistants are used to address some of these needs. (2) Diverse faculty that reflects the community that we serve. The Art Program will intentionally develop a robust pool of Art and Art History adjunct faculty.

Associated Objectives
690-Hire a Studio Art Laboratory Technician

II.A.3.b Personnel FTE

Provide the current FTE of each category of personnel.
- FT Faculty FTE:
- Adjunct Faculty FTE:
- Classified Staff FTE:
- Administrator FTE:

Narrative

Full-time Faculty in Art: 5.476
Part-time Faculty in Art and Film: 2.165
Classified Staff: 1.0 (Division Assistant for SS/CA)
Administrator FTE: 1.0 (Division Dean)

II.A.4   Program Access

Describe matters of access relevant to your program such as offering patterns, service hours, F2F vs. DE offerings, availability of services to online students, on-campus vs. off-campus locations, unaddressed needs, and/or highly effective practices.

Narrative
2-Year curriculum:
Core classes for the Art Degree major sequence are offered annually. Elective courses will be offered one or more times in each 2-year cycle. In cooperation with the College Redesign, the Art Program has sequenced course offerings in two- and three-year guided pathways. Intentionally scheduling art courses ensures that students are able to complete their academic objectives within their chosen two- or three-year sequence.

Achievements/Strengths:
The Art Program offers a great variety and depth of curriculum in the areas of art history, painting, drawing, printmaking, sculpture, ceramics, digital media, and photography. In response to the 2013 CPR, two full-time art faculty were hired. All art faculty members are active in the Bay Area art community and beyond with professional activities that include exhibiting in group and solo shows, curating exhibitions, publishing, presenting at conferences, participating as lecturers and visiting artists, serving as panelists in museum and gallery events, and jurying regional, national, and international exhibitions. Not only do all art faculty participate in Skyline College flex day professional development and college-wide Skyline Promise initiatives, but also in a wide range of professional development activities in the art field. In this cycle there is an increase in the number of art faculty who have been trained in online teaching technology and pedagogy. All of this ensures that the curriculum remains relevant and current for the students.

Since the Art Program's last CPR, art faculty have created a digital art curriculum consisting of eight courses transferable to the CSU and UC systems, two certificates, and use of a digital media lab with a full range of computer stations and state-of-the-art equipment for students to train on. The Art Program has increased online course offerings in Art History: Art 117 – 'Art of Africa and the African Diaspora'; and in Digital Art: Art 479 – 'Typography', Art 440 – 'Web Design I', Art 441 – 'Web Design II', and Art 430 – 'Introduction to Digital Art'. To accommodate student needs, GE offerings have been expanded to include Art 175 – 'Visual Theory and Practice: Ceramics', and Art 350 – 'Visual Perception through Photography'. With the addition of courses that fulfill the Ethnic and Cultural Diversity requirement, including Art 117 – 'Art of Africa and the African Diaspora', and Art 175 – 'Visual Theory and Practice: Ceramics', students have an increased opportunity for global learning and achievement of the Skyline College Mission. These expanded curriculum and delivery methods increase access to art courses for Skyline College students.

Art Program faculty are committed to a wide variety of patterns of access. New online course offerings, scheduling of courses across times and days, and balancing face-to-face with DE offerings have given students the ability to achieve their two- or three-year education plans in a timely manner. Art faculty have served in HIPS and GE Inquiry and Work Teams as a part of the College Redesign to incorporate highly effective practices for student success. For example, in the Art 221 'Mural Painting'

course, in collaboration with CIPHER, students participated in a service learning capacity by designing and painting public art projects in eight locations in Daly City, culminating with a City Hall dedication ceremony in which students had the opportunity to meet local politicians and other community leaders.

Issues:
Space constraints limit student access to facilities for key learning activities such as classroom experience and completion of required TBA hours. Limited open studio access for practice and portfolio development hinders students' ability to meet required component for courses, and achieve success. Art courses have specialized equipment and facilities needs that students can only access in the art studio classrooms.

Several key disciplines do not have a dedicated lab/studio facility. A dedicated lab is necessary in art, in the same way it is in science. In a science lab, biology, chemistry, and physics are not housed in the same classroom due to the specialized equipment needs for each discipline. For the Art Program, specialized facility space for design, drawing, painting, printmaking, sculpture, ceramics, digital art, and photography is necessary. Currently, drawing, painting, printmaking, sculpture, and design do not have dedicated labs, creating the need for faculty to move furniture, tools, and equipment as classes change from one discipline to another in these studios. This means crucial class time is lost for our students, which does not support maximized student learning and impedes the ability for flexible scheduling, and program expansion at times when student demand is high.

Associated Objectives
696-Art Program and Art Gallery marketing: community outreach equipment and materials.

693-Facilities requests for best teaching practices.

692-Health and Safety in Studio Art Labs: renovations and improvement are needed now that the Art Program is staying longer in Building 1.

694-Skyline Promise: making Studio Art classes more affordable for students by providing more small tools/equipment.

II.A.5 Program Environment

Describe key factors and changes impacting the program such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

Narrative

- **Facilities and Planning**: In the last three plus years, art faculty have dedicated time and focus to envisioning and planning for design, construction, and transition to a new facility that would meet our multi-faceted present and future environmental needs. Art Program faculty have made site visits to other colleges, participated in countless meetings with architect and planning teams, and researched equipment and infrastructure needs for a potential future building. Now that a decision has been made that the Art Program will continue to operate out of Building 1 for an extended period, a plan and budget needs to be made for significant upgrades in Building 1 to ensure that health and safety, and program needs are met. See section V.A for specific strategies.
- **Skyline Promise**: With the continuing development of the College Redesign, art faculty are involved in inquiry and work teams such as: GE redesign, HIPS, design team, guided pathway design, and others. The upcoming results of this work will affect our course offerings, sequencing, and scheduling of courses.
- **Personnel Changes**: In the last CPR cycle the longtime Dean of SS/CA retired, and was followed by two interim Deans. In the past semester a permanent Dean was hired. The transitions have been challenging and disruptive given that they occurred in the middle of multiple major school initiatives and new building planning. The Art Program is now looking ahead to developing goals with supportive and stable leadership.
- **Industry Needs**: The Art Program has created new certificates, including Graphic Design, Web Design, and Ceramics, to provide students more options for credentials and job opportunities. The art faculty has facilitated partnerships with tech industry companies and the district. For example, art faculty contacts at Pixar, Electronic Arts, as well as smaller Bay Area start-up companies were brought in to participate in district-wide Technology Focus Groups developed to improve curriculum offerings for students to learn desired skills for internship and entry level positions in local industries. By partnering with CTE and the Center for Career and Workforce Programs, art faculty have acquired major digital lab equipment upgrades and new equipment via specialized workforce development grants. Also, in partnership with Center for Career and Workforce, a new UIUX (User Interface User Experience: a growing tech sector career path) program has been developed by art faculty.

Associated Objectives

693-Facilities requests for best teaching practices.

691-Health and Safety in Studio Art Labs: equipment maintenance.

692-Health and Safety in Studio Art Labs: renovations and improvement are needed now that the Art Program is staying longer in Building 1.

690-Hire a Studio Art Laboratory Technician

II.A.6   Program Equity
Based on the data reviewed, highlight any progress and/or effective practices employed in the program to address identified student equity gaps and minimize disproportionate impact. Describe any pre-existing or anticipate program barriers in making progress. If you intend to request resources for objectives related to equity, explain any connections between barriers described and the support/resource(s) requested.

Narrative
In comparing the Skyline College-wide data to the Art Program data based on student characteristics:

- **GENDER:**
  - **Enrollment**: Overall college enrollment by students identifying as female is higher than male, however the gender gap difference in the Art Program is lower at 4.2% compared to the college's 7.4%.
  - **Success rates**: for students identifying as female were 2.9-4.2% higher than the overall college's success rates for each year in the cycle. Success rates for students identifying as male were also higher by 2.2-5% each year.
  - **Retention rates**: were 1.6-1.9% higher for female and 2.2-4.3% higher for male students than college-wide.

Conclusion: Based upon data provided by PRIE, the relative proportion of students self-identifying as male or female enrolled in art courses is more balanced than the overall college average. The art faculty is committed to providing an inclusive and safe space for students self-identifying in a spectrum of gender identities and gender expressions.

- **ETHNICITY**:
  - **Enrollment**: Over the 5-year CPR period, average enrollment in the Art Program was lower than average college-wide enrollment by 1.6% for White Non-Hispanic students, by 1.5% for Asian students, by 0.7% for Black Non-Hispanic students, by 0.5% for Pacific Islander students, and by 0.4% for Hispanic/Latino students. Enrollment in the Art Program was higher than college-wide enrollment by 2.9% for Filipino students, and by 2.3% for Multi Race students. Like college-wide enrollment, Am. Ind./Alaska Native enrollment was less than 1% in the Art Program.
  - **Success rates**: Over the 5-year period, average student success rates in the Art Program were higher than those of the college for most groups: Asian students by 2%, Filipino students by 2%, Hispanic/Latino students by 4%, Pacific Islander students by 12%, White/Non-Hispanic students by 4%, and Multi Race students by 3%. The average success rate for Black-Non-Hispanic students was equal to the college-wide rate, and that for Am. Ind./Alaska Native students was 10% lower than the college-wide rate. The success rates of 59% for Black-Non-Hispanic students and 60% for Am. Ind./Alaska Native students are lower than our program goals and expectations.
  - **Retention rates**: Withdrawals were 1-3% lower over the 5-year period for all groups except Pacific Islander students at 11% lower, and Am. Ind./Alaska Native students, at 13% higher. Enrollment for this last group is small enough to cause large variation in percentages with small changes in numbers, but it is

especially important to decrease withdrawals by students from low-enrollment groups.

Conclusion: Enrollment rates in the Art Program were similar to college-wide enrollment rates across all eight ethnicity groups, with differences of no more than 3% for each group. The Art Program had higher success rates than the college in six out of the eight ethnicity groups, and higher retention rates in all but one group. Art Program success and retention rates are similar to those of the college for Black/Non-Hispanic students, but these rates do not meet Art Program goals and expectations. The sample size of 10 students over a five-year period for Am.Ind/Native Alaskan student enrollment is very small, which affects the statistical significance of the data. Still, Art Program success and retention rates are lower than the college average for these students, and again, these rates do not meet Art Program goals and expectations. Given the disparity in enrollment and success statistics for specific ethnicity groups, the Art Program is committed to closing the equity gap. One equity barrier the Art Program believes is linked to studio art class enrollment statistics is that of income and economic class, which negatively impacts enrollment and students' ability to buy art materials that are required in studio art courses. Since the last CPR, the Art Program has achieved funding secured via a PIF grant to provide required art supplies, in collaboration with Guardian Scholars, to students with financial need. The Art Program is also strategizing to shift more small tools costs from student purchases to college equipment orders that can be used for multiple semesters, and is exploring opportunities to include assistance for art supplies in the Promise Scholars Program. The Art Program will seek to continue to diversify curricula and faculty hires to more accurately reflect our student population, and will continue to offer gallery exhibition programming and community events that promote equity and diversity.

- **AGE**:
  - **Enrollment**: Compared to college-wide averages over the 5-year period, enrollment in the Art Program was higher by 15.0% for students aged 18-22, equivalent for students aged 60+, and lower by 1.3% to 5.7% in all other age brackets.
  - **Success rates**: The average rate of success for the past five years in all age brackets in Art Program enrollments was 75% or above. Art Program success rates were lower than college-wide averages in the 50-59 age bracket, with a 75% success rate as compared to 78% for the College. Art Program success rates were equal to college-wide averages for students under 18, at 76% for both. In all the remaining age brackets, Art Program success rates were higher by 3-6% as compared to the College. The largest age group served by the Art Program and the college is the 18-22 bracket, at 59.9% and 44.5% of total enrollments respectively. Success rates for Art Program enrollments in the 18-22 age bracket were higher than the college-wide average, with a success rate of 75% as compared to 71% for the College.
  - **Retention rates**: Withdrawals were 4% higher in the Art Program over the 5-year period in the 50-59 age bracket, compared to college-wide averages. Art Program withdrawals were equal to college-wide averages for students under 18, at 10% for both. In all other age brackets, withdrawals were lower in the Art Program by 1-4% compared to college-wide averages.

Conclusion: In comparison with to college-wide averages, Art Program enrollment rates were significantly higher in the 18-22 age bracket, and equal or slightly lower for students in other age brackets. A large proportion of students in the 18-22 age bracket

for both the College and the Program may reflect a high percentage of Degree/Transfer student enrollments. Success rates for the Art Program were equal or higher overall than those of the College, with the exception of the 50-59 age bracket, and were equal or higher than 75% in all age brackets when considering the entire 5-year period. Retention rates for the Art Program were similar to those of the College, and equal or higher than college-wide rates, with the exception of the 50-59 age bracket where retention rates for the Program were 4% lower.

- **GOAL**:
  - Enrollment: Unduplicated head-counts by goal for the Art Program were lower than college-wide averages by 1.3% to 8.0% in all categories except for Degree/Transfer, where head-counts in the Art Program were higher by 13.9%. Like the college, a majority of students enrolled in the Art Program have the goal of Degree/Transfer, with a five-year averages at 75.5% for Art and 61.5% college-wide. In addition to transfer bound students, it is recognized that there are also many students being served who have other goals. These include students who are currently enrolled in a four year program at another institution and need to fulfill GE and other program requirements, high school students with concurrent enrollment requirements, students seeking to fulfill pre-requisites for art therapy, art conservation, and a wide range of architecture, design, journalistic photography, or other arts professionals programs at both the undergraduate and graduate level, and people already in the workforce who need to satisfy professional development requirements.

Conclusion: The Art Program has a primary goal of serving degree and transfer bound students, while simultaneously and successfully serving students with alternative goals. The Art Program includes all student goals in assessment and reflection processes and looks forward in the future to work with data that includes information on all student goals as listed above.

Associated Objectives

694-Skyline Promise: making Studio Art classes more affordable for students by providing more small tools/equipment.

III.A. **Curriculum Review**

There are four steps to program review of curriculum:

1. Request your program's Course Offering Report from PRIE. Based on that report, take action to bank, delete, and/or reactivate courses. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS. http://www.skylinecollege.edu/programreview/cpr.php

2. Review and update all course outlines on CurricUNET. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS. http://www.skylinecollege.edu/programreview/cpr.php

3. Complete the Course Outline and Prerequisite Checklist Table. Upload the file to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads).

4. Verify and document the two-year cycle of curriculum offering to ensure that students have access to courses necessary to complete certificates, degrees, and transfer in a timely manner. Review the sequencing of prerequisites.

Narrative

The Curriculum Review report sheet is attached. All ART and Film courses have been reviewed this Academic year by the Curriculum Committee, and the Program faculty have reviewed the two-year cycles for the course offerings and requirements. Courses that are not offered have been officially deleted.

Evidentiary Documents

Art_CPR18-19_CurriculumReview.pdf

IV.A.1 Considering Key Findings

Considering the results of CPR assessment, identify program strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the key findings can be used to improve program effectiveness in order to promote student learning and achievement.

Narrative
Strengths:

1. The Art Program offers a strong foundation of study in the visual arts for all students, and a clear pathway for art majors.
2. Art courses provide visual literacy and critical thinking skills applicable to all disciplines. All art history and art appreciation courses meet the Skyline College CSU and UC GE C1 Art and Humanities associate degree requirements.
3. All studio art courses are CSU and/or UC transferable.
4. The Art Program offers Art History courses that meet the Ethnic and Cultural Diversity Associate Degree requirement.
5. The Art Program is aligned to and meets course, program, and institutional learning outcomes, while continuing to improve upon applicable assessment processes.
6. The Art Program incorporates HIPS and other best teaching and learning practices.
7. Knowledge of current trends and practices is a hallmark of the art faculty as active art professionals, and ensures that curricula are relevant and current for students.
8. The Art Program has a strong collegial and dynamic team of dedicated professors who work well together and are active in all aspects of Skyline College governance.

Challenges and Concerns:

There are significant barriers in place that put the Art Program's ability to meet current best teaching practices at risk. These include: facilities and infrastructure that do not meet current health and safety standards or ADA requirements, insufficient numbers of classrooms and appropriate square footage per student in studio classrooms, lack of lab tech support, and lack of adequate pedagogical teaching technology in the art studio classrooms.

1. **Facilities**: In addition to an insufficient number of art labs, the current studio art labs are inadequate according to: art studio design standards, amount of workspace to ensure student safety and best art practices, sufficient ventilation, specialized safety equipment and hazmat storage, discipline-specific tools and equipment, and storage for instructional materials, tools, and supplies. Lack of sufficient classrooms negatively impacts students' access to labs to complete assignments and TBA requirements. Studio art courses require extensive setup and takedown time in order to create a learning environment that supports our course SLOs and learning objectives. Faculty are unable to do this because of back-to-back scheduling of lab spaces.
2. **Lab Technicians**: With hazardous chemicals on hand it is imperative to have a qualified technician. Currently all art faculty play a dual role of instructor and technician, which impacts teaching effectiveness. As with chemistry and other

science labs, lab technicians are common practice and essential in college-level Art Programs. For example, as instituted at CSM and most other colleges and universities, qualified art lab technicians support student safety and learning in the classroom through: management of hazardous materials and waste, instructional support, studio management, and oversight of specialized equipment to ensure consistent safe operation.

3. **Technology**: A lack of necessary technology impairs the ability of Art Program faculty to teach effectively. All studio art labs need embedded Wi-Fi, and projector capability with clear picture and sound so that HIPS teaching strategies can be employed. Lighting conditions in the classroom are problematic, as they prevent accurate color rendering that is vital to presentation of artwork images. High-lumen color-accurate projection systems are essential for art instruction. Digital drawing and design tools have become a classroom standard that the Art Program presently fails to meet. The acquisition of dedicated tablets (e.g. iPads and storage cart) would enable the Program to maintain concurrency.

4. **Pedagogy**: Room design for Art History courses should include the ability to accommodate various teaching pedagogies including both lecture and active learning practices.

Opportunities: Given its location and status in a district that is currently well funded, there is an opportunity for Skyline College to be a leading choice in visual arts institution for students.

- The Art Program and College now have the opportunity, either through rehabilitation of Building 1 or development of a new building, to create an up-to-date facility where students can actively learn. Skyline College art faculty have performed research and on-site evaluations of many local high schools and community colleges with new or upgraded facilities. Area students expect, at minimum, facilities that compare favorably with those they have used at local high schools and nearby colleges.

- The Art Program offers diverse art gallery programming and sponsors exhibitions and workshops by local, regional, national, and internationally-known artists. It also hosts community art projects, community events, and fundraising events for social justice and environmental change. There is an opportunity to increase the number and quality of these offerings by securing dedicated funding and marketing support. With a program services coordinator, the Art Program could increase major media outreach and promotion of projects and events.

Associated Objectives

696-Art Program and Art Gallery marketing: community outreach equipment and materials.

695-Current technologies for most relevant and engaging teaching practices and student learning & program outcomes.

693-Facilities requests for best teaching practices.

691-Health and Safety in Studio Art Labs: equipment maintenance.

692-Health and Safety in Studio Art Labs: renovations and improvement are needed now that the Art Program is staying longer in Building 1.

690-Hire a Studio Art Laboratory Technician

694-Skyline Promise: making Studio Art classes more affordable for students by providing more small tools/equipment.

IV.A.2 Aspirations

The key findings and program aspirations will be used as the foundation to build a strategy for program enhancement.

- What is the ideal future of the program?
- What long-term results does the program want to achieve?
- How do the key findings prompt or inform the program's aspirations?

Narrative

Aspirations:

- have a state-of-the-art building, and facilities with the equipment and space to accommodate current needs and future growth.
- To have an optimal art facility with proximity and adjacency among all art history classrooms, art studios, and the art gallery to support the collaborative and interdisciplinary nature of art practice.
- To meet current student needs and to spark creative innovation as an incubation space, the Art Program envisions an 'Art Fab Lab' design studio.
- To provide a common space outside of the classroom for collaborative projects and peer-to-peer dialogue amongst art students, which is an important component of learning and building community.
- To have a well-funded gallery and exhibition program that supports student learning and cultural enrichment.
- To have a full-time gallery director.
- To have multiple lab technicians for the specialized art studios.
- To maintain a minimum of five full-time art faculty with expansion as the program grows.
- To display more public art throughout the campus.
- To reach to new audiences and become a central hub for creativity in the community, with programs and community events that provide exposure to the importance of art.
- To develop arts education or 'art blast' events for K-12 students at feeder schools that develop interest and skill in artistic expression.

Associated Objectives

696-Art Program and Art Gallery marketing: community outreach equipment and materials.

695-Current technologies for most relevant and engaging teaching practices and student learning & program outcomes.

693-Facilities requests for best teaching practices.

692-Health and Safety in Studio Art Labs: renovations and improvement are needed now that the Art Program is staying longer in Building 1.

694-Skyline Promise: making Studio Art classes more affordable for students by providing more small tools/equipment.

V.A. **Program Strategy**

Based on the key findings and aspirations, develop a plan designed to enhance the quality of the program. Describe the strategy (or strategies) to be implemented over the next six years. Strategies could include intended changes or areas of inquiry to pursue.

[NOTE: In the next item, objectives will be created with action steps and resource requests to support each strategy identified here. Each objective will also be tied to an Institutional Goal.]

Narrative
The Art Program will continue to implement the following strategies:

1. **Health and Safety in Studio Art Labs:**
   - Improve the quality of the art studio environment: continue to add new safety features to the art studios including eye washes, first aid kits, ventilation, air filters, proper cleaning supplies, and improved implementation of HAZMAT disposal.
   - Implement standardized lab and equipment health and safety signage.
   - Acquire lockable storage for: materials, tools, equipment, and containment of chemicals/supplies.
   - Acquire necessary equipment to safely move materials and supplies, to prevent injury and HAZMAT incidents.
   - Update and maintain instructional equipment to ensure the most current technology and safety practice.
   - Request technicians to be hired for 3-D, 2-D, gallery, and digital labs to provide for standard Health and Safety operations, equipment maintenance and operation, and materials safety and hazardous waste.

2. **New/Current Technologies for most relevant and engaging teaching practices and student learning outcomes:**
   - Provide professional development for new technologies.
   - Explore, acquire, and implement new technologies (equipment and software).
   - Embed technology for student use in all classrooms, including computers, tablets, printers, and appropriate software.

3. **Curriculum Development:**
   - Further diversify the Art History curriculum by increasing Art History online and hybrid offerings, and developing an 'Introduction to Islamic Art' course to integrate with the Art History AA-T and the newly developed Social Justice program.
   - Continue to develop new online and hybrid courses.
   - Continue to expand and enhance the digital arts with new course offerings, equipment, and lab improvements.
   - Increase offerings that fulfill GE for Arts and Humanities for CSU and UC.
   - Increase offerings in cross-disciplinary art courses.
   - Develop certificates to meet CTE goals including UI/UX Design.
   - Work with College Redesign to align curricula with college initiatives.

4. **Skyline Promise:**
   - Art Program faculty are actively involved in the Skyline Promise Initiative. In support of the initiative, art faculty will continue to serve on redesign Inquiry Teams and Work Groups, Communities of Practice, and the Design Team.
   - Art Program faculty will continue to work to adapt courses to align with guided course pathways and interdisciplinary themes.
   - Acquire tools for students to use in the classroom so that they do not incur equipment costs that otherwise can be a deterrent for student access and success. An example of this is collaborated funding with CIPHER for materials fees in the newly offered mural and street painting course.
   - Integrate with the Skyline Promise Scholarship program to provide required art materials for art courses.
   - Maintain OER adoption and textbook rental in support of the Skyline Promise.

5. **Outreach:**
   - Promote Art Program offerings to high schools, Middle College, local communities, and CTE outreach events.
   - Continue to provide enriching art educational experiences for the campus and surrounding community.
   - Continue to organize and participate in community art events such as the San Bruno City Festival, Daly City Art Council events, the 'Empty Bowls' fundraiser, 'Rock the School Bells', the California Clay Conference, Sanchez Art Center events, Western Artist Society Gallery events, student volunteering at the Internet Archive, partnership with SFMOMA, and public art with community partners.
   - Promote and program the Art Gallery as both an exhibition space and a cultural center, as a vital asset to the campus and community.
   - Support programming in the art gallery to include educational and significant exhibitions in the coming year which support student learning and community outreach. Recent exhibitions include Low Ride Worldwide in collaboration with Sin Nombre Car Club, Breaching Walls Real and Imaginary (a Latino heritage exhibition), and Holding the Center (an exhibition focused on Bay Area women artists).
   - Work with MCPR and the Division Dean to develop and implement a marketing strategy to increase visibility of the Art Program and events.

6. **Facilities:**
   - Increase the amount and quality of storage space and furniture for tools, artwork, and specialized materials.
   - Work with administration and Facilities Management to plan for Building 1 art classroom upgrades that ensure the safest, best-functioning, and most technologically-advanced creative learning environment possible. Continue to plan for a future Fine Arts Building.
   - Acquire a solely-dedicated digital art lab classroom that is appropriate in size and safely allows for the integration all digital equipment: a 3-D printer, laser cutter, 2-D and 3-D scanners, plotter, large format digital printers, and storage cabinets for equipment and supplies. Currently space is shared with other programs; identify space for an additional lab.
   - Sculpture Studio lab improvements - acquire the following:

- Upgrade and reconfigure the sculpture lab to allow for a full range of sculpture curricula including metal casting and fabrication, which require proper ventilation, equipment, a technician, and dedicated space within the sculpture lab.
- Install a full-studio dust collection system and ventilation for the health and safety of students and faculty.
- Install a concrete floor for proper cleanup.
- Install a Smart Classroom setup for maximized student learning.

- Ceramics studio lab improvements- acquire the following:
  - Provide a dedicated classroom area for ceramics lab pottery wheels that face each other for interactive learning and best practices. With the added space of room 1105 and an enclosed kiln garage, the lab could be reconfigured to allow for pottery wheel clusters.
  - A ceramics kiln garage for student accessibility and teaching, equipment protection, and best ventilation standards. The current kiln patio and container can be enclosed into a kiln garage.
  - Add a dedicated room for ceramic glaze materials with increased fine particle ventilation. Room 1105, which used to be part of the Ceramics Lab, would be suitable.
  - Install a Smart Classroom setup for maximized student learning.

- Drawing studio lab improvements- acquire the following:
  - Install a studio ventilation system for student and faculty health and safety.
  - Install upgraded lighting for an improved drawing learning environment.
  - Increase storage for materials and student work, with increased lockable cabinet space and storage rooms.
  - Install a Smart Classroom setup for maximized student learning.

- Painting studio lab improvements- acquire the following:
  - Install a ventilation system for student and faculty health and safety.
  - Install an upgraded lighting system for an improved painting learning environment.
  - Increase storage for materials and student work, with increased lockable cabinet space and storage rooms.
  - Add a critique wall in the painting studio lab.
  - Install a Smart Classroom setup for maximized student learning.

- Printmaking studio lab- acquire the following:
  - Acquire rooms 1304 & 1306 for a dedicated design and printmaking lab.
  - Provide a dedicated space to fully implement a printmaking curriculum per best practices exemplified by our transfer institutions.
  - Install a Smart Classroom setup for maximized student learning.

- Art Gallery improvements- acquire the following:
  - Renovation and increased space for proper artwork storage.
  - Install an art prep and clean up sink in the gallery. Currently the restroom is used for this purpose.
  - Refinish the gallery floors and resurface walls to meet professional level standards.
  - Acquire a separate office space that is a fully functional office for gallery operations.
  - Attain exhibition technology for the gallery, including a computer, printer, short throw projector, and large flat screen monitors.

- o Improved accessibility: a door that opens (without having to use extreme force that risks bodily injury). Install a new door.
  - o Increase Gallery visibility with improved signage and a glass door entrance.
  - o Attain a budget for improved marketing: increased signage, sandwich boards, and website support for the gallery.
  - o Institutionalize a dedicated annual budget for the gallery for operations.
  - o Install a Smart Classroom setup for maximized student learning.
- Design Studio- acquire the following:
  - o Acquire rooms 1304 & 1306 for a dedicated design and printmaking lab.
  - o Provide a dedicated space to fully implement a design curriculum per best practices exemplified by our transfer institutions.
  - o Attain a Design Fab Lab with 3-D printers, scanners, tablets, and other equipment.
  - o Install a Smart Classroom setup for maximized student learning.

Associated Objectives

696-Art Program and Art Gallery marketing: community outreach equipment and materials.

695-Current technologies for most relevant and engaging teaching practices and student learning & program outcomes.

693-Facilities requests for best teaching practices.

691-Health and Safety in Studio Art Labs: equipment maintenance.

692-Health and Safety in Studio Art Labs: renovations and improvement are needed now that the Art Program is staying longer in Building 1.

690-Hire a Studio Art Laboratory Technician

694-Skyline Promise: making Studio Art classes more affordable for students by providing more small tools/equipment.

V.B. **Action Plan and Resources Requests**

Develop one of more measurable objectives (goals) to begin in the next year. Each objective will include action steps and any related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the CPR report under this item.

1. To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
2. IMPORTANT! Make sure to associate each objective to this standard in the CPR and link each objective to one or more Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative

1. Hire a Studio Art Laboratory Technician
2. Health and Safety in Studio Art Labs: equipment maintenance.
3. Health and Safety in Studio Art Labs: renovations and improvement are needed now that the Art Program is staying longer in Building 1.
4. Facilities requests for best teaching practices.
5. Skyline Promise: making Studio Art classes more affordable for students by providing more small tools/equipment.
6. Current technologies for most relevant and engaging teaching practices and student learning & program outcomes.
7. Art Program and Art Gallery marketing: community outreach equipment and materials.

Associated Objectives

696-Art Program and Art Gallery marketing: community outreach equipment and materials.

695-Current technologies for most relevant and engaging teaching practices and student learning & program outcomes.

693-Facilities requests for best teaching practices.

691-Health and Safety in Studio Art Labs: equipment maintenance.

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Budget Request

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