2017 Art and Film Annual Program Plan

ARTX Art and Film

I.A.	Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College? **(Program Profile: Purpose)**

Narrative

Skyline College's Art Program ensures a creative foundation in the visual arts. Enrolling in studio courses provide opportunities to explore the diversity of methods and materials to make art. 2d Media: drawing, painting, photography, digital arts; 3-d media: sculpture and ceramics; and Time Based media: film and video; are all essential forms of visual communication that apply to the major and transfer electives. Art History and Studio Art courses develop global cultural literacy and create historical contexts for the role that artistic expression plays in the development of human civilization. All of these components provide strong support for the Skyline College mission that empowers and transforms a global community of learners.

The Associate Degree in Art, the Art AA-T, and the Art History AA-T provide opportunities for students to transfer to four-year institutions or as a foundation for moving directly into a creative art or design occupation. Enrollment in Art History and Humanities classes fulfill GE requirements for the Skyline College AA or AA-T degrees, IGETC, and CSU requirements to facilitate the achievement of the Skyline Promise. The function of the Art Gallery provides professional opportunities for student learning through exhibition and curatorial experiences. As a venue that bridges Skyline College with the local community, the gallery is an essential cultural education tool. The Art Department offers cross-disciplinary courses and fosters student participation in interdepartmental activities such as: The Talisman, Rock the School Bells, and Empty Bowls. The Art Program embodies essential critical thinking, creative, and communication skills necessary for students "to achieve intellectual, cultural, social, economic and personal fulfillment."

II.A.	Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. Programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities. **(Analysis: Progress on Prior Program Objectives (Goals) and Activities)**

Narrative

Achievements/Strengths: (1) A dynamic and successful program in the instruction of traditional and digital art, and art history; courses addressing the appreciation and critical comprehension of the visual arts. (2) Student performances, retention and success have consistently been greater than the college averages. (3) The art faculty is composed of practicing artists, involved with both college and community activities.

Goals/Needs Improvement: (1) A qualified technician in 3-d, 2-d, and digital arts is imperative for student safety and specialized equipment maintenance. (2) A second dedicated digital arts lab is necessary for student opportunity to accommodate expanding course offerings. (3) Increase size of studio and lab square footage to avoid hazardous work environment for students and faculty. (4) Increase storage spaces for instructional equipment and materials to avoid hazardous work environment. (5) Increase availability of storage space and exhibition areas for students to display their artworks. (6) Need for a second dedicated art exhibition space that is student-run to complement our main art gallery. (7) Embed smart classroom technology in all art classrooms. (8) Upgrade all art studios with required safety equipment.

Our strategic priorities are: 1. Facilities and Technology- Technology upgrades in buildings to improve student success to further engage students using the most current tools and pedagogies. To meet this goal we have requested upgraded facilities, increased classrooms, support personnel, and new technologies. 2. Student Services-Build enrollments in our new AA-T degrees in both Studio and Art History. Continued outreach programs with four-year institutions and local middle and high schools. We partner with DRC and other student services to make our program accessible to students with a range of abilities. Enhanced engagement with students through our art clubs 3. Equity and Excellence-The faculty are committed to a learning environment that provides a global perspective through a culturally diverse art curriculum and programs. 4. Comprehensive Community Connection-The Art Program provides outreach to high school students, through Middle College, Concurrent Enrollment Programs, hosting middle/high school art student exhibitions, and off-campus school visits. We are participating in the planning of the new SS/CA building. 5. Instruction- Continued development and expansion of the Fine Arts Curriculum.

II.B.	Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur. **(Analysis: Program Environment)**

Narrative

Skyline Promise/ Meta Majors – guided pathways

- We anticipate the formation of new meta-major and guided pathways will affect our course offerings, sequencing, and scheduling of courses.

- Our consideration for scheduling of courses entail art major's sequence, general education and electives.

- Partnering with other meta-major pathways will be crucial to ensure all students have access to studio art and art history courses to fulfill their requirements.

Dean Transition

- Current Social Science Creative Arts division dean is retiring summer 2017, with this event we see the impact being profound. Ongoing and consistent communication between the new interim dean and the art department faculty is vital because of the specialized nature of the discipline and the infrastructure necessary to support the Studio Arts. Effective communication is imperative for the ongoing success of the art department in the following areas: Swing space transition, scheduling, new curriculum, personnel, facilities and instructional equipment requisitions, gallery operation, and the new building one planning and construction. To ensure success our goal is to have regular meetings with the interim dean and representation on all aspects of new building transition.

Swing Space Planning

- Art Department Faculty will work with administration, facilities, and construction planning to ensure a smooth transition to swing space. The designated art faculty swing space transition coordinator will work with Art Department Faculty to effectively communicate our needs in the swing space and the move to better serve students in the time of transition.

- Planning for Gallery exhibition programing and operations during demolition and construction of building one to occur on campus in 2018-2021.

- Marketing and transportation to new swing space during building and construction of building one. Investigate options for outreach to high school students, current students, and surrounding community.

II.C.	(1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
	(2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable. **(Analysis: Student Learning Outcomes (SLOs and PSLOs))**

Narrative

In analyzing our course SLO data for the last year, our courses are meeting our SLO benchmarks. One apparent trend is that technique and skills tend to rank higher than the ability of students to reflect upon their work. Visual art is an alternative form of communication to the spoken and written language, communicating ideas in a verbal and written form are often more challenging for art students. Teaching students to articulate the art-making process and art vocabulary is one of our goals as stipulated in our program and course SLOs. We have reflected and are incorporating more opportunities for strengthening communication skills in our classes. We are developing innovative pedagogical strategies to make art concepts/vocabulary more accessible to students. Other solutions include increased oral and written practice in the studio arts courses.

Our course SLOs are mapped to our program SLOs and up again to Skyline College's ISLOs. By meeting our course SLOs we are also meeting our program and institutional benchmarks.

For our 3 year SLO assessment review, we have decided upon several improvements for our SLO processes:

1. We have raised our success benchmark to 75% to reflect the new college-wide success benchmark.
2. As part of our Annual Art program assessment we are going to have a faculty review of student performance as demonstrated in the annual student art show.
3. Based on our last annual plan, we are now adding a directed reflection component to our course level SLO assessment to enhance our understanding of acquired data.

Faculty members are being trained on the new version of TracDat and new courses are being added to both the calendar and database. Courses were also mapped to new ISLOs.

III.A.	Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness. **(Reflection: Considering Key Findings)**

Narrative

Strengths:

The Art Program offers a strong foundation and clear pathway for our Art majors. Additionally, art courses provide visual literacy and critical thinking skills applicable to all disciplines. All of our art history and art appreciation courses meet the Skyline College CSU and UC GE C1 Art and Humanities associate degree requirements. Furthermore, we offer a variety of Art History courses that meet the Ethnic and Cultural Diversity Associate Degree requirement. All of our studio art courses are CSU and UC Transferable. As active art professionals, knowledge of current trends and practices are a hallmark of our art faculty and ensures that our curriculum is relevant and current for students. We are meeting our course and program SLOs and are continuing to improve upon our assessment processes.

Issues:

To meet current best teaching practices, health and safety standards, and our student learning outcomes, the following need to be implemented:

• Qualified art lab technicians are common practice and essential in college art departments as exemplified at CSM. Technicians support student safety and learning in the classroom through: management of hazardous materials and waste, instructional support, studio management, oversight of specialized equipment to ensure consistent safe operation. Currently volunteers and student assistants are used to address some of these needs. Qualified art lab technicians should be supervising volunteers.
• The current studio art labs are inadequate in terms of: art studio design standards, number of art labs, adequate workspace for student safety and best art practices, specialized safety equipment and hazmat storage, discipline specific tools and equipment, and instructional material storage.
• All studio art labs need embedded "smart classroom" capability with projection and sound, so that both audio and video are available. Due to light conditions in the classrooms there is a need for accurate color rendering and high lumen output projection system that is necessary for art instruction.
• Room design for Art History and Humanities courses should include the ability to accommodate various teaching methodologies such as both lecture and active learning practices.

Due to an insufficient number of studio lab spaces,
• Students have insufficient access to labs to complete assignments and TBA requirements.
• Studio art courses require extensive set-up and take-down time in order to create learning environment that supports our course SLO and learning objectives. We are unable to do this because of back-to-back scheduling of lab spaces.

III.B.   If the program participated in assessment of ISLOs this year:

(1) What are the findings and/or conclusions drawn?
(2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do. **(Reflection: ISLOs)**

Narrative

Did not participate this year. We will be evaluating the ISLO for Lifelong Wellness in the Fall of 2017.

IV.A.	Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.
	Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item. **(Strategy for Program Enhancement: Continuation/Modification)**

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, air filters, proper cleaning supplies. Improve implementation of HAZMAT disposal.
• 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 in 3-D Ceramics, 2-D and digital to provide the standard Health and Safety Operations, equipment maintained and operation, materials safety

2. New/Current Technologies for most relevant and engaging teaching practices and student learning outcomes:
• Provide professional development for new technologies
• Explore, implement, and acquisition of new technologies (equipment and software)

3. Curriculum Development:
• Further diversify our Art History curriculum by increasing Art History online offerings, and the development of an Islamic Art History to integrate with the newly developed Social Justice major.
• Continue to: expand and enhance the digital arts with new course offerings, equipment, and lab improvements.
• Continue to develop new digital art online courses.
• Increase offerings in cross-disciplinary art courses, for example: Painting I and II (ART221, ART222) with a mural/street art focus for the CIPHER learning community (SPRING 2018).
• Development of Applied Art History/Appreciation Studio Courses that are C1 transferable. For example Art 175 Visual Theory and Practice: Ceramic Art (SPRING 2018)
• Continue to update our course outlines to include the required the C-ID course descriptors for approval in our transfer degrees.

4. Skyline Promise:
• Art Department faculty will continue to work on Skyline Promise Initiatives, by serving on committees and work groups that are constructing the Meta-Majors and Pathways.
• Art Department faculty will continue to work to adapt courses to align with pathways structures/themes.
• Acquire small equipment and tools for students to use in the classroom so that they do not incur the cost that otherwise be a deterrent for student access and success. This effort is in alignment with other programs such as OERs, textbook rental, etc. in support of the Skyline Promise.

5. Outreach:
• Promote art department program offerings to High Schools, middle college, local communities, and CTE outreach events
• The Art Department will continue to provide art educational experiences for the campus and surrounding community.
• Continue to organize and participate in community art events such as: San Bruno City Festivals, Daly City Art Council Events, Empty Bowls fund raiser, Rock the School Bells, California Clay Conference, 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 even during construction of the new building.
• Programing in the art gallery to include educational and significant exhibitions in the coming year that support student learning and community outreach.

6. Facilities:
• Increase the amount and quality of storage space and furniture for tools, artwork, and specialized materials.
• Work with administration to plan for swing space relocation and the new building one art classrooms to ensure the safest, best functioning, and technologically advanced creative learning environment possible.
• Art Department Transition Coordinator will work with the Transition Team to represent the art department to plan for transition of equipment, spatial needs, and schedule planning.
• Work with college and MCPR to market our swing location and promote the Arts on campus when we are off campus for the construction period.

IV.B. Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP 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 APP. Need help? Contact the PRIE Office for further instructions. **(Strategy for Program Enhancement: Action Plan and Resource Requests)**