

2018 Art and Film Annual Program Plan

ARTX Art and Film

I.A. Program Profile: Purpose

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?

Narrative

Skyline College's Art Program ensures a strong foundation in the visual arts. Studio courses give students the cognitive and technical skills 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 are fully aligned with the Skyline College mission which empowers and transforms a global community of learners. The courses provide an effective pathway for graduation or transfer.

The Associate Degree in Art, the Art AA-T, and the Art History AA-T allow students to transfer to four-year institutions or acquire 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. Certificates in Ceramics, Web Design, and Graphic Design provide career gateways into specialized fields. 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 such as CIPHER's Mural and Street Art, and Art, Music and Ideas. The Art Department fosters student participation in interdepartmental activities such as: The Talisman, Rock the School Bells, and Empty Bowls. Outreach projects such as Daly City Street Art Project, collaborative exhibitions with local high schools and art organizations keep us connected to our transfer feeder base 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.

I.B. Program Planning Team

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

Narrative

The five full-time Art program faculty including Paul Bridenbaugh, Associate Professor of Art; Amir Esfahani, Associate Professor of Art; Bridget Fischer, Professor of Art; Arthur Takayama, Professor of Art; and Tiffany Schmierer, Professor of Art meet monthly to:

1. Review course SLOs, program PSLOs, and institutional ISLOs assessment data and program data success, retention, and equity data provided by PRIE.
2. Discuss, formulate, and implement upcoming actions based on data and outcomes.
3. Coordinate and Plan for the upcoming swing space to Oceana High School, and new Social Science and Creative Arts building.
4. Work collaboratively on the college-wide redesign teams, and report from our individual redesign committees: including the Design Team, GE inquiry, HIPS, and the Sustainability COP. We also worked to sequence our degrees and certificates and provide input on the Metamajors.
5. Work on new and modified course and degree curriculum.

The full time Art Faculty also meet with the adjunct faculty including Aya Artola, Art Instructor; Eileen David, Art Instructor; Michael Ryan, Art Instructor; Diane Jones, Art Instructor; Sean Uyehara, Film Instructor individually and in small groups throughout the year to:

1. Provide coaching for course-level SLO assessment and reflections.
2. Provide updates and take input on classroom and program needs.
3. Work on scheduling and curriculum development.

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative





Achievements/Strengths: (1) A dynamic and successful program in the instruction of a full range of art theory and practices of the visual arts. (2) Student retention and success have consistently been greater than the college averages. In 2016/2017 the Art Dept. success and retention rate was 79.2%, and the college-wide success and retention was 73.4%. (3) The art faculty is composed of active professional artists, involved both on campus and with regional, national, and international communities. (4) Art faculty are committed to professional development and actively integrate new technologies and pedagogies that align with transfer institutions.

Goals/Needs Improvement: (1) A qualified studio art technician is imperative for student safety and studio/lab equipment maintenance. (2) A second dedicated digital arts lab is necessary for student opportunity to accommodate expanding course offerings and incorporation of digital technologies into studio art curriculum. (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) Dedicated art project and critique space that is student centered for exhibition and peer critique. (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 as we plan for the new building one including: increase numbers and size of classrooms, support personnel, and new technologies. 2. Student Services-Build enrollments in our AA-T degrees and certificates 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 more equitable to students who have a range of abilities and needs. The art faculty are involved in the Skyline College redesign, which includes membership in inquiry, design teams, and community of practice groups to improve student success. Working with the counseling department we have sequenced our courses to provide students a guided pathway through our degrees and certificates. 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. Attending equity workshops, college curriculum redesign, and other Skyline College Promise initiatives. 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- We are continually assessing what course modification, DE courses, and other new courses are necessary to address the changing needs of our students and transfer requirements.

Associated Objectives

-  [488-Art dept. Marketing-Community Outreach equipment and materials](#)
-  [431-Current Technologies for most relevant and engaging teaching practices and student learning outcomes:](#)
-  [430-Skyline Promise Making Studio Art classes more affordable for students by providing more small tools/equipment](#)
-  [426-Studio Art Lab Technician](#)

II.B. Analysis: Program Environment

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.

Narrative




Skyline Promise/ Meta Majors – guided pathways

- With the upcoming development of meta major pathways we are involved in inquiry 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.

Transition of Art Department Facilities and Leadership

- Due to the relocation of most of our studio art courses to smaller classrooms and limited hours at Oceana High School has the potential to significantly impact our enrollment, load, sequencing of classes, and will create a less flexible environment in which to provide a coherent transfer pathway.
- Access to the Skyline College Art Gallery is a vital component of a student art education. We will be losing the art gallery and display areas in building one during the construction of the new fine arts building. This will impact our ability to train students in gallery and museum work, participate in student art exhibitions, and the opportunity for art and art history classes to participate in gallery visits and related research projects that exhibitions currently provide. Planning for interim Gallery exhibition programming and operations during demolition and construction of new fine arts building is essential for student success and program visibility.
- We currently have an interim division dean. During this time of transition and planning, we are concerned that our ability to have effective communication, leadership, planning decisions for the swing space and new facility will be impaired.
- The college needs to implement a marketing and transportation plan that includes outreach to high school students, current students, and surrounding community to increase our visibility of our relocation to the new swing space.

Associated Objectives

-  [488-Art dept. Marketing-Community Outreach equipment and materials](#)
-  [431-Current Technologies for most relevant and engaging teaching practices and student learning outcomes:](#)
-  [479-Equipment needed for our Oceana High School studio arts relocation](#)

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

(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.


Narrative

For our annual SLO assessment review, these are our key findings and action plans:

1. **SLO assessment:** Our analysis of course SLO data for the last year shows that our courses are meeting our SLO benchmarks. One trend is that technique and skills rank higher than the ability of students to reflect upon their work. We are implementing new strategies to improve student self-reflection, oral interpretation, use of art terminology, and communication skills as a result of assessment of this pattern.
2. **PSLO Assessment:** As a result of the Art Department's formalized group assessment of the Annual Skyline Student Art Exhibition in the Art Gallery in the spring of 2017, we reflected on program learning outcomes and formed the following action plans: Increasing use of group projects in classes, improving sculpture class offerings, incorporating sustainability and social justice themes into class projects, working to make materials and textbooks more accessible through adoption of OER resources and in-class provided materials.
3. **Technology:** There is a need to have dedicated computer access for all studio art classrooms. With increasing need for computers and programs such as canvas and the Adobe Suite to deliver and support course information we have equity concerns with students that are economically disadvantaged. As new practices and equipment require complimentary technological tools, these tools need to be implemented in the art studios as they are used for hands on application in the classroom in addition to research.

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.

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.

Evidentiary Documents [Art PSLO 2018AP .pdf](#)**Associated Objectives** [431-Current Technologies for most relevant and engaging teaching practices and student learning outcomes:](#) [430-Skyline Promise Making Studio Art classes more affordable for students by providing more small tools/equipment](#)

III.A. Reflection: Considering Key Findings

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.

Narrative

Strengths:

The Art Program offers a strong foundation and clear pathway for Art majors. Additionally, 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. Furthermore, a variety of Art History courses are offered that meet the Ethnic and Cultural Diversity Associate Degree requirement. All studio art courses are CSU and UC transferable. As active art professionals, knowledge of current trends and practices are a hallmark of the art faculty and ensures that the curriculum is relevant and current for students. The Art Department meets course, program, and institutional learning outcomes and continues to improve upon applicable assessment processes.






Issues:

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

- **Lab Technicians:** Qualified art lab technicians are common practice and essential in college art departments 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, 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 personnel.
- **Facilities:** In addition to an insufficient number of art labs, the current studio art labs are inadequate according to: art studio design standards, workspace to ensure student safety and best art practices, 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 student's access to labs to complete assignments and TBA requirements. Studio art courses require extensive set-up and take-down time in order to create a learning environment that supports our course SLO and learning objectives. Faculty are unable to do this because of back-to-back scheduling of lab spaces.

- Technology: All studio art labs need embedded “smart classroom” capability with projection and sound, so that both audio and video are available. Lighting conditions in the classroom are problematic which prevents accurate color rendering. High lumen output projection systems are necessary for art instruction.
- Pedagogy: Room design for Art History courses should include the ability to accommodate various teaching pedagogies including both lecture and active learning practices.

Associated Objectives

-  488-Art dept. Marketing-Community Outreach equipment and materials
-  431-Current Technologies for most relevant and engaging teaching practices and student learning outcomes:
-  479-Equipment needed for our Oceana High School studio arts relocation
-  429-Health and Safety in Studio Art Labs Equipment Maintenance
-  430-Skyline Promise Making Studio Art classes more affordable for students by providing more small tools/equipment

III.B. Reflection: ISLOs

If your 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.

Narrative

Two fulltime art faculty participated in the assessment of the ISLO for Lifelong Wellness in the Fall of 2017. Faculty assessed studio art projects that investigated: Personal Development: Self- awareness, Resilience: Effort, Resilience: Persistence, Resilience: Challenges, and Lifelong Learning Behaviors.

For the 2-D Painting studio courses, Paul Bridenbaugh assessed a verbal critique presentation performance over the span of the semester where students were asked to critique their own and classmates artworks verbally in a group setting using ISLO rubric categories. The results were that over 85% of students scored proficiency or high proficiency.

For the ceramic 3-D studio art classes, Tiffany Schmierer assessed the midterm and final artwork presentations and reflection sheets, comparing the two using the ISLO rubric. The results were that over 85% scored proficiency or high proficiency.

We are demonstrating that art courses mapped to the Lifelong Wellness ISLO are meeting the criteria.

Associated Objectives
 431-Current Technologies for most relevant and engaging teaching practices and student learning outcomes:

IV.A. Strategy for Program Enhancement: Continuation/Modification

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.

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 for 3-D, 2-D, and digital labs 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)
- Embedded technology for student use in all classroom to include: Computers, tablets, printers, and appropriate software

3. Curriculum Development:

- Further diversify our Art History curriculum by increasing Art History online and hybrid offerings, and the development of an Introduction to Islamic Art to integrate with the Art History AA-T and the newly developed Social Justice program.
- Continue to: expand and enhance the digital arts with new course offerings, equipment, and lab improvements.

- Continue to new online and hybrid courses including: Typography, Web Design 1, and Introduction to Digital Art
- 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).
- Continue to update our course outlines to include the required the C-ID course descriptors for approval in our transfer degrees.
- Development of certificate to meet CTE goals including: Web Design, Graphic Design, UI/UX Design, and Ceramics

4. **Skyline Promise:**

- Art Department faculty are actively involved in Skyline Promise Initiative. In support of the initiative art faculty are serving on redesign Inquiry Teams and Work Groups, Communities of Practice, and the Design Team.
- 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. An example of this is collaborated funding with CIPHER for materials fees for the newly offered mural and street painting course. This effort is in alignment with other programs such as OER adoption and textbook rental 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 continues to provide enriching art educational experiences for the campus and surrounding community.
- Continue to organize and participate in community art events such as: San Bruno City Festival, Daly City Art Council events, Empty Bowls fundraiser, Rock the School Bells, California Clay Conference, Sanchez Art Center, Western Artist Society Gallery, Student volunteer 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 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. Recent exhibitions: Low Ride Worldwide in collaboration with Sin Nombre Car Club, Breaching Walls Real and Imaginary (Latino heritage exhibition), and Holding the Center (an exhibition focused on Bay Area women artists).

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 and facilities 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.

Associated Objectives

-  [488-Art dept. Marketing-Community Outreach equipment and materials](#)
-  [431-Current Technologies for most relevant and engaging teaching practices and student learning outcomes:](#)
-  [479-Equipment needed for our Oceana High School studio arts relocation](#)
-  [429-Health and Safety in Studio Art Labs Equipment Maintenance](#)
-  [430-Skyline Promise Making Studio Art classes more affordable for students by providing more small tools/equipment](#)








IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

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. Institutional Goals.

Narrative

Associated Objectives
<ul style="list-style-type: none">  488-Art dept. Marketing-Community Outreach equipment and materials  431-Current Technologies for most relevant and engaging teaching practices and student learning outcomes:  479-Equipment needed for our Oceana High School studio arts relocation  429-Health and Safety in Studio Art Labs Equipment Maintenance  430-Skyline Promise Making Studio Art classes more affordable for students by providing more small tools/equipment  426-Studio Art Lab Technician
<ul style="list-style-type: none">  Budget and Objectives of Art/Film Department

Objectives of Art/Film Department

Planning Year: 2018-2019

Planning Year: 2018-2019

Unit Code	Planning Unit	Unit Manager
2418ARTX01	Art/Film	Schmierer, Tiffany

Objective Status: New/In Progress

426 Studio Art Lab Technician

Position Title Studio Art: Laboratory/Studio Technician
Department Social Science / Creative Arts Skyline
Percentage of Full Time 100%
FLSA Non-Exempt (accrues overtime)
Months per Year 12
Position Type: Classified Positions

Justification: The Department requests that art lab technicians be hired to support 3-D/Ceramics and 2-D/Digital Art. Qualified art lab technicians are considered indispensable in college-level art departments, and their employment is common practice in most such departments, as exemplified by CSM and many others.

Technicians support student safety and learning in the classroom through instructional support, management of hazardous materials and waste, oversight and operation of specialized equipment to ensure consistent safe operation, and studio management. Currently, volunteers and student assistants are used to address some of these needs- but this practice is not sustainable; instead, qualified art lab technicians should be supervising those volunteers. Additionally, it will be necessary to include office space for technicians in the new creative arts building since they, like their counterparts in scientific labs, are key members of the instructional team who require supporting infrastructure and special consideration.

We have been requesting technicians in our AP for many years, but it has now become essential to hire them. These technicians will be vital during the off-campus swing space period to supervise TBA labs, manage equipment and materials, provide HAZMAT support, and assist instructors with lab security and access, as we anticipate less campus facilities presence.

429 Health and Safety in Studio Art Labs_Equipment Maintenance

Maintain current art equipment by replacing parts that are worn out. This keeps equipment operational and safe, and allows students to meet studio art course program and course level learning outcomes and objectives.

430 Skyline Promise_Making Studio Art classes more affordable for students by providing more small tools/equipment

- 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 OER adoption and textbook rental in support of the Skyline Promise.

431 Current Technologies for most relevant and engaging teaching practices and student learning outcomes:

There is a need to have dedicated computer access for all studio art classrooms. With increasing need for computers and programs such as canvas and the Adobe Suite to deliver and support course information we have equity concerns with students that are economically disadvantaged. As new practices and equipment require complimentary technological tools, these tools need to be implemented in the art studios as they are used for hands on application in the classroom in addition to research.

- Embedded technology for student use in all classroom to include: Computers, tablets, printers, and appropriate software.

As we prepare for e-portfolio adoption in studio art course in the next year or so, there is a need for portable photo set-ups for professional quality images of artworks.

479 Equipment needed for our Oceana High School studio arts relocation

We have some equipment needs for our relocations to Oceana High School. The studio spaces are smaller and the configurations are different than our present set-up. Modifications for some larger equipment needs to be made, to allow for safe use in the smaller spaces while continuing to meet our objectives during the transition period.

488 Art dept. Marketing-Community Outreach equipment and materials

The Art department will be going through a period of transition as we move to Oceana High School for several years during the construction of the new building 1. Strong marketing will be an essential way that we can be sure that our program stays strong and visible while off campus.
