

2019-20 Art and Film Annual Program Plan

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 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 is complimented by the film theory and appreciation class offerings and 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.

Associated Objectives

[1089-Full-Time Tenure Track Art History Faculty Hire_Replacement Position](#)

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 full-time Art program faculty including:

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

We meet monthly and as needed 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 our Annual Plan Narrative and upcoming actions based on data and outcomes.
3. Coordinate and Plan for program and building resource needs.
4. Work collaboratively on the college-wide redesign teams.
5. Work on new and modified course and degree curriculum.

The full-time Art Faculty also meet with the adjunct faculty including:

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
Sara Taborga, Adjunct Faculty in Film
Sean Uyehara, Adjunct Faculty in Film

We meet 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.

Associated Objectives

[1089-Full-Time Tenure Track Art History Faculty Hire_Replacement Position](#)

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

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 studio art labs, increased support personnel, upgraded equipment, and new technologies. Since the last CPR, the Art Program has:

1. Achieved the hiring of a studio lab technician: keeping with best standard practices for art studio maintenance and safety. This is currently only a temporary position that we need to make permanent and full-time.
2. Achieved some upgrades to facilities, including electrical upgrades in the sculpture and ceramics studio art labs. A dedicated studio art lab area for ceramics lab pottery wheels that face each other for interactive learning and best practices and a dedicated room for ceramic glaze materials with increased fine particle ventilation. Increased the square footage by approximately 30% by combining two adjacent classrooms. New lab sink and clay trap in ceramics lab.
3. Achieved acquisition of tools and equipment for studio art media: extruders, shelving, carts, and tables for the ceramics. Achieved upgrades in furniture: toolboxes and storage racks in sculpture lab, and rolling shelves and work tables 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:

1. Hiring of permanent full-time studio lab technician: keeping with best standard practices for art studio maintenance and safety. We have a temporary position that needs to be made permanent.
2. An increase in the number and size of studio art labs, including an additional studio for printmaking and design.
3. A proposed relocation of the photography studio art lab from building 2 to building 1 will result in a major reduction of space. In the required move we are not achieving equitable space, in fact we are losing roughly 2/3 of darkroom capacity and losing faculty office space. This will also result in a loss of critical storage space for work and supplies.
4. A solely dedicated digital studio art lab that integrates with all studio art disciplines and 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.
5. 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/welding 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. - Upgraded and accessible eyewash/chemical wash stations. 6. Ceramics Studio lab improvements requested but not achieved: - The creation of a ceramics kiln garage that provides for student accessibility and teaching, equipment protection, and best ventilation standards. - A Smart Classroom setup in every lab and lecture room. 7. Drawing Studio lab improvements requested but not achieved: - A Smart Classroom setup. - Ventilation upgrades. - Upgraded lighting. - Increased storage. - Eyewash stations 8. 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. - Eyewash stations. 9. 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 studio art lab re-configurations that impact the health and safety of students and faculty. 10. Art Gallery improvements requested but not achieved: - Fully functional professional LED gallery lighting - A Smart Classroom setup. - Artwork storage. - Accessible phone. - An art prep and clean-up sink. Currently the restroom is used for this purpose. - A separate office space that is a fully functional office. - Technology: a computer, printer, short throw projector, and large flat screen monitors. - Visibility: improved signage and a glass door entrance. - Improved marketing: increased signage including sandwich boards, and website support for the gallery. - A dedicated annual budget. - A solely dedicated expanded gallery director position. 11. A dedicated 2D Design Studio that would provide the following improvements has been requested but not achieved: - Dedicated space to fully implement a design curriculum per best practices exemplified by our transfer institutions. - A Design Fab Lab with 3D printers, scanners, tablets, and other equipment. - 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: 1. Achieved secured funding via a PIF grant for providing required art supplies, in collaboration with Guardian Scholars, to students with financial need. 2. 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. 3. Achieved expanded Art Gallery exhibitions that promote

marginalized artists and cultures, and highlight cultural and social justice issues. 4. 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: 1. 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. 2. 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. 3. Achieved enhanced engagement with Skyline students through art clubs, including Photography and Ceramics. 4. 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. 5. Achieved development of school-wide events, including: panel discussions, artist workshops, visiting artist demonstrations and lectures, and a biennial Empty Bowls fundraiser project. 6. Achieved diverse, museum-quality art gallery exhibition presentations such as: Skyline College 50th Anniversary Exhibition featuring graphic design materials, artifacts, and artworks from past art gallery exhibitions going back to 1960; Christopher Burch, exhibition, workshops, and mural by St. Louis based artist featuring an installation of drawings, paintings, sculpture and mixed media works that explore personal myth making and reimagining of personal identity; Tropeycalia Club, an exhibition of Filipino and Cuban artists investigating cultural tropes and clichés; 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, and more. 7. Achieved increased regular and ongoing marketing with MCPR: Sandwich Boards Advertisements in key locations to promote gallery exhibitions and art events; and Marketing posters and flyers. Not achieved: 1. Art program webpage improvements, we are in the planning stages and anticipate updates this year. Improved marketing and visibility for the Art Program, Art Gallery, and accompanying art and cultural events. More off campus advertisement to specifically target the local community.

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: 1. 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.) 2. Achieved sequencing of Art and Art History courses to provide students a guided pathway through Art Program degrees and certificates. 3. Achieved banking and deletion of courses that are no longer meeting program needs. 4. Achieved alignment of the Art AA and Art AA-T for better flexibility and pathway structure. 5. Achieved expansion of the studio art GE offerings for UC and CSU for non-art majors. Not achieved: 1. approval of new CTE certificates: Web Design, Graphic Design, and Ceramics. These certificates have not yet achieved final State approval level due to administrative backlog. These certificates have been approved through the Skyline College Curriculum Committee for over 3 years.

Associated Objectives

[1086-Art Gallery_Equipment Needs](#)

[1078-Ceramics Studio Lab: Equipment Needs](#)

[1087-Drawing and Painting 2D Studio Art Labs_Equipment Needs](#)

[1089-Full-Time Tenure Track Art History Faculty Hire_Replacement Position](#)

[1088-Make Studio Art Laboratory Technician a permanent position](#)

[1083-Printmaking/2D Studio Lab_Equipement Needs](#)

[1085-Sculpture Studio Lab_Equipment Needs](#)

[1072-Upgrades to Building 1 Art Studio Labs and Gallery](#)

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

FACILITIES AND PLANNING: In the last five 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: 1. The hiring of a permanent Dean who is visionary and actively involved in supporting the art program. The Art Program is now looking ahead to developing goals with supportive and stable leadership. 2. The hiring of a temporary Studio Art Lab Technician, allowing us to improve studio health and safety. This needs to be made into a permanent full-time position to ensure continued best health and safety practices in our studios, and provide our students with the appropriate college lab standards. 3. We need to replace our full-time Art History Faculty Art position, as Bridget Fischer is retiring this year. This position covers the core of our GE Art courses and Art History requirements for Art majors. We need to maintain and grow the diversity of offerings, expertise in GE and DE instruction, and ensure a lead on redesign in the Art History curriculum including Thematic GE and e-portfolio. This position was approved, but hiring interrupted by the Coronavirus school impacts. We need to resume this hiring as soon as possible, as it is a key position in the success of our program.

INDUSTRY NEEDS: 1. The Art Program has created new certificates (still awaiting approval), including Graphic Design, Web Design, and Ceramics, to provide students more options for credentials and job opportunities. 2. 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. 3. 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

[1089-Full-Time Tenure Track Art History Faculty Hire_Replacement Position](#)

[1088-Make Studio Art Laboratory Technician a permanent position](#)

[1085-Sculpture Studio Lab_Equipment Needs](#)

[1072-Upgrades to Building 1 Art Studio Labs and Gallery](#)

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

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. We also noticed that we need to focus more on assessing online courses, as the success and retention rates were lower than face to face offerings. - 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. - Improvement Action #2: Including HIPs in Art Program curriculum, such as capstone project and e-portfolio. Begin to plan for this as a department. - 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

PSLO ASSESSMENT: 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. - Strength: Strong overall artwork. Students demonstrated proficiency with many media, and work meets or exceeds college-level standards. - 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. - 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. - Improvement Action #1: 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. - Improvement Action #2: 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.

TECHNOLOGY, RESOURCES, SAFETY, AND EQUITY: 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. - 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 studio art lab. - Improvement Action #2: Make the best materials accessible to all students. 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. - Improvement Action #3: Make Art Program technician position a permanent hire 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. - Improvement Action #4: Increase space for instruction and storage. Having suitable lab space allows for better safety, increases the potential for students to create work on a larger scale with more diverse material techniques, and improves teaching and learning through better studio art lab arrangements. Upgrades to building 1 would allow for an 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. 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.

Associated Objectives

1086-Art Gallery_Equipment Needs

1078-Ceramics Studio Lab: Equipment Needs

1087-Drawing and Painting 2D Studio Art Labs_Equipment Needs

1089-Full-Time Tenure Track Art History Faculty Hire_Replacement Position

1088-Make Studio Art Laboratory Technician a permanent position

1077-Photography Studio Lab: Equipment Needs

1083-Printmaking/2D Studio Lab_Equipement Needs

1085-Sculpture Studio Lab_Equipment Needs

1072-Upgrades to Building 1 Art Studio Labs and Gallery

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: 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 and high impact (HIPS) teaching practices at risk. These include: facilities and infrastructure that do not meet current health and safety standards or ADA requirements, insufficient numbers of studio art labs and appropriate square footage per student in studio art labs, lack of lab tech support, and lack of adequate pedagogical teaching technology in the studio art labs.

1. **FACILITIES:** In addition to an insufficient number of studio 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 studio art labs negatively impacts students' access to studio art 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 we have a temporary studio art lab technician, and that needs to be made into a permanent position. As with chemistry and other science labs, lab technicians are standard 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 studio art labs 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 studio art labs are problematic, as they prevent accurate color rendering that is vital to presentation of artwork images. High-lumen color-accurate projection and sound systems are essential for art instruction. Digital drawing and design tools have become a studio art lab 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. There should be smartboards in every classroom. **Pedagogy:** Room design for Art History courses should include the ability to accommodate various teaching pedagogies including both lecture and active learning practices. Currently, the studio art labs do not have the technologies that are commensurate with HIPS, student safety, and best teaching 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. 1. The Art Program and College now have the opportunity, through rehabilitation of Building 1, 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. 2. The Art Program offers diverse art gallery programming and sponsors exhibitions and workshops by local, regional, national, and internationally-known artists. It hosts community art projects, community events, and fundraising events for social justice and environmental change. There is an opportunity to increase the visibility, access, and institutional support of these offerings by securing dedicated funding, dedicated gallery personnel, and continued marketing support.

Associated Objectives

[1086-Art Gallery_Equipment Needs](#)

[1078-Ceramics Studio Lab: Equipment Needs](#)

[1087-Drawing and Painting 2D Studio Art Labs_Equipment Needs](#)

[1089-Full-Time Tenure Track Art History Faculty Hire_Replacement Position](#)



1088-Make Studio Art Laboratory Technician a permanent position

1077-Photography Studio Lab: Equipment Needs

1083-Printmaking/2D Studio Lab_Equipement Needs

1085-Sculpture Studio Lab_Equipment Needs

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

Four full-time art faculty participated in the assessment of the ISLO for Lifelong Wellness in the Fall of 2019. Faculty assessed studio art projects that investigated: Personal Development: Self-awareness, Resilience: Effort, Resilience: Persistence, Resilience: Challenges, and Lifelong Learning Behaviors. We met as a department to norm using the rubric, using a sequence of 2 projects and sketchbook reflections. The Highest rates for Some to High Proficiency were in Effort and Resilience: Persistence at 84%. Resilience: Challenges and Life Long Learning behaviors were a little lower at 79%. Key questions that we presented at the ISLO Town Hall Forum in Spring 2020: 1. How do we foster resilience in students? - by emphasizing the importance of exploration, play, learning from discovery, the journey and creative process is as important and sometimes more important than the finished project. Discussions on how we measure success-meeting our expectations, others expectations, perfectionism. Challenges and perceived failures can spark new shifts in thinking. - by create a classroom culture where failure, setbacks, and disappointment are an expected and honored as a part of learning. - by emphasizing growth and learning from discoveries, evaluated strengths and improvements from project to project. Include reflections on a group of pieces to build confidence and recognition of growth over time. - by identify student strengths, help students identify positive qualities then works proactively to build upon these strengths, gives your students more opportunities to be successful and build a strong sense of self-worth. - by creating a supportive, constructive classroom atmosphere, that fosters all levels. Have discussions on how the process of putting yourself out there with your art can create fear, fear of failure, rejection, measuring up, comparing to others. 2. How do you foster life-long learning in projects? - by creating a positive learning environment where students have a voice and choice, ensure that all students feel physically and emotionally safe and use collaborative learning strategies to enhance student relationships. Build supportive relationships with students. - by giving students agency over themes and conceptual ideas in the work. Connecting to their interest making projects relevant, connecting to their passions. - by encouraging experimentation, problem-solving technical material limitations, in-progress reflections and group discussions to draw from resources and foster continuous evaluation/adaptability. - by showing a broad range of styles and artistic success expression. 3. Insights on Assessment process - In analyzing our results, we realized that a few classes scored students who missed the project or did not continue class as No/limited proficiency. For more accurate result we should have left these blank, as no projects were assessed. - Evaluating between some proficiency and proficiency

was hard for some. We wondered if decreasing the rubric categories might be more effective in measuring. We did this on our student surveys. - The norming process revealed it is harder to establish the middle criteria, easier to establish High proficiency. Good conversations on how to evaluate and build these skills.

4. Ideas for improvement - Add more specific reflection questions and discussion sessions related to resilience. - Opportunities to connect resilience with personal success, achievement, and positive social change. - Expand discussions about political leaders, scientists, literary figures, innovators, and inventors beyond what they accomplished to the personal strengths they possessed and the hardships they endured and overcame to reach their goals. Help students learn to see themselves and their own strengths through these success stories. -We looked at 2 projects in sequence for growth, resilience, reflection, and lifelong learning behaviors. Might be better to do 3. More of a series, and add in specific resilience questions.

Associated Objectives

[1089-Full-Time Tenure Track Art History Faculty Hire_Replacement Position](#)

[1088-Make Studio Art Laboratory Technician a permanent position](#)

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: **HEALTH AND SAFETY IN THE STUDIO ART LABS:** 1. Convert temporary lab technician position to a permanent position to provide for standard Health and Safety operations, equipment maintenance and operation, and materials safety and hazardous waste. 2. 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. 3. Implement standardized lab and equipment health and safety signage. 4. Acquire lockable storage for materials, tools, equipment, and containment of chemicals/supplies. 5. Acquire necessary equipment to safely move materials and supplies, to prevent injury and HAZMAT incidents. 6. Update and maintain instructional equipment to ensure the most current technology and safety practice. **NEW/CURRENT TECHNOLOGIES FOR THE MOST RELEVANT AND TEACHING PRACTICES AND STUDENT LEARNING OUTCOMES:** 1. Provide professional development for new technologies. 2. Explore, acquire, and implement new technologies (equipment and software). 3. Embed technology for student use in all studio art labs and art history lecture classrooms, including computers, smartboards, tablets, printers, and appropriate software. **CURRICULUM DEVELOPMENT:** 1. Further diversify the Art History curriculum by increasing Art History online and hybrid offerings, and developing diverse art history courses to integrate with the Art History AA-T and the newly developed Social Justice program. 2. Continue to develop new online and hybrid courses. 3. Continue to expand and enhance the digital arts with new course offerings, equipment, and lab improvements. 4. Increase offerings that fulfill GE for Arts and Humanities for CSU and UC. 5. Increase offerings in cross-disciplinary art courses. 6. Work with Dean to get our current CTE certificates approved at state level: Graphic Design, Web Design, Ceramics. 7. Work with College Redesign to align curricula with college initiatives. **SKYLINE PROMISE:** 1. 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. 2. Art Program faculty will continue to work to adapt courses to align with guided course pathways and interdisciplinary themes. 3. Acquire tools for students to use in the studio art labs 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. Work with the bookstore to create pre-packaged art kits for promise scholars. 4. Integrate with the Skyline Promise Scholarship program to provide required art materials for art courses. 5. Maintain OER adoption and textbook rental in support of the Skyline Promise. OUTREACH: 1. Promote Art Program offerings to high schools, Middle College, local communities, and CTE outreach events. 2. Continue to provide enriching art educational experiences for the campus and surrounding community. 3. Continue to organize and participate in community art events such as the San Bruno City Festival, Millbrae City Art Council, 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. 4. Promoting and programming the Art Gallery as both an exhibition space and a cultural center, as a vital asset to the campus and community. 5. 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 Christopher Burch/Maroon Melodies, Skyline College 50th Anniversary Exhibition, and the Art of Palestine. 6. Work with MCPR and the Division Dean to develop and implement a marketing strategy to increase visibility of the Art Program and events.

FACILITIES: 1. 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 studio art labs upgrades that ensure the safest, best-functioning, and most technologically-advanced creative learning environment possible. Continue to plan for a future Fine Arts Building. 2. Acquire a solely-dedicated digital studio art lab 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. 3. 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. - Install industrial multi compartment sinks (like ceramics), With eye wash mounts 4. Ceramics Studio Lab Improvements- acquire the following: - 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. With new garage, replace kilns that have rusted over time. - Install a Smart Classroom setup for maximized student learning, with a Smart whiteboard (Wall mounted large scale touchscreen monitor) - Upgrade 1105-A office in the ceramics lab, new flooring, painting, updated desks and filing cabinet, phone and

internet installation. - Make lab more accessible by purchasing a wheel-chair accessible pottery wheel. 5. Drawing Studio Lab Improvements- acquire the following: - Install a studio ventilation system for student and faculty health and safety. - Remove Asbestos ceiling - Remove existing track unsafe lighting and Install an upgraded lighting system for an improved painting learning environment, with LED track lighting - Install a Smart Classroom setup for maximized student learning, with Smart whiteboard (Wall mounted large scale touchscreen monitor) - Install above sink storage cabinets - Install block out blinds - Redo UV window film - Remove Jewelry benches with gas outlets - Purchase and install dedicated craft/butcher paper roll dispenser for 2 rolls, wall mounted - Remove old under sink Cabinets and sinks - Install industrial multi compartment sinks (like ceramics), with eye wash mounts - Install over sink cabinets - Remove White Board and install full wall lockable cabinet system - Increase storage for materials and student work, with increased lockable cabinet space and storage rooms. - Paint room 6. Painting/Printmaking 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, LED Track lighting - 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, with Smart whiteboard (Wall mounted large scale touchscreen monitor) - Install industrial multi compartment sinks (like ceramics), with eye wash mounts - Remove painting storage in new prop room (1-302) and install new cabinet system for props - Remove current painting rack in classroom (1-303) - Purchase and install dedicated craft/butcher paper roll dispenser for 2 rolls, wall mounted - Remove white board and install entire wall self-healing pinable surface for art critiques - Install block out blinds - Painting Easel Storage System - Redo UV window film - 35 Compacted chairs that can be put on movable racks - New compact tables with wheels to replace current tables - Paint Room 7. 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. - A quality reception desk and chair will significantly improve the appearance and functionality of the gallery. The gallery is a significant community facing venue for the college and its appearance has an impact on visitor's view of the college. - Art Storage- Custom built racks: Gallery Backroom is needed- there are currently no storage racks for artworks and pedestals in the gallery storage area. Custom-built racks to safely store artworks and gallery pedestals are needed. - Attain exhibition technology for the gallery, including a computer, printer, short throw projector, large flat screen monitors, wall mounts for flat screen monitors, and updated gallery sound system. - Increase Gallery visibility with improved signage and a glass door entrance. - Attain a budget for improved marketing: increased signage, sandwich boards, and website support for the gallery. - Institutionalize a

dedicated annual budget for the gallery for operations. - Install a Smart Classroom setup for maximized student learning. - Full lighting system upgrade, replace current system with LED fixtures, electrical system that does not constantly fail, easy to operate light switches located at entrance (ADA compliant) - Lighting in the gallery backroom and two storage rooms is insufficient and contributes to an unsafe work environment. Standard lighting in all work and storage areas should be installed for all backroom areas for safety and functionality. 8. Design Studio- acquire the following: - Acquire rooms 1304 for 2d design art adjacency for reduced photo lab - Design Clean room - Currently this space is being used as a lecture room – it is the only non-art department room on the floor - Instructor office adjacency, needed for HBA, open lab hours, and student access to art equipment during open lab and TBA. - Provide a dedicated space to fully implement a design curriculum per best practices exemplified by our transfer institutions. - Attain a Design Fab Lab with 3-D printers, scanners, tablets, and other equipment. - Install a Smart Classroom setup for maximized student learning, with Smart whiteboard (Wall mounted large scale touchscreen monitor) - Remove Cabinets - Install industrial multi compartment sinks (like ceramics), with eye wash mounts - Paint Room 9. Photography Studio Lab- ensure the following in new location: - ADA compliant darkroom - Photography Lecture/Dry lab space - Photography space is being reduced and moved into 1-306 and needs the adjacent room 1-304 for lecture - Water resistant floor treatment in darkroom with in-floor drainage - The adjoining wall between 1-305 and 1-306 needs to be modified install an ADA compliant revolving door - Darkroom needs to have one ADA compliant enlarging station - Dedicated darkroom free standing sink with appropriate fume vent and water drainage system - Appropriate electrical circuitry to accommodate multiple enlarging stations and other equipment - Required safe lighting for darkroom - Built in storage cabinetry: chemistry, hazmat waste, and photo equipment - Install self-healing pin up wall for critiques in hall outside 1-305 10. Digital Arts Studio Lab- ensure the following in new location: - The current digital lab does not support student success - 'U' shaped arrangement of Computer stations- 8 on sidewall Left, 12 on back wall, 4 on side wall right. - Cluster of work tables in center of room. - Taller work tables similar to what is in sculpture lab. - Lower conference style tables. As compromise we request purchasing tables/chairs with adjustable height to accommodate both user styles. - Teacher station configured the equivalent as is found in the classroom (room we had meeting) in Building 12 with: podium, doc cam, desk/workstation with computer - 5:1 Audio system. Note: Amplifier located where it will not interfere with teacher work station. - Demo/display wall mounted monitors: (2) 98" mounted on front wall with white board in between, (2) smaller size to fit back wall, (1) Mounted to left side wall (above the 8 computer stations) - Electrical outlets: Adequate easily accessible outlets for students to use to plug in phones, peripheral equipment while working at computer stations. Outlets on front, side and back walls for plugging in printers, scanners and other equipment. Adequate outlet drops from ceiling or up from floor at the center tables locations to plug in printers, scanners, and other

peripherals. - Wifi: At speed fast enough and with adequate bandwidth for multiple users, streaming videos. Student computer workstations should be able to log into wall mounted monitors via wifi to screen/view digital media and digital art projects. - Large capacity shared media drive that is accessible on all workstations. - Small Equipment and Supplies Storage Units: All storage units currently located in 2117B will be needed in new space, and will need to be able to fit into the room layout in bldg. 1. These storage units store ink cartridges, printing paper, headphones, Wacom tablets, vinyl rolls, and other gear. 11. Necessary Additional Classroom Needed: - We have identified that room 1-304 would provide a clean space necessary for courses such as Design, Photography Lecture - Additionally, this room would alleviate the impact of instructors having to set up and take down for different disciplines - The adjacency would comply with TBA requirements and provide students more access to open studios - Provide a dedicated space to fully implement a printmaking, design, and photography curriculum per best practices exemplified by our transfer institutions. 12. Necessary Adjacent Additional Faculty Offices Needed: - The adjacency would comply with TBA requirements and provide students more access to open studios - Faculty in proximity to the courses they teach for improved student accessibility and safety.

Associated Objectives

[1086-Art Gallery_Equipment Needs](#)

[1078-Ceramics Studio Lab: Equipment Needs](#)

[1087-Drawing and Painting 2D Studio Art Labs_Equipment Needs](#)

[1089-Full-Time Tenure Track Art History Faculty Hire_Replacement Position](#)

[1088-Make Studio Art Laboratory Technician a permanent position](#)

[1077-Photography Studio Lab: Equipment Needs](#)

[1083-Printmaking/2D Studio Lab_Equipement Needs](#)

[1085-Sculpture Studio Lab_Equipment Needs](#)

[1072-Upgrades to Building 1 Art Studio Labs and Gallery](#)

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. Need help? Contact the PRIE Office for further instructions.

Narrative

Associated Objectives

[1086-Art Gallery_Equipment Needs](#)

[1078-Ceramics Studio Lab: Equipment Needs](#)

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[1085-Sculpture Studio Lab_Equipment Needs](#)

[1072-Upgrades to Building 1 Art Studio Labs and Gallery](#)

Enhanced Budget with Objectives and Task Detail

[Art and Film Enhanced Budget with Objectives and Task Detail](#)