ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Annual Program Plan to the IPC is March 31. Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

Cañada College

Mission Statement
It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision
Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.

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Document Map:

0)   Key Findings
1)   Planning group
2)   Authors
3)   Program
4)   Responses to previous Annual Program Plan &Review (APP&R)
5)   Curricular Offerings
6)   Program Level Data
7)   Action Plan
8)   Resource Identification

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Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean as an **ATTACHMENT to an e-mail message.**
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Department/Program Title: ART   **Date submitted:**

0. Key Findings: Enrollments in art studio are dropping. The greatest decline is in our older student population. The program continues to attract transfer students, and retention and success levels are very good. The number of younger students is increasing, but not at a rate that offsets the decline in older students. Gradually, this shift may correct itself, as the college commits itself to once again accommodating the greying population in our district.

1. Planning Group (include PT& FT faculty, staff, stakeholders)
        List of names and positions: William Morales, Professor in Studio Art; Denise Erickson, Professor in Art History.

2. Writing Team and Contact Person: William Morales and Denise Erickson.

3. Program Information

   A. Program Personnel
        Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

   FT Faculty
   Denise Erickson, Art History
   Willaim Morales, Studio Art

   PT Faculty
   Elaine Bogdonoff-Ginsberg, Studio Art
   Gerald DeCamp, Studio Art/Photography
   Virgina Bowen, Studio Art, Gallery Mangement
   Andrew Muonio, Studio Art
   John Hays, Studio Art/Animation

   Student Workers
   Marissa Cisneros, Art Department & Gallery Assistant
   Darlene Plesha, Art Department & Gallery Assistant

   B. Program mission and vision
        Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission

and goals. (200 word limit)

The Art Department is committed to providing quality instruction in studio art and art history to the diverse population served by the college. The Art Department focuses on students' personal development and academic success in general, transfer, and career education. Student engagement with the arts is fostered in a supportive environment, which promotes critical thinking and communication skills.

C. Expected Program Student Learning Outcomes

Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and password http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC

List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment tools for each.

> Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat.

Program Student Learning Outcomes (PSLOs)
1.	Demonstrate the creative process; apply critical thinking about the creative process
2.	Describe the roles of creative expression in human cultures
3.	Engage with the arts
4.	Use critical thinking in evaluating works of art in intrinsic terms, expressive content and social context; use the language of the discipline; demonstrate command of critical vocabulary

Assessment The student will assemble a portfolio derived from classwork that supports the following assessments. The portfolio can be discussed with the student in an exit interview or reviewed by an eportfolio assessment team.
Assessment 1 – a creative work, dramatic performance or research paper.
Assessment 2 – essays or research paper
Assessment 3 – event review or field trip report
Assessment 4 – essays, written or verbal critiques, or research paper

PSLO #1 aligns with Art 101, Art 102, Art 103 SLO #3; Art 104 SLOs #2, #4, #5; Art 201, 204, 205, 206, 207, 214, 229, 301, 306, 351, 352 SLO #1, #2; PSLO #2 aligns with Art 101, Art 102, Art 103 SLO #3; Art 104 SLOs #2, #4, #5 PSLO #3 aligns with Art 104 SLOs #2, #4, #5 PSLO #4 aligns with Art 101, Art 102, Art 103 SLOs #1, #2, #3; Art 104 SLOs #2, #4, #5; Art 201, 206, 214, 221, 222, 306, 351, SLO #3; Art 205, SLO #4; Art 301, SLO #2; Art 304, SLO #1

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A reflection component needs to be added to all of the above appropriate assignments, or be included as part of creating the student's e-portfolio.

4. Response to Previous Annual Program Plan & Review

Tool: http://sharepoint.smccd.edu/SiteDirectory/canio/ipc
(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

> Guideline: Original documents can be linked or attached, as needed.

The AA-T for both Art History and Art Studio have been approved by the state.

   The drop in enrollment is in keeping with the college-wide pattern. The declared commitment from the college to restoring the greying population should help increase enrollments (provided we received assistance from the college in reaching out to those students who have been discouraged in recent years).

5. Curricular Offerings *(current state of curriculum and SLOAC)*

All curriculum and SLOAC updates must be completed when planning documents are due.
SLOAC = Student Learning Outcomes Assessment Cycle
Tools: **TracDAT folders in SLOAC** sharepoint http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC
          Curriculum Committee http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/

A. Attach the following TracDat and Curriculum data in the appendix:
   - List courses, SLOs, assessment plans, and results and action plans (attach report from TracDAT folders in SLOAC sharepoint).

     See sharepoint

   - List courses with COR's over 6 years old (attach documents from Curriculum Committee)

     None

B. Identify Patterns of Curriculum Offerings

> Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

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YEAR 1 FALL	YEAR 1 SPRING	YEAR 1 SUMMER
ART 101 Ancient, Classical, and Medieval Art History	ART 101 Ancient, Classical, and Medieval Art History	
ART 102 Late Medieval, Renaissance and Baroqu Art History	ART 102 Late Medieval, Renaissance and Baroqu Art History	
ART 103 18th and 19th Century Art History	ART 103 18th and 19th Century Art History	
ART 104 History of Modern Art	ART 104 History of Modern Art	Art 103
ART 201 Form & Composition		
ART 204 Drawing I (day & eve)	ART 204 Drawing I (day & eve)	ART 204 Drawing I
ART 207 Life Drawing	ART 207 Life Drawing	
ART 214 Color	*ART 301-Two Dimensional Design*	
ART 221 Painting I ART 222 Painting II	ART 221 Painting I ART 222 Painting II	
	ART 304 Gallery Design & Management	
ART 351 Basic Black & White Photography ART 352 Intermediate Black & White Photography	ART 351 Basic Black & White Photography ART 352 Intermediate Black & White Photography	

Year 2 would be the same as above except for the following:
ART 306 Three Dimensional Design would be offered in place of ART 301 Two Dimensional Design.

Studio Art issues: The AA-T in Studio Art was just approved this semester. As the previous year , there was no Studio Art degree listed in the catalog, courses that were not as popular nor part of a certificate or degree program, experienced low enrollments. These courses are ART 201, ART 206, Art 301, and ART 306, which was cancelled this semester due to low enrollment.

ART 210, Drawing for Animation, is moving to the Multimedia Arts Department after this semester. This is a course designed for Multimedia Students and is not a Fine Arts course. It does not articulate with any UC or CSU campuses as an Art, Studio Art, nor Fine Arts course.

6. **Program Level Data**

A. **Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.**
Tool: http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

> Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:
> - Describe trends in the measured parameters.

• Reflect and analyze causes of trends.

The data show a drop in enrollments in the department over the past year or two. We know that this is in Studio Art. Our students consist of:
1) Transfer level non-art students.

These are students taking a studio art course as an elective. The studio art courses do not fulfill General Education requirements in the arts because they are considered primarily "activity courses". These students merely wish to take an art course for enrichment. Drawing I, Painting I, and Form & Composition are the most popular for these students.
2) Returning students, older adults who wish to pursue the learning and practice of studio art but not necessarily interested in getting a degree. The elimination of repeatability has discouraged this segment which at one time was very strong.

3) Studio Art Majors seeking to transfer.

The department has not had an approved Studio Art degree for the past two years until after the beginning of ths semester. This has affected this segment of our population. It should be noted that WebSmart registration requires students to choose a major field of study, but ART and STUDIO ART were not listed as a choice.

[When we introduced the Studio Art AA and Art History AA, our previous Art AA was eliminated. However, the Studio Art AA was not accepted by the State because it included courses that were not articulated as lower division Studio Art courses, and because the changes to the units and how they were comprised (lecture and lab combination) were not the norm. This took time to resolve (as we had no clear precedent). We developed our new AA-T in Studio Art last year and only this semester got it approved.]

4) Students in other majors fulfilling certificate and AA or AS degree requirements.

Several of our studio art courses are part of degrees and certificates in the Multimedia Arts department. We also offer a course, ART 201, Form & Composition, that was a requirement in Interior Design. The Interior Design requirement was removed about 3 years ago so we have been gradually esperiencing the loss of these students in this course.

We continue to enroll MART students, but we are affected if their overall enrollments decrease, as was the case this semester.

B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)
Tool: **TracDAT folders in SLOAC** sharepoint http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC

Guidelines:

- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.
- Explain how changes in community needs, technology, and transfer requirements could affect the Program.

Program Student Learning Outcomes

This is the first year we will be assessing the Program Level Outcomes for art students. At present we are indentifying those students who are Art, Art History or Studio Art majors to assess their portfolios near the end of the semester.

We have not yet implemented eportfolios, so the "portfolios" will be informal. That is, the fulltime faculty will assess appropriate samples of work, writings and artworks, that these students completed in the courses that address the appropriate PLOs.

Transfer Requirements:

The new AA-T degrees have already caused some changes.

The new Studio Art degree has eliminated courses that could not be articulated with CSU's, thereby reducing choices for students and weakening the enrollments of once popular courses. This has affected ART 201, ART 206 and ART 210, which will move to the Multimedia department. It also means we must offer courses that will be difficult to fill because they only appeal to Studio Art majors who need them to transfer, namely ART 301 and ART 306.

- Art History strengthens the liberal arts and social science programs by providing an introduction to many other disciplines such as history, philosophy, and anthropology.
- Art History honors students have an outstanding record of being accepted to present their research projects at the Bay Area Honors Symposium.
- The growth of museum collections in the area (the new Anderson Museum at Stanford and the new Fisher Wing at SFMOMA) offer increasing learning opportunities for students. We will work with these institutions to create partnerships.

C. Other Considerations

7. Action Plan

Include details of planning as a result of reflection, analysis and interpretation of data.

Guidelines:
- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other

measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.
  - > Determine the assessments; set the timeline for tabulating the data and analyzing results.
  - > Describe what you expect to learn from the assessment efforts.

Although we completed the new AA-T in Studio Arts degree last spring, it was only recently approved. Thus, the past year we had no Studio Art degree listed online nor in the catalog. There has been a significant drop in "first-time students" due in large part to this. Students enrolling at Cañada only see that we don't offer a degree in Studio Art.

Plan to help grow the program: In addition to having the Studio Art AA-T listed in the catalog and online, we will be putting more efforts into getting the word out by:
- participating in Majors Day by having faculty attend table with department information
- Presenting our program at the Transfer Parade and other such events
- Adveritsing our courses to students with flyers, ads on the the active screens and on the district and college websites.
- Taking time during our courses to explain the following semester's offering at the appropriate time.
- We are offering the Arts honors as a transferrable class (Art 104) for three units instead of two, which should increase enrollment and strengthen arts honors
- We are developing a Certificate in Art History
- We will be seeking sources of funding to assist our students in attending art museums and performances for the arts honors class, and for all art history classes

8. Resource Identification

A. Faculty and Staff hiring requests

Guidelines:
- Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
- Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

A. Continue with Work-study student worker for Art Gallery. The Art Gallery cannot function without a student worker. The gallery has served to expose the entire college community to the work of important

Bay Area artists. It is also an extremely valuable teaching tool in our department and getting students to experience and evaluate a variety of contemporary artistic expression. At a minimun, we want to continue to keep the gallery open 20 hours a week.

B. Release time for a coordinator for the fine and performing arts is requested. This would support the following wide range of activities:
E-portfolios
- e-portfolios leadership
- e-portfolios tech support

Plannings
- integrated program review (combining the individual program reviews and assessing program level SLOs)
- strategic enrollment planning and promotion
- diversity and community outreach planning
- instructional equipment and building requirements

Administrative coordination
- technology support (TracDat, Curricunet, WebAccess, etc.)
- new curriculum support (for example, a music ensemble course is only one unit and yet requires far more admin work; a coordinator could make up the slack)
- intern
- honors program integration
  - o arts activities outside the classroom for honors students social bonding
  - o honors sections and contracts integration across the arts
- coordinate ENG 100 formal and informal learning communities connected by the arts (creative writing, songwriting, dance, studio arts, theater, etc.)

Public outreach
- website and social media
- theater, gallery, music events promotion
- individual course promotion & recruitment (especially for new classes)
- individual program promotion & recruitment

B. Professional Development needs

Guidelines:
- List faculty and staff professional development activities.

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- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

o Prof. Erickson attended the Humanities West Program with her students, and acquired new insights into "Verdi's Masterwork: Opera and the Birth of Modern Italy", "Constantinople and the Byzantine Millennium", and "Baghdad in It's Golden Age"

o Prof. Erickson attended a conference and saw an exhibition on the "St. Albans Psalter and English Medieval Art" at the Getty Museum, and attended an exhibition of "The Influence of Caravaggio and His Followers" at the Los Angeles County Museum of Art, as well as many exhibitions at museums in the bay area

o Prof. Erickson continues to take students on field trips, using the experience she has gained through these professional development activities

o Prof. Erickson attended a conference at CSU Northridge on "Building Pathways: Alternative Apporaches to General Education", concerning GE Thematic Pathways, to bring this initiative to the college with the possiblility of creating a pathway on Aesthetics and Culture for the art program

o Prof. Erickson is teaching a course at the Cantor Art Center at Stanford University on the National Gallery, Wash. D.C, and a current exhibition of "Intimate Impressionism" at the Fine Arts Museums of San Francisco

o Prof. Erickson taught a course at the University of Santa Clara for the Osher Foundation on the Art of California

o Prof. Erickson plans on attending the Humanities West Program next year

o Prof. Erickson plans on visiting the Jackson Pollock exhibition, the James Ensor exhibition, and the Hudson River Valley School of Painting exhibition in Los Angeles, as well as the major exhibitions at bay area museums next year

o Prof. Erickson has been asked to teach another course at Stanford next year

o Prof. Erickson will pursue the GE Thematic Pathway for Aesthetics and Culture. This will require funding support.

o All of these activities invest in the enrichment of the knowledge and experience Prof. Erickson brings to the content of the art history classes at Canada College

o Prof. Morales continues to pursue his studies of life drawing by hiring models and attending life drawing sessions at the Palo Alto Art Center and the Mission Cultural Center for Latino Arts.

o All the Studio Art intsructors are involved in creating art in their own private studios and exhibiting their work in public venues. Their work in the studio is what gives them fresh insights into the creative working process and problems of artmaking, which is invaluable to our students.

C. Classroom & Instructional Equipment requests

> Guidelines:
> - List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.
> - Explain how it will serve Department/Program/Division/College needs.
> - List the requests (item description, suggested vendor, number of items, and total cost).
> - List special facilities and equipment that you currently use and require.

1. Mini DisplayPort to VGA Adapters (2). $29.00 through the Apple Store but can be found for less. This is to connect MacBook Pro laptops to the projection system used in the art studios. Some instructors with MacBooks have purchased this item for themselves, but not all of them have it. This is also needed if a student wishes to make a presentation from their own laptop and the instructor does not use a MacBook. We would keep one with each of the two projectors we have.

2. Large Face Parts cast from a plasterlike material, used as models or props for drawing in drawing and painting classes.
 Dick Blick Artist Materials, dickblick.com. One each of the Nose, Eye, Mouth, and Ear for a total of four items. $28.89 each.
 These face models are large enough to be viewed from the back of the classroom. They are approximately three times life-size, and matte white in color for even greater visibility.The smooth, sealed surface resists fingerprints and scratches. Cast of white hydrocal, they are more durable than plaster models. Face parts can hang flush on a wall, or sit on a table. These will be very helpful for students learning to draw the human face. They are less expensive than a live model, easier to see and observe closely than a live model from which it is difficult to see such small details, and they can also be used for other classes besides Life Drawing. Plus, since they are white, students can more easily the light and shadow on the forms.

3. Human Hand Stands (2), one holding a cylinder, and one holding a cone, cast in hard plaster from a large male hand. The custom wooden base is removable for multi-angled viewing.
Dick Blick Artist Materials, dickblick.com. $39.95 each.
 As the above face parts, they are models used by students of drawing and painting to study the human hand and can also be used a a prop for any still life assignment.

4. JTL DL-720 Verslight Light Kit with Two E-360 360 watt Monolights; Freesyle Photo, $539.99. Inlcudes two stands, reflectors, bulbs, and umbrellas.
 The strobe light kit will be used by both ART 361 & ART 362 photography students to produce artificial light portraits. We have 2 strobes currently, but a good lighting set up should include at least 4 lights, including a key light, 2 fill lights and a hair light or backlight to create depth in the subject and allow greater creative control.

5. Ilford Multigrade Filter Kit; Freestyle Photo, 2 kits, @ 89.99 each.
    The filters are used in both ART 361 & ART 362 to allow students to print a variey of densities of negatives on variable contrast paper. They will replace some of our worn out filter sets.

6. 2 Holga 120 CFN Plastic Medium Format Cameras with Built-in color flash; 2 @ 39.99 each.
    The Holgas are inexpensive medium format cameras with plastic lenses which can be used by the beginning students in Art 351 to create interesting large format images, serving as an introduction to medium format camera work which is covered in depth in the 352 course. They can also be used by students in the 352 class to create images that are quite distinctive as opposed to a standard amazingly sharp 120 camera.

Item description	Vendor	Item #	Quantity	Price	Total price
Mini DisplayPort to VGA Adapter	Apple Store	MB572Z/B	2	29.00	58.00
Large Face Parts, one each: Ear, Eye, Mouth, Nose	Dick Blick Artist Materials	21609-1124 21609-1121 21609-1123 21609-1122	1 ea, total of 4	28.89	115.56
Hand Stand with Cylinder	Dick Blick	21616-1120	1	39.95	39.95
Hand Stand with Cone	Dick Blick	21616-1125	1	39.95	39.95
Verslight Light Kit	Freestyle Photo	92721	1	539.99	539.99
Ilford Multigrade Filter Kit	Freestyle Photo	762617	2	89.99	179.98
Holga 120 CFN Plastic Medium Format Camera with Built-in color flash	Freestyle Photo	146120	2	39.99	79.98

D. Office of Planning, Research & Student Success requests

Guidelines:
- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Department/Program/Division/College needs.

- We will need funding to support student attendance for Arts Honors events. We have identified a funding source, but we will need funded help for pursuing the grant request.
- It would be very helpful to separate out data for Art Studio and Art History. Although we are a combined program, our students aren't always the same, or have the same patterns. As we try to understand the needs of our majors, this information could be very important. This request was made last year, but we have not received the information.

E. Facilities requests

Guidelines:
- List facilities requests.
- Explain how the requests will serve the Department/Program/Division/College needs.

1. Folding chairs for 3-260. We are still using dilapadated folding chairs that have probalby been in that room since the late 1970's. Because they take up little space and can be easily moved by students, they are preferable to plastic stacking chairs.
2. Three Lightweight Tables (white folding tables) for 3-260. Same situation as per the chairs above.
3. A sturdy doorstop (perhaps a hook and loop type bolted into the wall?) for 3-148. The wood/plastic wedges aren't working, and this is a major problem.