ART PPA 2018
Strategic Initiative Report

Art

Date: 05/21/2018

Strategic Initiative Type: PPA Instructional

Strategic Initiative Description:

Department Information

Overview - Directions

List of Contributors

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Signature of Area Dean/Director

Please type the name of the area Dean/Director and the date they reviewed the rest of the document. They may also use this space to provide optional comments.

Dr. Celine Pinet - 5/21/2018

We appreciate your telling the students about services available to them such as DSPS and the Panther Lab. As well, we appreciate the efforts at telling Arts students (non GE track) about transfer and career opportunities. With the new completion focus from the state level, we will need to use our creative capacity to figure out how to parse through the data to more systematically see to it that students intending to transfer in Fine Arts or to start a career in the field are supported in doing so in a timely manner.
Questions Regarding Degree and Certificate Programs

A.1 Core Outcome I - Completion

Observing the number of students who got Awards in your program(s) using the Program Award Tool, compared to the College historical trends what insights can you share?

Notes: Is your program an awards producer or a “feeder” program? If you have multiple degrees and/or certificates, please analyze and compare the trends among them.

The observations in this PPA may at times seem to vary from the expected conversation. This is due to the relevance or irrelevance of the statistics. Often the statistics are counter to the facts of the classroom, and this is addressed in the answers.

While the art program does offer an AA as well as a certificate, this program is not driven by degree or certificate award. This is primarily a career training/feeder program. This discipline is a “feeder” for other programs and subject applications. For example, several art classes fulfill the humanities transfer and graduation requirement for all students in all other programs. Thus the majority of the students are not necessarily intending to advance to an award in this specific field.

How do you inform potential students about your program? How do students know which courses they should take for your program and in what sequence?

First, we depend on the institution to promote the general enrollment, as we have no budget or staff for advertising. Then, we promote the program through exhibitions of our students work in the community (First Friday Art Walks in Old Town for example) and on campus (Student Center, Seminar Gallery, and Hartnell Gallery). Additionally, students enrolled in art classes are given a preview of the next step in the program, and directed into those classes by the faculty.

A.2 Core Outcome II - Time and Units to Completion

Observing the Time & Units data, what insights do you get from the data in general?

Visual Arts courses are designed to get a student through the awards programs in four semesters. However, like music, a constant redundancy
of practice is at the core of arts training and learning, and many students repeat (when possible) or continue to take other courses beyond four semesters to acquire this necessary experience.

Apart from this, the time and units information indicates what the faculty has observed, as well as what we have been told for many years... that a large number of our students: (A) need remedial course work and extra time to complete programs, (B) work and/or are heads of households and so have limited time each semester for course work, (C) are here for self-enrichment or a single job related course, (D) face language barriers that slow their progress, (E) and that students nation-wide, including those who go directly to four year institutions, are taking longer to complete their degrees.

Observing the Subject Analysis tool, and focusing on the percentage of capacity of your program, is the college offering enough sections or too many sections of the courses in your program?  
Our percentage of capacity is generally good, but could be improved.

The recruitment tools at our disposal are utilized to capacity, and can only be improved with the addition of resources to which we do not currently have access. Additionally, the Visual Art Program can be expanded, however there have been major obstacles in the way. Just as it is with the Photography Program, the most daunting is the acute shortage of qualified and capable adjunct instructors. The only aperient solution is to increase the full time faculty in this area. The other problems involve funding, as an increase in offerings requires an increase in equipment and material funding.

Does the way the courses in your degree and certificate program are scheduled enable students to take courses when they need them, plan their lives around their classes from one term to the next, and complete their program on time? If it does not, are there any obvious fixes?

The current scheduling has stretched our faculty resources to the limit. The capacity of our program can grow only if additional faculty are hired. This would allow us to more fully utilize the facility and increase our scheduling.
How do you work with underprepared students? How do you share the educational resources that are available on campus with all your students? Please give examples of when these resources have worked well and when they have not.

There are few if any on-campus resources for the art related needs of students to be found outside this department. As a result, the faculty dedicates extra time to help those students who need it most. Generic help services such as the Computer Lab, Reading and Writing Labs, or the DSP&S services are promoted to our students in each class. These services do have a positive effect on students, but, other than our anecdotal observations in the classroom, we have no tool to measure their effect.

A.3 Core Outcome III - Transfer

Observing the number of transfer students from the transfer volume data, what insights do you get from the data in general?

While overall transfers in Art have generally fluctuated over the past five years, our transfer rate is heavily influenced by the marginally controllable factors described in the response to question A.2. Because the intentions of students described in A.2 when entering this program are the key, we have little to work with to change our results at this time. This is because we have, over the last forty years been directed to meet the demands of our students, which often do not include transfer, and we have done so.

What interactions do you have with students about transfer options? Please give examples.

Transfer and employment is discussed in the appropriate classes (such as Computer graphics and design classes), on a one-on-one basis, and in general presentations within the discipline. An exhibit of employment tracts is on display in Building J.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in transferring to baccalaureate
degree programs?
In the Visual Art Discipline the skills and knowledge necessary for employment are the same as those needed for transfer, as well as those needed to develop self-supported art careers. Our classes are designed and sequenced to meet these needs. Thus, our learning outcomes are consistent with these goals.

A.4 Core Outcome IV - Employment

Observing the Employment data, what insights do you get from the data in general?

Employment data is misleading when applied to our discipline. The arts apply to all fields and professions in countless ways. A large number of our students are in the arts to apply this knowledge to professions other than direct employment in the arts. The general employment data is not an accurate measure of the employment success of this program. While we do emphasize employment opportunities within the field, most students are interested in the application of art to their particular profession of interest. Most do not expect to acquire employment directly within the arts unless they develop one of the professional or “cottage-industry” branches of art training. As far as I can tell, this is not measured by the employment tool used here.

How and when do you inform students about prospective employment opportunities?

Employment is discussed in appropriate classes, and there is a permanent exhibit of employment in various art fields in the main hallway of the Visual Arts Facility (building J).

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in their future employment?
In the Visual Arts, the knowledge and skill sets necessary for employment are identical to those needed for award and transfer. As a result, the SLO’s are aligned to address and fulfill all of those needs. To describe exactly how this is done would take many, many pages of writing.
A.5 - Recommendations

Reflecting on your observations and analysis from A.1 through A.4, what recommendations do you have for your program?
As has already been mentioned, the art discipline and programs need additional faculty to expand as well as redirect a portion of the overall program into the areas of instruction that have been previously cut from the current program. There is a sizable population of students seen in the art area each semester who express a desire to move their art education in directions beyond the courses we are currently able to offer. We do not have enough faculty to do that, nor have we been able to find adjuncts to fill this need.

Reflecting on your observations and analysis from A.1 through A.4, what commendations do you have for your program?
As was stated in the Photography Program PPA (these are allied programs) this discipline/program has more than met the communities’ demand for basic to mid-level higher education in this field. We have done so with small support from the general fund, while making our fair share of FTES. Our students have gone on to start their own small businesses, transfer to four year institutions, and incorporate art into their professional as well as their personal lives. In the time I have been at this college, the art/photo faculty and staff have elevated the lives of tens of thousands of individuals regardless of program cuts, budget short falls, facility obsolescence, and the sacrifice of personal time and personal moneys which were put back into the school.
Questions About Previous Activities

B - Questions About Previous Activities

Evaluate the success of each completed activity in Section D.1 (Previously Scheduled Activities) from your Spring 2017 PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success?

Course or program changes were not deemed necessary. The STEMArt Program and facility development has progressed well. The primary activity focus of the previous PPA was the need to increase full time faculty in this area. This also was the primary focus of the needs for the photo area. As these two areas are interconnected by both the same facility & faculty/staff participation, this need is of primary importance. As of this writing, regardless of the fact that hiring committees have consistently ranked our needs highly each year, no new faculty hires in the art/photo area have occurred (with the exception of one replacement hire). This area continues to provide quality educational services only thru an increased demand of the time and resources of the current faculty. This effort has become our primary activity.