

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

CURRENT YEAR: 2017-2018

CLUSTER: HUMANITIES

NEXT SCHEDULED CPPR: 2019-20

PROGRAM: ART STUDIO

LAST YEAR CPPR COMPLETED: 2014-15

CURRENT DATE: 3/1/2017

This APPW encompasses the following degrees and/or certificates:

AA Art Studio and AD-T Studio Art

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction.

The program mission and purpose of our program remains strong and unchanged. Our direction, in response to declining enrollments and to further strengthen our program and support our students, has continued to focus on outreach, community involvement, encouraging our students to complete one or more of our degrees and efficiency. In addition, we are increasing efforts to create a sense of engagement and community among our student body, both within and outside the classroom.

Outreach

Gallery:

The gallery continues to be our number one outreach and community involvement tool. In this third year of the Miossi grant, we hired a three-quarter time Gallery Coordinator, Emma Saperstein, who has dramatically increased our outreach and extra events. Since she was hired in July, she has met with the leadership of all major art institutions in San Luis Obispo county, as well as networked with the Santa Cruz Museum of Art and History and the Squire foundation in Santa Barbara. She inherited a wonderful yearlong exhibition schedule curated by David Prochaska and with the assistance of our Fine Arts and Performing Arts Support Coordinator, Nancy Douglas, she has communicated with artists, shippers and overseen publicity. She has overseen the installation and deinstallation of the the exhibits with the assistance of Jules Davis and Dennis Kehoe.

Exhibitions 2016-17

Don Suggs: *Arguing the Landscape*, August 19th – September 16th

<https://www.kcet.org/shows/artbound/arguing-the-landscape-la-artist-don-suggs-interprets-the-american-west>



INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

Eric Beltz: *Chromatose*, September 30th – October 28th

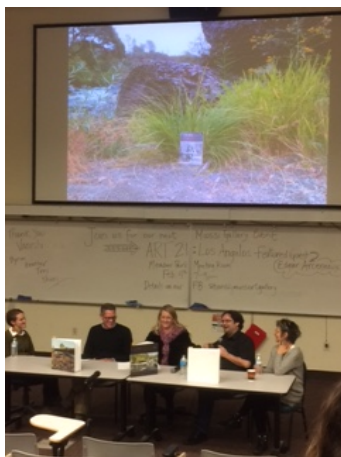


Juan D. Granados: *Pump Series: Parte Dos*, November 4th – December 9th



Juan talking with students from Paso and John Muir High Schools

Vanished, January 19th – February 16th



Vanished: Panel discussion

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

Irene Hardwicke Oliveiri, February 24th – March 24th



Annual Juried Student Exhibition, April 14th – May 12th

Fine Arts Open House and “Small Works” faculty exhibition in Wicked Step Gallery Friday, April 14th, 3-5:00pm

RIVET: an exploration of women in trade, June 16th – July 29th

Extra Gallery Events

Gallery Reception in conjunction with the Barbarian Nurseries “Book of the Year” event (March 2016)

Asmat Drummers from the island of New Guinea in what is now West Papua, Indonesia (July 2016)



These drummers came to the Cuesta Arts courtyard to demonstrate the unique drumming that traditionally takes place during the elaborate feasts to bring carvings to life, to embody the deceased and to create balance and harmony among the village and the tribe.

Art 21: Art in the Twenty-First Century is a four-part PBS series and provides unparalleled access to the most innovative artists of our time, revealing how artists engage the culture around them and how art allows viewers to see the world in new ways. For the academic year 2016-

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

17, the gallery host four pre-screenings:

Episode 1: Chicago (Humanities Forum - October)

Episode 2: Mexico City (Morro Bay Library and on campus –November)

Episode 4: Vancouver (Left Field gallery, San Luis Obispo and on campus – December)

Episode 3: Los Angeles (Meadow Park and on campus – January) Featured artist, Edgar Arceneaux spoke at the Meadow Park screening.)

Cartoonist Jerry Scott, a co-creator of the nationally syndicated comic strip “Baby Blues,” visited Cuesta College in November to discuss his career path, creative projects and answer questions from the audience.



Fund and Friend Raising event with Juan Granados: gallery talk and ceramic demo (November 2016)



Other Community and Campus Outreach

Printmaking workshops by instructor, Marcia Harvey, offered through Community Programs to give more people the opportunity to make art with traditional printmaking processes. (March, December 2016, and February 2017)

Fieldtrip to Los Angeles Broad Museum (March 2016)

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

Meeting with *Morro Bay Art Association* to seek financial support for our students (March 2016)

Our ceramic students participated in *Empty Bowls* event that raised \$20,000 (March 2016) for the Atascadero homeless shelter and will participate in this event again in 2017. Students and faculty produced and delivered almost 100 handmade ceramic bowls.

Fine Arts Open House (April 2016). Included tours of the classrooms and demonstrations/workshops, "Small Works" exhibition in the Wicked Step Gallery and a brochure that highlighted our faculty and programs.

Faculty Lecture on Iconography at Teotihuacan by Art Historian, Megan Debin (April 2016)

David Prochaska reviewed portfolios for *Cal Poly* seniors (Spring 2016). This contact encourages dialogue with Cal Poly faculty, gives us a chance to see the work coming out of Cal Poly and helps us prepare our students for transfer by advising them on the type of work Cal Poly values.

David Prochaska curated and installed three exhibitions in the Harold J. Miossi Gallery (Spring 2016). These exhibitions included works by artist Robbie Conal, Camille Rose Garcia and the Annual Student exhibition.

Jarred Pfeiffer was the juror for the Cambria Fall Juried show in October, 2016 handing out \$1,000 in awards.

Jarred Pfeiffer was a guest artist at Ventura College February, 2017. He gave two days of demonstrations and an artist lecture.

Jarred Pfeiffer gave an artist lecture and demonstration at the San Luis Museum of Art in September for their lunch art series.

Advisory Committee for Graphics (May and October 2016)

Commencement Party by the Gallery (May 2016)

Fourth Annual Clay Stomp, 200 participants from Cuesta College and the surrounding community. The sandwich shop, Mr. Pickles, donated sub sandwiches for the participants. KSBY covered the event on the evening news (September 2016)

David *juried an exhibition by the SLOMA Painters Group* (fall 2016) He took the opportunity at the opening reception to remind the group of all the great exhibitions we have been having at our gallery, and how we would love to see more of them at our openings and artist's talks.

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

Doug Highland worked to have Cuesta College listed on the Society for Photographic Education Master List of colleges offering Photography Area instruction. (Fall 2016)

The Super Short, Something Something, Mumble Mumble Homemade *Film Festival*
https://www.youtube.com/playlist?list=PLmQCzLtXd7d8O_KnVgs1G8ms-djg0qVd7 (September 2016)

Student Outreach:

Connect@Cuesta event (four faculty attended, August 2016)

Promise Day (Three faculty and Division Assistant) Ceramic instructor, Jarred Pfieffer, brought a potter's wheel and a student who threw pots and talked to promise students (October 2016)

Special Events for Students:

California College of the Arts (Oakland) presented on campus (April 2016)

Megan Debin took students for a European Art study abroad trip (Summer 2016)

David Prochaska took a bus full of students to the LACMA Museum in Los Angeles (Spring 2016)

Art Center and Kansas City visited Portfolio class (Fall 2016)

Art 293: Portfolio Presentation class was visited by representatives from prospective several prospective 4 yr. schools. These included Art Center College of Design, Kansas City Art Institute, and Gnomon School of Visual Effects Games & Animation. (Fall 2016)

Pop-up Idea Lounge. First event was a performance piece by Marcia Harvey and family (December 2016)

Doug Highland hosted a demonstration day from Lighting manufacturer Pro Foto, camera manufacturer Phase One, and Software maker Capture One. Students from Art 252 Photographic Lighting participated in the hands on event which covered professional photographic workflow from capture to final edits. (Spring 2017).

Art After Dark: faculty and students meet downtown to view current exhibitions in San Luis Obispo (first Friday of the month 2016-17)

Gallery coordinator, Emma Saperstein, will jury the student exhibition at Santa Barbara City College in March.

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review? **No**

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

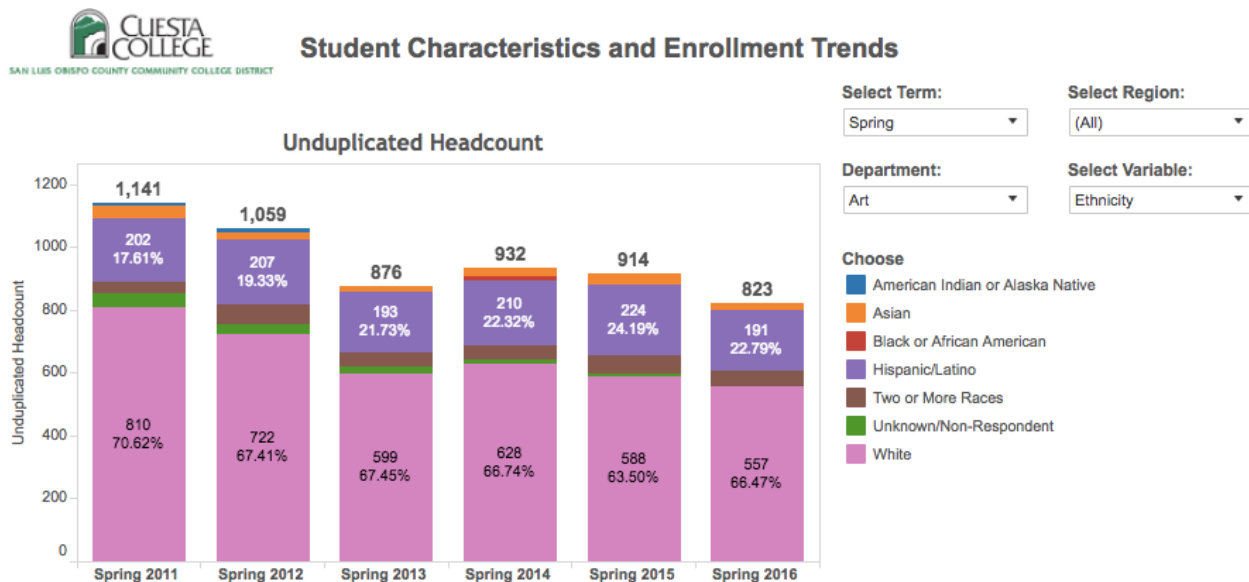
General Enrollment (Insert Aggregated Data Chart)

Disaggregated Enrollment Data (review analytically to determine if different populations are impacted)



As we cut classes to increase efficiency, and given the decrease in enrollment district wide, we expect to see declining enrollments in our program. We are hoping to counteract the decline with dual enrollment in the areas of Graphics, specifically Art 256, and possibly Digital Photography, Art 249.

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018



Student ethnicity in Fine Arts parallels the college and community at large. Our program welcomes diversity and provides representation of multiple voices through our gallery exhibitions and programing and our classroom presentations and dialogue.

The disaggregated data show no significant changes with the exception of gender. In the last five years gender distribution has gone from being somewhat equal to an increase in female students (Fall 15: 58.39% and Spring 16: 56.92%)

The ages of students in Fine Arts are predominantly 20-24 (approx. 38%) and under 19 (approx. 37%).

About 40% of our students list an AA as their educational goal and 15-17% list transfer to a four-year institution as the goal.

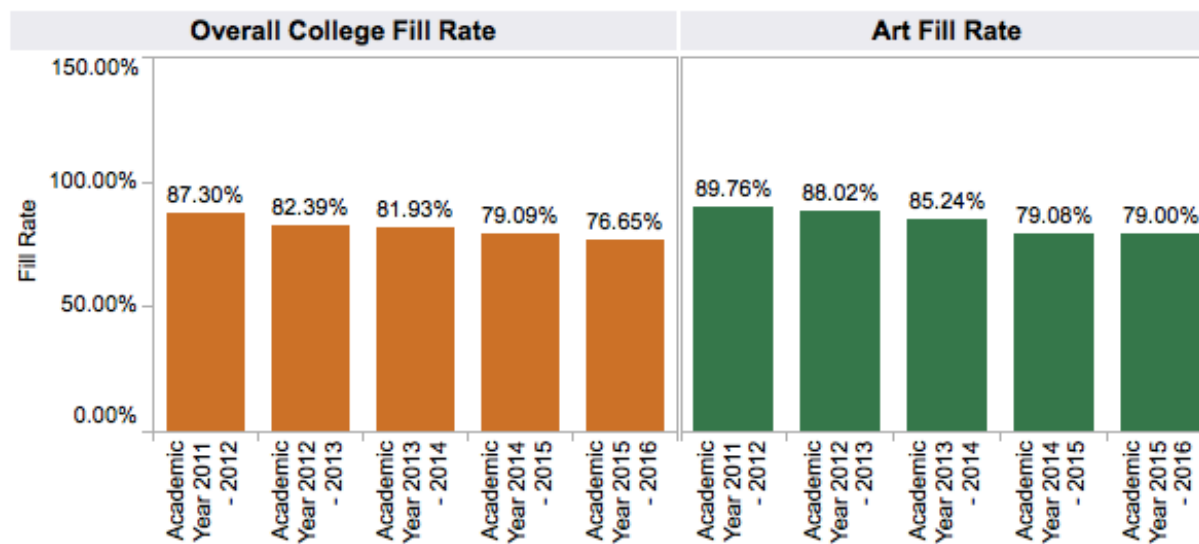
INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

[Disaggregated Student Demand Data](#) (review analytically to determine if different types of courses are impacted)

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Course:



Art fill rates have remained at or above overall college fill rates. We have seen an increase in fill rates for intermediate courses which we believe is due to increased outreach and cross-listing multiple level sections. We have seen a decrease in fill rate in Art History courses. We think the popularity of DE Art Appreciation courses for students fulfilling a general education requirement may be drawing students from face-to-face courses. We have also seen a decrease in Drawing I courses. Some sections fill completely and others are low enrolled. We have cancelled at least one section each semester for the past three semesters. In Spring 2017, we offered two fewer sections and still have two low enrolled sections.

North county fill-rates consistently pull down the overall numbers for Fine Arts, and DE pushes our numbers up. Fill-rates for 2015-16: NCC 54.09%, DE 91.04%, SLO 80.39. Fill-rates on the SLO campus for evening classes were 71.47% and day were 81.70%. In spring 2017, DE Art Appreciation had the highest student demand. Painting I, Digital Photography and Photo Lighting had the highest demand among studio courses.

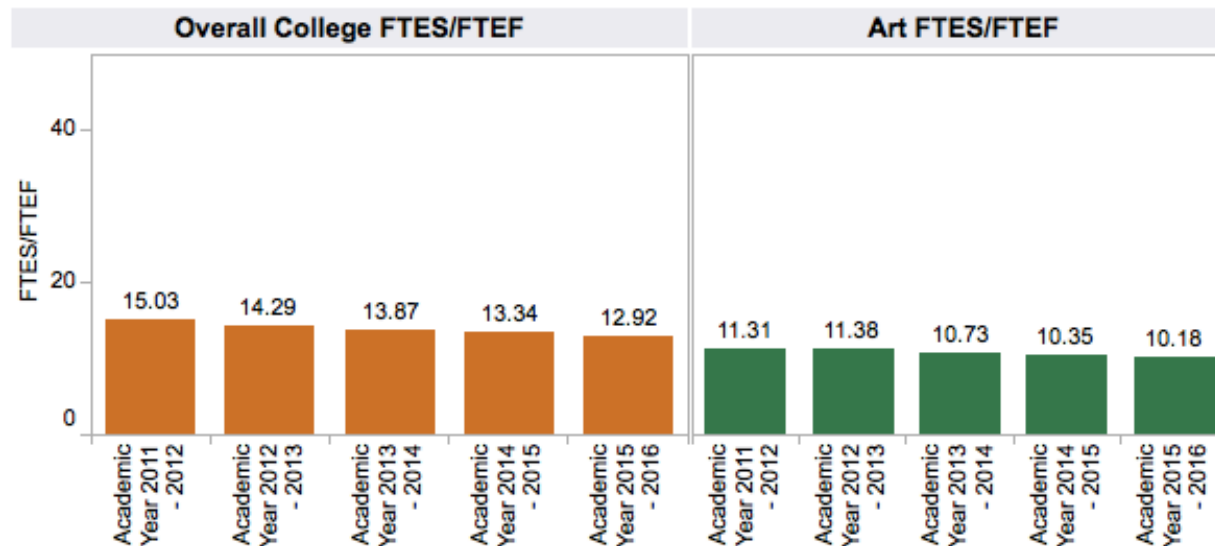
INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

[Disaggregated Efficiency Data](#) (review analytically to determine if different types of courses are impacted)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Course:



Fine Art's efficiency has declined in approximate proportion to the overall college. Fine Arts is working to improve efficiency rates in several ways. We piloted the course cap fast-track form and raised caps for most of our studio courses. Our caps have been changed and approved by the Workload committee, and as of Summer 2017, all will have board approval. Classroom space often limits our enrollment maximums, however, we have worked on increasing enrollment maximums with the acquisition of more equipment and room configurations. As of spring 2017 the following caps or enrollment maximums have increased:

- DE ART 200 (Art Appreciation) cap increase from 30 to 40
- Wet room photography classes (Art 244, 245, 251 and 252) increased enrollment maximum from 16 to 18
- Art 270 (3-D Design) and Art 271 (Sculpture I) increased enrollment maximum from 18 to 20
- Most Graphics courses increased from 18 to 22 (Art 255 and Art 256 increased to 20 and will increase to 22 face-to face and 24 DE in the summer.)

At the census for Spring 2017, these caps increases resulted in approximately 30 additional enrollments.

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

FALL 2016 FTES/FTEF - Dual Enrollment Included								
Division	Actual FTES*	FTES % Change	Actual FTEF**	FTEF % Change	Actual FTES/FTEF	New FTES	New FTEF	New FTES/FTEF
Academic Support/DSPS	4.44	1.0%	0.60	-2.8%	7.40	4.48	0.60	7.47
Biological Sciences	250.54	1.0%	15.30	-2.8%	16.38	253.05	14.87	17.02
Business Education	247.15	1.0%	17.26	-2.8%	14.32	249.62	16.78	14.88
Counseling Services	1.25	1.0%	0.13	-2.8%	9.35	1.26	0.13	9.69
Engineering & Technology	302.41	1.0%	24.91	-2.8%	12.14	305.43	24.22	12.61
English	319.80	1.0%	24.20	-2.8%	13.21	323.00	23.53	13.73
Fine Arts	155.78	1.0%	14.10	-2.8%	11.05	157.34	13.70	11.48

The target for Fines Arts is to increase FTES by 1% and decrease FTEF by 2.8%. We plan to meet these targets with increased caps and maximum enrollments and by not replacing one of our instructors who is retiring and taught a 33% load course.

In Fall 2017, Digital Photography will increase from 16 to 20 when the lab is outfitted with an increase in replace computers. If we fill every additional seat in Fall 2017, we would increase our number of enrollment by seventy-six:

Course(s)	# of sections	Additional seats
DE Art 200	2	20
Art 244 and 245	4	8
Art 249	2 face-to-face and 1 DE	12
DE Art 255 and 256	1 each	12
Graphics (various TBD)	5	20
Art 270 and 271	1 each	4
		Total: 76

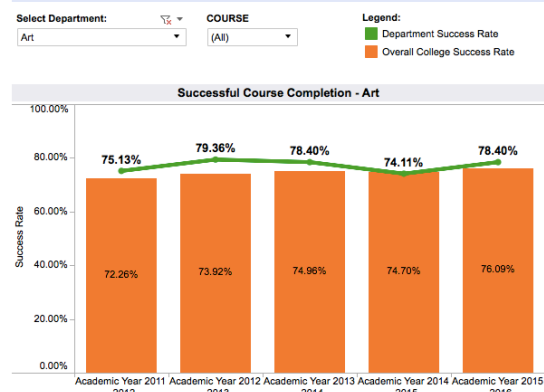
Other strategies include encouraging instructors to add late students, experimenting with optimal times for course offerings, outreach, and offering our classes with lower caps less often. Museum Practices, which requires a small cap due to on-site museum installation, is now offered every other year instead of every year.

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

General Student Success – Course Completion (Insert Aggregated Data Chart)

[Disaggregated Success and Completion Data](#) (review analytically to determine if different populations are impacted)

SLOCCCD Program Review Data: Successful Course Completion

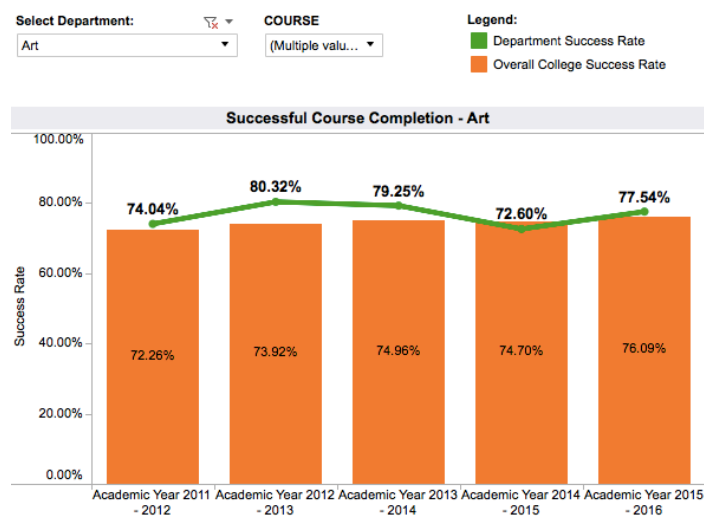


	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Department Success..	75.13%	79.36%	78.40%	74.11%	78.40%
Total Enrollments	2,667	2,433	2,287	2,410	2,265

Art course completion is at or above the overall college levels.

Successful Course Completion for studio courses:

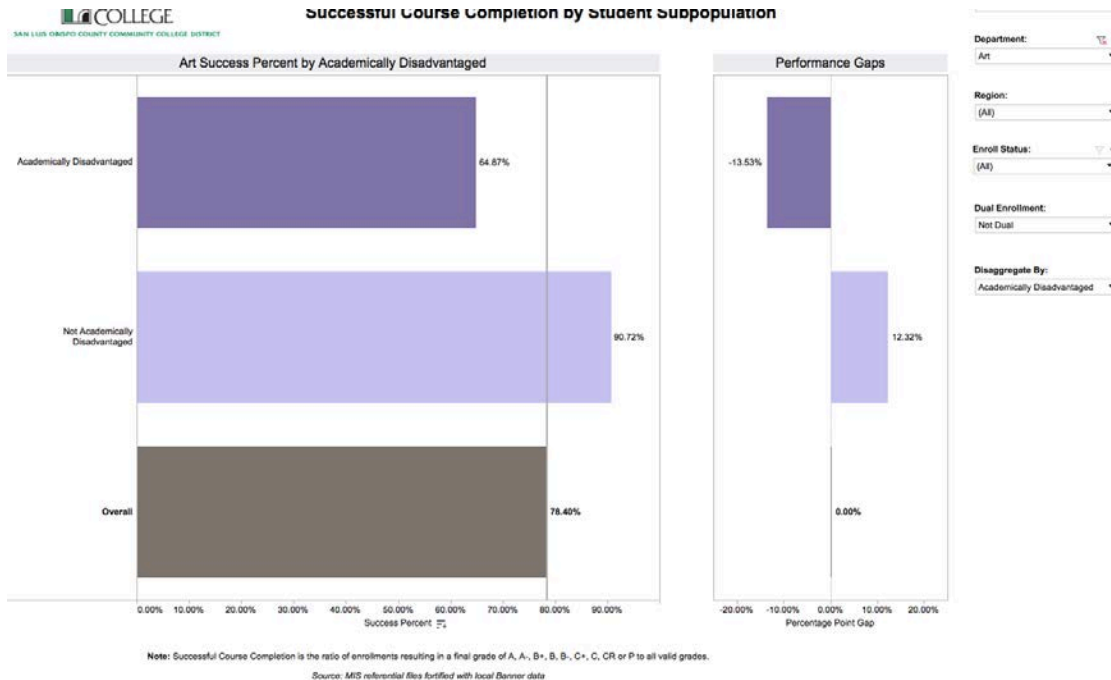
SLOCCCD Program Review Data: Successful Course Completion



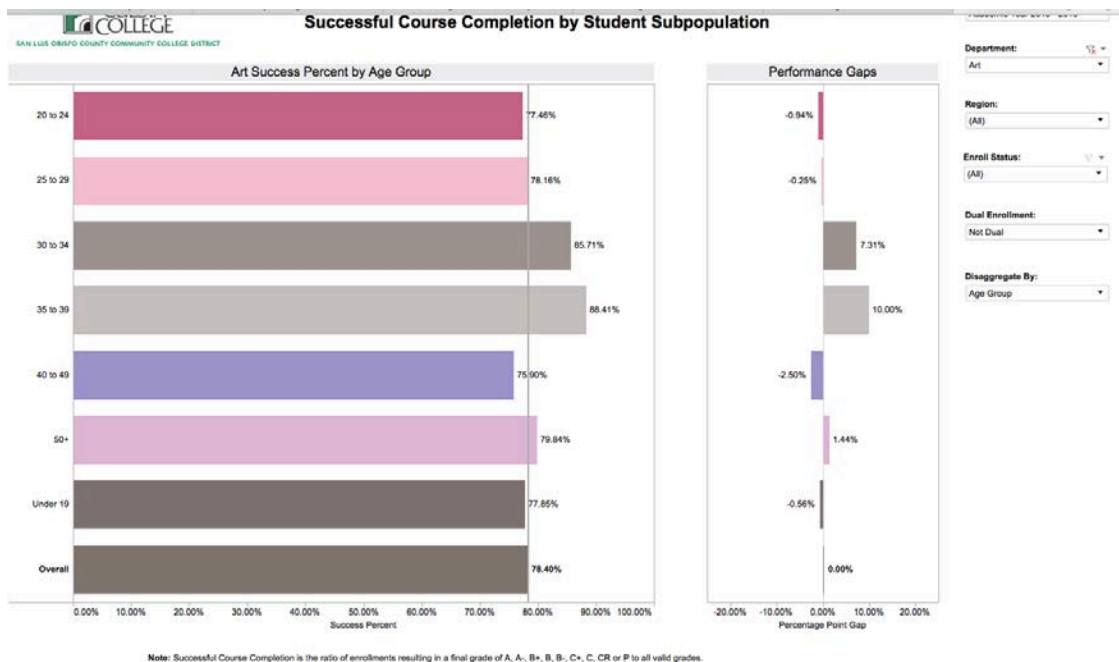
	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Department Success..	74.04%	80.32%	79.25%	72.60%	77.54%
Total Enrollments	1,746	1,627	1,489	1,478	1,426

When art history courses are taken out we see a slight decline in studio art courses for 2014-15, but overall the results are similar.

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

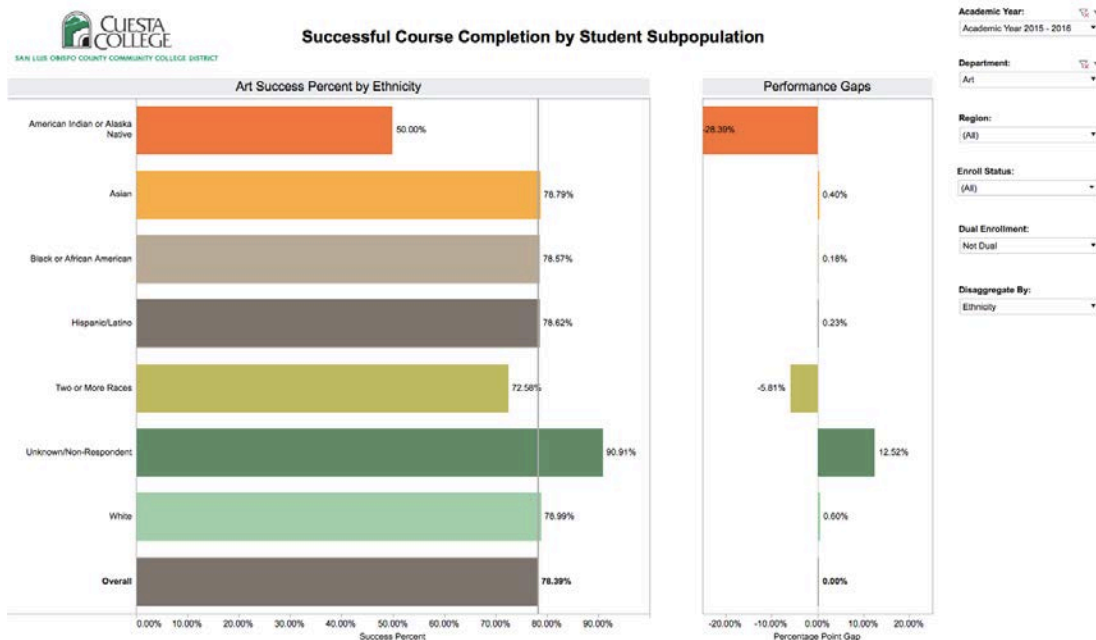


The disparity between academically and non-academically prepared is significant and Fine Arts will explore ways to increase student success. Jarred Pfeiffer and Doug Highland will attend the 2017 faculty retreat on Pathways to Student Success. It is hoped our efforts to build community among art students will also lead to increased success. Fine Arts instructors are encouraged to reach out to students who are struggling or have missed more than one class session. Students are asked to seek additional help in office hours and/or open studio times.



Aggregated data on age indicates we should focus more effort on younger and older students.

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

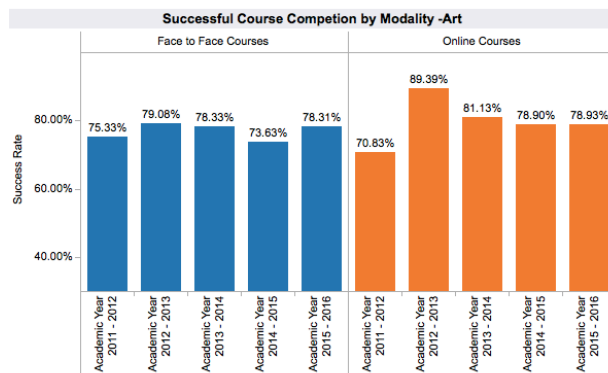


Aggregated data on ethnicity shows significant under performance by American Indian and/or Alaskan Indian, however without exact numbers it is impossible to say if one or two students skewed the data.

Student Success—Course Modality:

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Art
Legend:
Face to Face Courses
Online Courses

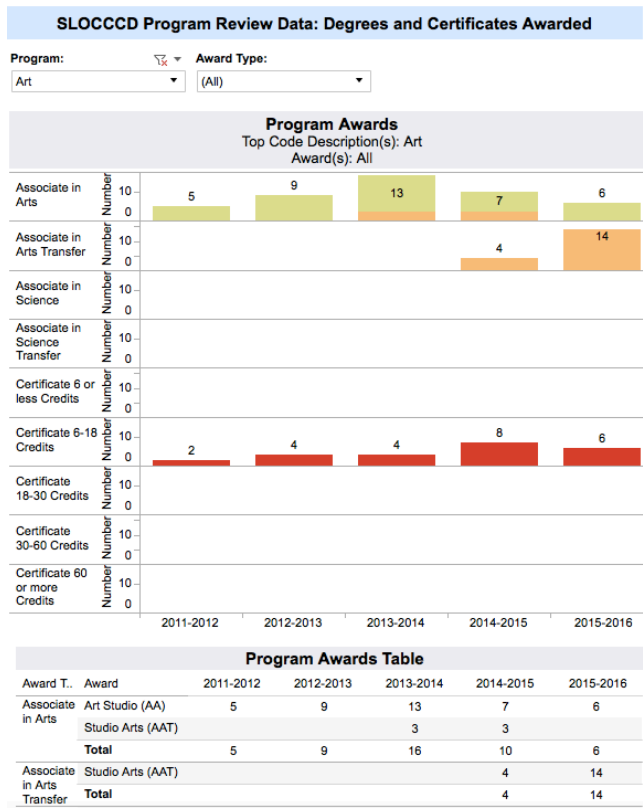


Successful Course Completion by Modality Table - Art

		Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Face to Face Courses	Department Success Rate	75.33%	79.08%	78.33%	73.63%	78.31%
	Total Department Enrollments	2,547	2,367	2,234	2,192	1,946
Online Courses	Department Success Rate	70.83%	89.39%	81.13%	78.90%	78.93%
	Total Department Enrollments	120	66	53	218	319

With the exception of a dip in 2011-12 and a spike in 2012-13 for DE, completion rates for DE and face-to-face have been similar, steady and slightly above the college figures.

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018



Number of degrees earned has generally increased in the last five years with a marked increase (almost double) from 2015 to 2016. The transfer degree appears to be the driving force in the increase, however the AA Art Studio continues to be attractive to a number of students. At the beginning of every semester Fine Arts instructors offer handouts on degree requirements (printed from the online catalogue) and encourage students to talk to them about getting our degrees. The handouts have contact information for the chair and the art liaison counselor, Teri Sherman. We also print copies to use at Outreach events. We will continue to promote our degrees.

In 2016, 71 Cuesta students declared Fine Art as a major.

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

OTHER RELEVANT PROGRAM DATA

Every year we informally track students who have been accepted for transfer or have entered the work place. The list is never complete, but gives some measure of the success of our program:

Fine Arts Transfer Students 2016:

Cotter, Sara – Humboldt State, Fine Arts
Craig, Caroline – Cal Poly SLO, Graphic Design
DeGarza, Maria – CSU Northridge
Dunn, Keegan – Art Center School of Design, Photography
Hamaed, Ahmad – Cal Poly SLO, Art and Design
Jackson, Audrey – CalArts, Fine Arts/Art Education
Krueger, Aaron – Humboldt State, Fine Arts
Leone, Christian – Cal Poly SLO, GRC w/concentration in Web & Digital Media
Maclane, Mary – Art Institute of Chicago (15'-16'), Studio Art. Continuing AA @ Cuesta 16'-17
Mariscal, Stephanie – San Jose State
McDowell, Ramie – CSULB, Art History
McKay, Taylor – Chico
Michaud, Michael – Cal Poly SLO, Graphic Design
Pineda, Yuri – Fullerton State, Animation
Reed, Kirk – Cal Poly SLO, Art and Design
Ross, Alexis – Pratt, NY, MFA Painting
Suarez, Victorio – Cal Poly SLO
Tomasello, Samuel – CSU Bakersfield, Studio Art
Watson, Michelle – Cal Poly SLO, Art and Design
Zsadanyi, Tim – San Jose State, Painting

PROGRAM OUTCOMES ASSESSMENT AND IMPROVEMENTS CHECKLIST AND NARRATIVE

CHECKLIST:

- ☐ SLO assessment cycle calendar is up to date: **Yes**
- ☐ Date SLO assessment cycle calendar was last updated: **Fall 2016**
- ☐ All courses scheduled for assessment have been assessed in eLumen **Yes**
- ☐ Dates of last completed course assessments in eLumen : **Fall 2016**
- ☐ Program Sustainability Plan progress report completed **N/A**

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

Narrative:

Facilities changes based on SLOS and PLOs:

Based on a Program Learning Outcome that require students to demonstrate technical skills and due to the recommended replacement for technology, we have plans to replace the data projector and computers in the Photography classroom and add four additional computers to allow us to increase the enrollment maximum in Digital Photography to from 16 to 20. The project is funded through general fund equipment dollars and Fine Arts rollover funds from 2015-16. We plan to install a new track lighting system in our drawing classroom using general education funds and will continue with Miossi funded improvements to the gallery as needed. Our courses and program all have learning outcomes supported by viewing, discussing and/or writing about art. Current plans call for increasing track lighting in the gallery. These two projects will be completed before the start of the fall 2018 semester.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

- A. New or modified plans for achieving program learning outcomes.

Analysis of Art Studio Program (AA Art Studio and AD-T Studio Art)

Feb. 10, 2017

All of the students in the Portfolio Presentation class (our capstone class for Studio art majors) met the Program Learning Outcomes for Art Studio. Most students solidly met the outcomes, several excelled and a couple only minimally met the outcomes. We have seen some decline in the ability to work with formal elements and integrate form and content since the State ended repeatability of courses a few years ago. We will consider increasing “families of courses”. Ideally, we would not cross-list introductory courses with intermediate courses, as is now our practice, but would instead offer cross-listed intermediate levels. The gallery has been a fabulous resource for students to see professional work and study the way artists use various media, form and content in cohesive bodies of work.

All of the students created portfolios that looked professional in format and included professional written documentation.

The outcome to articulate concepts and processes of art at the college level, including command of basic art vocabulary, was met by all students. Again, some students excelled and a few minimally met the outcome, but overall this group of students was more successful than previous groups. Based on past assessments, studio instructors in Fine Arts have been giving more written assignments that require the use of art vocabulary that is specifically linked to analysis of artworks. We will continue to emphasize essay formats that include appropriate introductions and conclusions.

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

Throughout the Portfolio course students honed their ability to assess professional artistic career and transfer options. Cover letters and resumes documented the success of this outcome.

Overall, our program gives students the opportunity to successfully meet their personal, professional, career and/or transfer goals. Our dedicated teachers, wonderful facilities and excellent support staff work together for student success.

B. Anticipated changes in curriculum, scheduling or delivery modality

We will continue to cut low enrolled courses and trim the schedule as needed to increase efficiency. In Fall 2017, we are down one afternoon Drawing I course and one Intro to Ceramics evening course compared with Fall 2016. We do not anticipate any significant changes in curriculum or delivery modality. We are pursuing dual enrollment for Art 256 and Art 249.

C. Levels, delivery or types of services: None

D. Facilities changes

Safety in the studio classrooms continues to be a high priority. However, this year we removed items from our top ten priority list, not because they are less critical, but because the complexity of funding and required work from Facilities or outside contractors have kept these projects from being funded for years and have prevented other immediate needs from reaching the top ten list. They include:

Lighting in the Ceramics courtyard

Ventilation in the Painting classroom (7125)

A fumigation hood for the Sculpture courtyard patina station

We wish to draw attention to these projects in the event major funding becomes available before the issuance of the last bond, which includes remodels for Fine Art facilities. This narrative and the projects are included in our Resource Plan.

E. Staffing projections

Fine Arts needs a full-time 2-D instructor in North County. We have been down a full-time faculty since a 2014 retirement. The ratio of part-time 2-D faculty and the large number of courses justifies a need in this area, but equally important is the need for someone to oversee the Fine Arts program in North County. A full-time position would increase enrollment, inspire students to get involved in the program, engage in outreach in the North County, establish relationships with the community, bring vitality and new courses to the NCC program and oversee the new facilities coming on line in 2018. We will push for this position through the faculty prioritization process.

INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

F. Other

Our gallery has plans for dynamic and interactive 2017-18 exhibitions and we are forming a Fundraising council to work toward sustainable gallery operations. Fine Arts faculty and staff will continue participating in and creating events to increase enrollment in our program and create interaction among our students and the community. Events include our annual open house and faculty exhibition, workshops, outreach events, and jurying and exhibitions opportunities.