**Annual report submitted to the Program Review Committee on October 31, 2013**

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**Signature of Department Chair/Lead Faculty Member: Signature of Dean/Director/AdministratoOctoberr**

**Data and Analysis: Program Data for Art**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| Enrolled at Census | 2,000 | 2,212 | 1,902 | 1,696 |
| FTES | 339 | 253 | 218 | 215 |
| FTEF30 | 10.0 | 7.0 | 5.7 | 5.1 |
| WSCH/FTEF | 552.8 | 591.8 | 626.7 | 696.0 |
| # of Full-time Faculty | 2.5 | 1.5 | 1.5 | 1.5 |
| Fill Rates | 86.3% | 86.7% | 86.1% | 89.3% |
| Success Rate | 84.0% | 86.4% | 82.0% | 80.5% |
| Retention Rate | 93.4% | 94.5% | 94.1% | 91.1% |
| Fall-to-Spring in Subject | 273 | 287 | 191 | 141 |
| F-to-S Persistence | 48.6% | 43.4% | 30.9% | 25.0% |

***Data Term Definitions*** *available on last page of this report template.*

**Program Data Analysis**

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Data reflects cuts made to scheduling, but fill rates have slightly increased. None of this is unexpected; it’s a natural result of the severe program cuts.

*(Box will explain as needed)*

### Curriculum Data -- Use data from the previous academic year *(Provide Numbers below)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Additions | Revisions | Suspensions | Retirements | Current Total |
| Courses |  |  |  |  | 60 |
| Certificates 18 units or greater |  |  |  |  | 0 |
| Certificates less than 18 units |  |  |  |  | 0 |
| Degrees |  |  |  |  | 1 |

### Curriculum Data Analysis

- This has not changed since last year’s report.

*(Box will explain as neededThis)*

**Program Student Learning Outcomes Data from the Previous Semester *(Provide Number & Percentage below)***

|  |  |
| --- | --- |
| Total number of PSLOs/sections: | 15 |
| Percentage of PSLOs that were fully achieved: | 80 % |

**Department Discussions Regarding SLOs (“Closing the Loop”)**

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Department discussions regarding SLO concerned updating existing curriculum and writing more succinct robust SLOs for future courses.

*(Box will explain as neededDepartment discussions)*

**Progress on 5-year Goals from most recent Program Review.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal | 100%Complete | Partially Complete | Not Started | AbandonedProvide Reason | Comments |
| **Mark One for each 5 year Goal** |
| Hire additional full-time faculty, including a full-time curator/faculty | x❑ | x❑ | ❑ | ❑ | It is in the best interests of both the department and the college to hire more full-time faculty. |
| Increase marketing to attract the Creative Economy student for transfer, career and degree | ❑ | X❑ | ❑ | ❑ | This has begun, but is in the beginning stages. The college and department need to do some serious, deep, long-term marketing. Coastline is still the best kept education secret in OC. Work continues on building an endowment for the Department. |
| Reorganize with the addition of DGA classes into the Visual Art Department | ❑ | ❑ | x❑ | ❑ | This long-standing issue has yet to be resolved. Most colleges either have stand-alone Digital Media Art departments or fold DGA courses using Photoshop and Creative Suite into their Visual Art departments. Art department curriculum currently includes 3 courses; Art 190, Art 205 and Art 212 that employ digital media as art making tools. |
| Write new foundation curriculum to support this reorg such as additional drawing classes to serve the animation and digital art student more directly.Create a hybrid Gallery/Business of Art certificate | ❑ | x❑ | ❑ | ❑ | New course curriculum is currently being written some of which will be brought to Cur. Com in the spring. Nancy Soto-Jenkins informed the department that we must offer a 3-D Color and Design course to be in alignment with the Art Major degree requirements - this is currently being written. It is a huge undertaking to write/update curriculum. And even with the addition of an additional ft faculty the process is slow, but it’s happening. Plans include creating hybrid versions of Drawing and Painting I; writing new curriculum for both a Drawing 2 and Painting 2, which could be offered in both a hybrid and fully onsite format. There are practically no hybrid or online studio drawing and painting classes offered by any accredited college/university in the US (I found one college!). There’s a reason for this: it’s very difficult to do, requiring many resources and much time. It’s not like hybrid-ing or onlining a history class where the textbook publisher provides significant and easily accessed course content, often along with a course management system. The online resources are not there - yet. With Coastline’s position as a leader in innovative education this would be a great thing for Coastline to be the first to do - but it will require an investment in personnel and other resources. It’s not one of those ‘put it together in your spare time’projects. The department is also considering an update/rewrite of our ceramics curriculum into a ‘Ceramic Technology’ course with a career and vocational focus. Much progress has been made with the departments new ‘Business of Art” 15 unit certificate. We have collaborated with the Business Dept and will bringing this to Cur. Com soon. |
| Reorganize the Study Abroad program and work with our sister colleges. | ❑ | ❑x | ❑ | ❑ | The college is offering a SA to Rome this summer with a DGA class and a Drawing class. The SA program at Coastline now has it’s own Program Review. The Visual Art department is currently collaborating with the Business department to develop an art entrepreneur certificate. Discussion is underway to develop a SA program corollary to the new certificate. |

**Action Plan and Resource Request Based on Annual Data**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Action | Institutional planning goals\* | How action will improve student learning | Type of Resource | Resource needs, if any | Department priority\*\* | Approximate cost | PotentialFundingSource |
| Upgrade technology and educational equipment available to students and faculty | EMP goals1,2,3,5 | Art students and their teachers need visual learning aids and internet access during class to keep up and stay relevant. Our new career, degree and transfer students need to be able to learn how to use in the classroom what they will be required to use on the job or in a 4 year institution. | **Equipment****Computers and printers** | 1. Instructional Podium with Mac computer for art classroom 1132. 5 Macs - miniMac computers with 21.5 inch screens (3 for room 106, 2 for room 113) with Creative Suite Cloud 63. 2 printers: one standard format inkjet for room 106, one large format 36 inch digital inkjet, roll fed HP,Canon, VUTEk etc. with interface /software | 1 | 1. $1,200.2. $5,0003. $14,000 | General fundVTEA?Lottery $? |
|  |  |  | **Facilities** |  |  |  |  |
|  |  |  | **Personnel** |  |  |  | General fund |
|  |  |  | **Software** | This shouldn’t be a problem for new Macs since the college has licensing with Adobe |  |  |  |
|  | EMP goals 1,2,3,5 |  | **Supplies** | Ink cartridges and paper for large format printer | 1 | $3,000 | General Fund  |
|  |  |  | **Technology** |  |  |  |  |
| Additional training for faculty.  | EMP goal 1 |  | **Training** | Art faculty needs additional Curricunet and online training and will need training for whatever Course Management System replaces Seaport - Blackboard? | 2 |  |  |
|  |  |  | **Other** |  |  |  |  |

\*Reference specific sections of College Education Master Plan, Strategic Initiatives, 5-year Program Review Goals, Accreditation Recommendations,
 SLO/SAO evaluation and assessment, College Mission, or other relevant planning documents.

\*\*Prioritize the program’s resource needs with 1 being the most important and subsequent numbers being less urgent.

**GLOSSARY OF DATA TERMS**

**Enrolled (Census):** The official enrollment count based on attendance at the 20% point in the course.

**FTES:** Total **full-time equivalent students** (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of AAM assigned to a section.

**FTEF30:** A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents. This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

**WSCH/FTEF (595):** A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

**Fill Rate:** A measure of productivity that measures the enrollment capacity of students at census to the MAX enrollment cap established for the section.

**Success Rate:** The number of passing grades (A, B, C, P) compared to all valid grades awarded.

**Retention Rate:** The number of retention grades (A, B, C, P, D, F, NP, I\*) compared to all valid grades awarded.

**Fall-to-Spring in Subject Persistence:** The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

**F-to-S Persistence Rate as Percent:** The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.