g pa rov es institution al effectiveness.

The Program Planning an d Assessment process improv ps nd pnpp A

Program/Discipline	Date Completed (mu st be in final form by 3/27 /15)*	Date Sub mitted to Dean
Visual Arts	2/27/2015	2/27/2015

*Please note that you should work with your colleagues and dean to ensure that this report is completed, revised as needed, in its final form and submitted no later than the end of March.

List of Cont ribu tors, in cludi ng Title/ Positio n

Name	Title/Position
Eric Bosler	Instructor: Photography, Art
Jerri Nemiro	Instructor: Digital Art, Art

Continued on the next page

The Arts council meet on Oct. 6, 2014 to support a resolution on “STEMART” lab.

B. INSTRUCTIONAL STAFFING

1. In the table below enter the number of sections offered and the number of full time and adjunct faculty in your program/discipline by term over the past several years.

Term	No. of Active Sections	Full-time Faculty	Adjunct Faculty
Spring 2013	25		5
Fall 2013	18		5

Spring 2015	23	1	5

2. What staffing factors/challenges ag

[Begin response here]

D. PROGRAM GOALS

1. List and describe p

Art 12A: Fall 2011; 23, Spring 2012: 35, Fall 2012: 29, Spring 2013: 39, Fall 2013: 29, Spring 2014: 41

Art 1B:
The enrollment is strong since this is a course class in the art program. As one of the core classes for the new AA in Studio Art, it is anticipated that the enrollment will be consistently full.
The success rate of Art 1A varies from 62% to 83%.
Art 1B: Fall 2011; 83%, Spring 2012: 62%, Fall 2012: 74%, Spring 2013: 77%, Fall 2013: 63%, Spring 2014: 73%
Art 1B: Fall 2011; 23, Spring 2012: 26, Fall 2012: 46, Spring 2013: 26, Fall 2013: 49, Spring 2014: 37

ENROLLMENT

2. Review the enrollment data. Describe and analyze any patterns or anomalies that you notice. What do you make of these patterns

of these patterns or anomalies? What actions should be taken to ensure continuous improvement?

Success data of Visual Art shows the following:

6.Describ e

2. Describe how program level outcomes were specifically addressed by the program/ discipline during the past year.

For example, were data gathered at the course level? Was there review and analysis of the data? How did the discipline faculty engage in discussion? Were any

Art 15 A and 15B: Ceramics

Students will be able to create works of art in clay to express their ideas u sing construction and forming techniques, appropriate clay and glaze materials, and safe ceramic studio practices.
The assessment was based on the results of an assessment project that incorporated the following: Forming a Contoured Vessel Using the Coilin g Technique
Analyze, Craftsmanship, Self Evaluation and Process.

What we found:

Art 3: Drawing

16 students participated.
2 of the 16 students assessed (12%) successfully completed > 95%
4 of the 16 students assessed (25%) successfully completed > 85%
8 of the 16 students assessed (75%) successfully completed > 75%
2 of the 16 students assessed (12%) successfully completed > 65%

14 of the 16 students assessed at > than 75%. In reviewing the 15 weekend assignments, points allocated should be higher or the assessment of 75% should be raised.

Art 12A: Design

The initial projects are worth smaller number of points to the culmination of the semester with the capstone project (2000 po ints). The process is based on

Art 6B: Painting

Early semester work indicated a more rapid development of skills and critical thinking. Weekend assignments were given during this portion of the term, and may be a significant factor in the results observed.

Art 103: Ceramics

Despite equipment shortcomings, students responded to the challenges of the assignments well. Students ability to connect with a culture of the distant

1 of 6 students assessed (16%) successfully scored 18/20 points.
We achieved higher than the minimum expectation of 70%. The actual results were 100% met the minimum expectation. Based on the data; there were 4 items in the rubric:
Each one of these items at a C level was 3 points. Therefore a "C" would be 12/20 points.
0% of the students received a score of 12/20 points or lower.

1 of 6 students assessed (16%) successfully scored 17/20 points.
1 of 6 students assessed (16%) successfully scored 16/20 points.
1 of 6 students assessed (16%) successfully scored 15/20 points.

Art 15A and 15B: Ceramics

Art 15A:

Students successfully executed their projects, however, they were hindered by old, malfunctioning studio equipment and outdated, missing, or broken tools.

Art 15B:

While student project results were general ly good, some students had time management problems; whole others did not use correct terminology.

Case Study 1:

The goal of 70% of students achieve a C or better based on 20 points possible:
-3 out of 8 students assessed (38%) scored 20/20 points.
-2 out of 8 students assessed (25%) scored 19/20 points.
-2 out of 8 students assessed (25%) scored 18/20 points.
-1 out of 8 students assessed (12%) scored 17/20 points

Case Study 2:

7 of 24 students assessed (28%) successfully scored 20/20 points.
5 of 24 students assessed (20%) successfully scored 19/20 points.
4 of 24 students assessed (16%) successfully scored 18/20 points.
3 of 24 students assessed (12 %) successfully scored 17/20 points.
3 of 24 students assessed (12%) successfully scored 16/20 points.

We achieved higher than the minimum expectation of 70%. The actuals results were 100% met the minimum expectation. Based on the data; there were 4 items in the rubric:
Analyze, Craftsmanship, Self Evaluation, and Process.
Each one of these items at a C level was 3 points. Therefore a "C" would be 12/20 points.
0% of the students received a score of 12/20 points or lower.

What our next steps are:

Art 3: Drawing

Emphasize more weekend assignments, in order for students to develop technical and compositional skill at higher rate.

a rubric of design (20%), harmony (20%), balance (20%), rhythm (20%), and concept (20%) 19 students participated with :

5 of 19 students assessed (26%) successfully completed > 90%
5 of 19 students assessed (26%) successfully completed > 80%
7 of 19 students assessed (37%) successfully completed > 70%
2 of 19 students assessed (11%) successfully completed < 69%

Those students who did not achieve the SLO goal, but had the ability to do so, started to have difficulty with assignment #4, which introduces gouache.

Art 6A: Painting

Despite equipment shortcomings, students responded to the challenges of the assignments well. Students ability to connect wit h a culture of the distant past, analyze, interpret, and produce art works from this perspective was remarkable.

Case study 1:
The goal of 70% of students achieve a C or better based on 20 points possible:
-1 of 2 students assessed (50%) successfully scored 17/20 points.
-1 of 2 students assessed (50%) successfully scored 15/20 points.

Case study 2:
2 of 6 students assessed (32%) successfully scored 19/20 points.
1 of 6 students assessed (16%) successfully scored 18/20 points.
We achieved higher than the minimum expectation of 70 %. The actuals results were 100% met the minimum expectation. Based on the data; there were 4 items in the rubric:
Each one of these items at a C level was 3 points. Therefore a "C" would be 12/20 points.
0% of the students received a score of 12/20 points or lower.

1 of 6 students assessed (16%) successfully scored 17/20 points.
1 of 6 students assessed (16%) successfully scored 16/20 points.
1 of 6 students assessed (16%) successfully scored 15/20 points.

Art 15A and 15B: Ceramics

Art 15A:
Students successfully executed their projects, however, they were hindered by old, malfunctioning studio equipment and outdated, missi ng, or broken tools.
Art 15B:
While student project results were generally good, some students had time management problems; whole others did not use correct terminology.

Case Study 1:
The goal of 70% of students achieve a C or better based on 20 points possible:
-3 out of 8 students assessed (38%) scored 20/20 points.
-2 out of 8 students assessed (25%) scored 19/20 points.
-2 out of 8 students assessed (25%) scored 18/20 points.
-1 out of 8 students assessed (12%) scored 17/20 points

Case Study 2:
7 of 24 students assessed (28%) successfully scored 20/20 points.
5 of 24 students assessed (20%) successfully scored 19/20 points.
4 of 24 students assessed (16%) successfully scored 18/20 points.
3 of 24 students assessed (12 %) successfully scored 17/20 points.
3 of 24 students assessed (12%) successfully scored 16/20 points.

We achieved higher than the minimum expectation of 70%. The actuals results were 100% met the minimum expectation. Based on the data; there were 4

items in the rubric:
Analyze, Craftsmanship, Self Evaluation, and Process.
Each one of these items at a C level was 3 points. Therefore a "C" would be 12/20 points.
0% of

We are at the stage of SLO and PLO assessment.
Concentration has been on completing the PLO assessment for all the PLO's. We will begin core competency assessment next.

COURSE LEVEL STUDENT LEARNING OUTCOMES

4. Please complete the following tables.

List courses scheduled for

Attempts proj ect without researching the project.

Content: subject matter, personal interpretation of form, exploration of theme, originality.
EXCELLENT: 5 points
Work is visually intriguing, creative and shows a large amount of original thought based on research of subject, culture, history. Form, subject and surface are well conceived and substantiated with sophisticated design skills and consistent craftsmanship.
GOOD: 4 points
Expresses individual style and attempts to give character to most work but content is not supported by design and craftsmanship.
SATISFACTORY: 3 points

EXCELLENT: 5 points
Learner exhibits a high level of technical quality in all forms.
GOOD: 4 points
Demonstrates a consistent level of detail that is evident in well integrated surfaces on individual works, however, some details need more thought or show some error in the process used.
SATISFACTORY:3 points
Emphasizes technical craftsmanship in most forms but still needs to exercise control in smoothing edges, blending or glazing.
NEEDS IMPROVEMENT: 2 points
Focuses little attention to edges, interiors, bases; poor glazing techniques, i.e., not cleaning the glaze properly from the base of forms that lead to shelf damage during a firing.
Self Evaluation: Critique art works by historical and contemporary ceramics artists. Self evaluation in the form of oral presentation of completed projects; learner can identify at least one "invisible" quality experienced about themselves through the art process that will be helpful to them in life.
EXCELLENT: 5 points
Uses multiple criteria to articulate about the artwork such as composition, expression, creativity , design, communication of ideas, and proper use of ceramic studio terms and language.
GOOD: 4 points
Uses 1-2 criteria to judge artwork, and utilizes ceramic studio terms and language.
SATISFACTORY: 3 points
Tries to use aesthetic criteria to judge artwork but does not apply criteria accurately.
NEEDS IMPROVEMENT: 2 points
Evaluates work as good or bad based on personal taste.
Process: analyze and apply the steps used in forming and firing of ceramic objects.
EXCELLENT: 5 points
Learner demonstrates the ability to follow directions to develop concepts taught in areas of hand-building, wheel throwing or sculpture.
GOOD: 4 points
Uses concepts and can follow directions; safe use of tools are evident but lacks skill to consistently control the mass, volume and surface decorations.
SATISFACTORY: 3 points
Concepts taught are minimally evident in work; more effort needed.
NEEDS IMPROVEMENT:
Weak understanding of concepts taught; minimum effort and seldom on task.
Art 15A: Ceramics
Project to be evaluated: Olla/Coiling Project
Reviewer: Pam Murakami

Continued on the next page
Assessment results based on rubric:

Student	Analyze	Craftsmanship	Self Evaluation	Process	Total
1	3	3	3	4	13
2	5	5	5	5	20
3	5	5	5		

1. Quality of student works are dependent on functioning equipment. Outdated and broken kiln shelves need to be replaced with safer, lighter Advancer kiln shelves.
2. A slab roller that works properly would improve student/project efficiency. Needy of replacement spacer boards and canvas.
3. Broken and out modeled kick wheels should be replaced with Shimpo Whisper pottery wheels.
4. Replace torn canvas on student work tables.
5. Replace old gas kiln with a new one. Present kiln is less efficient and safe due to age and cracks within the kiln walls.

Describe how the results from the assessment were useful and meaningful in determining if student learning was achieved? If not useful, describe how the assessment/outcome will be revised.

1.The safety and success of our ceramic students depend on good, safe ceramic equipment, such as kilns and proper shelves to complete their projects.
2. We also need a full time ceramic lab assistant to accomplish all the necessary work (mixing glazes and clay; loading/unloading kilns; firing).

The students were able to learn and use more ceramic terms (language) by keeping a ceramic log book for notes and sketches.

Based on the assessment results, what changes are planned to improve student learning? When will they be implemented? Please check any appropriate boxes and provide a useful description .

Conduct further assessment related to the issue and outcome
Use new or revised teaching methods (i.e., more use of group work, new lecture, etc.)
Develop new methods of evaluating student work

X Plan purchase of new equipment or supplies needed for modified student activities
1. Replace broken and outdated kiln shelves with lighter, safer Advancer Kiln shelves.
2. Replace broken kick wheels with Shimpo Whisper electric pottery wheels.
3. Replace gas kiln.

X Make changes in staffing plans (i.e., modified job descriptions, requests for new positions, etc.)
1. A full time ceramic lab assistant is needed to mix glazes and clay; load and unload kilns; fire kilns. If a full time ceramic lab assistant is not possible, 2 part time lab assistants should be hired.

Pam Murakami and Sylvia Rios

Art 15B: Ceramics

The goal of 70% of students achieve a C or better based on 20 points possible.
Rubric Used to Assess Assignment (20 points possible):
Analyze: Combination of personal expression and research; explores form, surface decoration and surface design.
EXCELLENT: 5 points
Learner demonstrates the ability to follow directions to develop design concepts; differentiate types of clay bodies and analyze their physical properties
GOOD: 4 points.
Decorative techniques are clear and effective with some flaws.
SATISFACTORY: 3 points
Design concepts taught are minimally evident in work; more effort needed.

NEEDS IMPROVEMENT: 2 points.
Weak understanding of design concepts taught, minimum effort and seldom on task.
Craftsmanship: Understands steps in forming and firing of ceramic objects and applies appropriate construction processes to create art work; emphasizes quality in the preparation, application and finish.

1. Replace out modeled or broken ceramic equipment to maintain studio safety and student efficiency: A) replace kiln shelves with Advancer kiln shelves B) replace old gas kiln C) replae out modeled kick wheels with Shimpo Whisper pottery wheels D) replace torn canvas on work tables AND slab roller.

formal issues and historical reference.
Results:
10 of the 39 students = 90-99%
11 of the 39 students = 80-89%
9 of the 39 students = 70-79%
2 of the 39 students = 60-69 %
Students did very well in analyzing art from a historical reference. When writing from personal opinions, casual language in their writing impeded interpretations and meaning.

Review, discussion and analysis captured this assessment:
Provide students with examples of non-professional writings of the subjective analysis of art objects. Once these are read, the class will discuss examples of formal language to apply to their writing.

Case study 1: Art 10

Students were to write an essay comparing and contrasting a work from the Romantic period to a work from the Neo-Classic period. The essay was given as an in class exam without the use of notes. There were ten points possible.
The student examined the artistic media, iconography and expressions of various historical periods and cultures throughout history.
63% of the students received an 80% or better.
75% received a 70% or better.
We spent time in class working up to this exam. The students were successful in their understanding of the different periods and were able to articulate both the form and content of the work.
Rubric: 70% of students earn 70% or better on selected questions. Ability to identify a wide variety of artistic styles with cultures and civilizations around the world
Rubric: 70% of students earn 70% or better on selected questions. Ability to identify a wide variety of artistic styles with cultures and civilizations around the world
Assessment indicated slight deficiency in student critical thinking.

Case study 2: Art 10

Description, Analysis, Intrepretation, and Evaluation of art and artists and their influence

Review, discussion and analysis captured this assessment:
Assessment indicated slight deficiency in student critical thinking that we can be remedied by one additional writing project.

6. Describe assessment activities that need t

The AA-T in Studio Art is

Continued on the next page

This section must be completed for ALL

1. List information concerning new projects or activities planned. The first activity listed should be the most important; the second activity listed the second most important, etc. Please keep in mind that resources needed, if funded, would not be approved until spring 2016 and provided until FY 2016-17. Ongoing activities involving resources that will no longer be available from grant funds starting FY 2016-17 must be planned for appropriately.

Activity	Strategic Plan Goal(s) No. & Letter (e.g.

5) Strategic Plan Goal (list applicable strategic plan goal)

Core competency:
This FIG addresses the Critical Thinking competency directly. The portion of that competency that will be most affected by the FIG outcome is the following: Critically analyze, evaluate and synthesize evidence in order to formulate logical arguments and make decisions. By providing instruction that not only directs students to "think out of the box", but provides them with method, examples and incentive to do so will enhance their critical thought processes in new ways.

Program Learning Outcome :
This FIG addresses the Fine Art PLO having to do with conceptual and productive processes. This specific PLO states: Interpret and produce art works that communicate intellectually and emotionally. In order to both understand contemporary art and to produce significant works which are germane to present times, students must constantly look outside their discipline for new resources for problem solving (critical thinking) that form the basis of creativity. This FIG is designed to provide methods of instructing students through the processes of this task.

Student Learning Outcome:
While we feel that this FIG is pertinent to all outcomes in this discipline, the following is one specific example.
Art 10 – Demonstrate an awareness of the influence of art and artists on the lives of individuals, cultures and societies.
To do this, students must be able to evaluate human situations outside of the logics practiced by their discipline. This FIG will delineate a process by which students can analyze and understand these situations, then bring that understanding into the problem solving processes of their discipline.

Program -Discipline Goal:
This FIG supports the goal of the Fine Arts Discipline by providing teachers in the discipline with new, innovative teachit 1 Tf 0.003 Tc o99(o)-1(1(c)-1i)1

- Extensive research and a needs assessment compiled into a paper report.

For the second year of this project we have completed:

- A multimedia presentation on STEMART and the STEMART LABS.
- A presentation on STEMART to the Arts Advisory Council and the Hartnell College Academic Senate. Both councils committed resolutions of support to STEMART.
- Wrote and completed two Title V grant proposals for partial funds to support this project.
- Constructed a miniature architectural 3D model of the proposed STEMART LABS.
- Produced and offered 2 FLEX activities for the faculty in the Hartnell College seminar gallery. This flex activity introduced this project and the exciting collaboration of the arts and the sciences to the Hartnell College faculty.

d) What measureable outcomes are expected from this activity? List indicators of success.

The measurable outcomes will to develop a process of "teachable critical thinking skill sets to apply to Visual Art, Digital Art, and STEM students".

e) What are the barriers to achieving success in this activity?

The purpose of this project is to break through pre-conceived barriers that art and science are two distinct mind-sets and experiences. Our goal is to create useful "outside the box" critical thinking for the students by the realization that great scientists are artists and great artists are scientists.

Activity #2

Consider:

Hire a 2 full-time faculty to replace retired faculty in painting, drawing, art history and ceramics. Lack of tha(c)11(]TJ 0Ca21)1(t1(fi)3(sts a.01b)-211(to)9

5) Strategic Plan Goal (list applicable strategic plan goal)

Hiring 2 full time faculty to replaced the retired faculty in painting, drawing, art history and ceramics brings back a cohesion to the PLO, CC and PPA process.

Strategic Priority Goal:

This directly supports Hartnell's Strategic Priority 5A: Hartnell College will provide programs and services that are relevant to the real-world needs of its diverse student population, while also developing and employing a culture of innovation that will lead to improved institutional effectiveness and student learning. This directly supports the tenants of Strategic Priority 5A by addressing the issue of cohesive program planning, curriculum development, and program learning objectives.

B. RESOURCE REQUESTS

If new/additional resources are needed for your program/discipline, it is important that you identify them and project their cost, and that thes3 0 Tds(2(,)Tj 0.001 Tc -0.[(RC)-5(E) 0 Td (t)Tj 0.413 0 Td (e)Tj 0.478 0 Td ( )Tj 0.424 0 Td (o)Tj 0.543 0 Td (u)Tj 0.565 0 Td (r)Tj 0..00

APPENDIX A. Strateg icTj 0.00 [(A)-3 ( )Tj ET 0.851 .69

Priority 5: Innovation and Relevance for Programs and Services

Goal 5A: Hartnell College will provide programs and services that are relevant to the real-world needs of its diverse student population, while also developing and employing a culture of innovation that will lead to improved institutional effectiveness and student learning.

Priority 6: Partnership with Industry, Business Agencies and Education

Goal 6A: Hartnell College is committed to strengthening and furthering its current partnerships, in order to secure lasting, mutually beneficial relationships between the college and the community that the college serves.