



**GAVILAN
COLLEGE**

*Research, Planning, and
Institutional Effectiveness*

Program Integrated Planning and Review

Instruction

Program Name:	Studio Arts and Art History
Academic Year:	2019-20

Purpose, Standards and Resources

Purpose

The fundamental purpose of ongoing, Program Integrated Planning and Review (PIPR) is to maintain and if possible improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of program integrated planning and review are our students and the community we serve.

Specifically, program review facilitates:

- Creation of a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Development of a three-year budget request plan, including data to support annual budget requests
- Creation of a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Program leadership continuity of expertise (e.g., a department chair change)
- A baseline for the integrated planning process and cycle
- Assessment of program viability
- Accreditation compliance; board policy / administrative procedure compliance (c.f. [AP/AP 4020](#))

Another purpose of the process is to focus available resources—staff time, budget, technology, space - on the achievement of goals and objectives intended to maintain or improve effectiveness of the program itself, but also the programs' contribution to the College's Strategic Plan. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. But achieving others requires no extra resources—only the reallocation of existing ones.



Whenever this symbol appears, consider creating a goal on this topic in your three year planning grid at the end of the document.

Resources:

Please refer to the accompanying PIPR Handbook which you can find [here](#). In addition, there are links and paths to information throughout the document.

A. Executive Summary

1. Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

Our overarching program goal for student success is to exceed the institutional success rate, however, a more ambitious goal is to have student success rate of 75% minimum for all groups. We currently are at 74% success rate for all groups thus will be continuing our currently instructional strategies, however, we are also intending to improve this rate by:

1. Increasing success rates in online courses by having more of our online courses approved by the OEI rubric;
2. Faculty dialogues regarding grading criteria, assessment practices and timely assessment information for students in any particular course.
3. Continuing to increase the Zero Textbook efforts within our program.
4. Increasing partnerships within Gavilan, and with other local institutions, such as high schools and arts councils.
5. Continuing to provide state of the art equipment and materials and supplies that are needed for success in our courses to ALL students.

B. Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

Upon completing the Studio Art program students will be able to:

1. Analyze and describe the historical and contemporary implications of art in terms of aesthetics, content and meaning.
2. Demonstrate and articulate social, political, and community issues as they relate to art.
3. Students will create artworks using a variety of two and three dimensional art media, tools and equipment applying the elements and principles of design: line, value, shape, form, texture, balance, color theory, harmony, and composition while employing safety standards.

Response and follow-up to previous program reviews

On the [PIPR website](#), locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

2. Briefly describe the activities and accomplishments of the department with respect to
 - a) Each goal since the last program plan and review and
 - b) PIPR recommendations.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

IEC Recommendation or PIPR Program Goal	Accomplishment
N/A	

3. Have the services of your program changed over the past three years? Please explain (300 words or less).

<p>How our services have changed:</p> <ol style="list-style-type: none">1. We have increased online and hybrid course offerings to include Winter and Summer session. <p>This change has contributed to our being able to offer students more flexible ways of taking our courses--particularly our studio art courses that have a considerable amount of lab hours that are a challenge to schedule for both our program and our students taking the courses.</p>
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C. Program Overview

1. List program degrees and certificates under this department according to the [college catalog](#).

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Studio Art AA
Studio Art AA-T
Art History AA-T

2. List any collaboration you have had with external community stakeholders, for example – advisory committees, articulation agreements, community partnerships, etc. If this does not apply, enter N/A. (200 words or less).

Community partnerships: <ul style="list-style-type: none">• San Benito Arts Council (educators in schools)• City of Hollister Public Art Review Committee (member)• Gateway Center, Gilroy (donate clay and fire work)• Cabrillo College (Collaboration on mural project)
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D. Student and Program Outcomes

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [view] by 2022**. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCC Scorecard by 2022.

Success

The following questions refer to data regarding student achievement.

Path: [GavDATA](#) --> Program Review/ Equity--> D1. Course Success Rates by Group

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall-success to the college average.

1. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (200 words or less)?

- Gavilan's overall success rate is 71%
- Our success rate is 74%.
- Last year's success rate was also 74%
- Compared to Gavilan as an institution, our program exceeds Gavilan's success rate by approximately 3%.
- Another area our program out performs institutional data is by having very little discrepancy between all ethnicities' success rates.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Path: [GavDATA](#) --> Program Review/ Equity--> D2. One Year Persistence Rate

2. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (200 words or less)?

Institutional persistent rates are approximately 47% average over the last five years. In our Fine Arts programs (the most granular data we could extract) the average persistence rate was approximately 60% over the past five years. Based on this limited data it appears that the Fine Arts program is outperforming institutional persistence rates.

3. What are your set goals for course success? Do your individual course and department rates meet this goal? Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: [GavDATA](#)--> Program Review/ Equity-->D3. Course Rates by Unit

Our overarching program goal for student success is to exceed the institutional success rate, however, a more ambitious goal is to have student success rate of 75% minimum for all groups. We currently are at 74% success rate for all groups thus will be continuing our currently instructional strategies, however, we are also intending to improve this rate by:

6. Increasing success rates in online courses by having more of our online courses approved by the OEI rubric;
7. Faculty dialogues regarding grading criteria, assessment practices and timely assessment information for students in any particular course.
8. Continuing to increase the Zero Textbook efforts within our program.
9. Continuing to provide state of the art equipment and materials and supplies that are needed for success in our courses to ALL students.

4 – 6: N/A



Consider addressing success goals in your Three-Year Program Plan at the end of this document.

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males (African American, Asian, White, Two or More Races, and First Generation), Students with Disabilities, Veterans and Foster Youth.

7. Using the path above, locate your program in GavDATA. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

Path: [GavDATA](#)-->Program Review/Equity-->D7. Disproportionate Impact with Margin of Error by Year. Locate your department. Filter by Year

Contact your support team for any needed assistance in using GavDATA.

As stated above in the previous data question, our program has been out performing institutional success rates by X%. Additionally, our program is outperforming institutional success data discrepancy between various groups--our program has a negligible difference between success rates between groups. This may be due to various factors: strong curriculum and student learning outcomes; consistent and reliable assessments; timely communication of course assessment/progress to students throughout the course; equipment, facilities and materials provided at no extra cost to all students; an increase in Zero Textbook courses.

8. [BP 3420](#) (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How does your department align with the District's Equal Opportunity Board Policy? Helpful Question: How do you plan to address EEO outcomes in your employee hires (300 words or less)?

We are including more questions on equity and cultural competence in our interviews. We are working to keep the part-time faculty we have, and are actively recruiting to fill vacancies.

9. Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: [GavDATA](#)--> Program Review/ Equity-->D9. Course Success Rates-->Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

Our online and hybrid courses are outperforming our in-person courses in terms of student success. This has been something we have identified in the past few years and have made an effort to continue good student success performance in our online courses as we expand our online course offerings. All new online courses are following the OEI rubric and faculty that teach online are going through the Gavilan online training course. Because our in-person courses are the courses that are lagging a bit behind our online courses in terms of student course success we continue to look into ways to provide high quality equipment, facilities and materials for all students.

10. N/A

Conferred Award Trends

11. Review the number of certificates and/ or associate degrees awarded in your program. Please supply the number of degrees and certificates awarded for the past three years. For reference, review the "[Majors by Program, 2008-2019](#)" for declared majors by year, unduplicated headcount.

Path: [GavDATA](#)→Program Review and Equity→D11. Count of Degrees and Certificates Awarded

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Year	Degree/ Certificate	Goal for Completion	Actual Degree Completion
	Data unavailable for our individual programs: Studio Art and Art History. The data available is combined with the Theater and Music programs as well.		

12. What is your set goal for degrees and certificates awarded? Do your totals meet this goal? Helpful question: If your totals for degrees/ certificates awarded are lower than your goals, what are you plans to improve them (200 words or less)?

We would like to increase our degrees and certificates awarded by a minimum of 10% over the next three years. In order to help us do this we would like to request ongoing data for our program, i.e. degrees conferred etc. What would be most helpful to us is to be provided (as a matter of annual process) the following data: 1) names and contact information for current Studio Art and Art History majors; names and contact information for graduating majors (this information would be most helpful one or two semesters prior to graduation; have Gavilan consider (re) instituting Major Advisors within individual programs so that counselors can refer interested students to be advised about MAJOR considerations and success.



If your totals for degrees/ certificates awarded are lower than your goals, consider addressing this in your Three-Year Program Plan at the end of this document.

[curriQunet](#)

Click Link above and go to Intranet page in My.Gav

13. Are your SLOs, PLOs and ILOs mapped in [curriQunet](#)?

Yes:

No:

14. Are your SLOs and PLOs up to date in [curriQunet](#) AND on the [reporting website](#) (<-- requires your email log-on)?

Yes:

No:

15. Have all of your SLOs and PLOs been assessed in the last five years?

Yes:

No:

16. Have you reviewed all of your SLOs to ensure that they remain relevant for evaluating the performance of your program?

Yes:

No:

17. If you answered no to any of the above questions, what is your plan to bring SLOs/ PLOs into compliance (200 words or less)?



Consider addressing this in your Three-Year Program Plan at the end of this document.

Learning and Outcomes Assessment

Review Learning Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered. Please address the student learning outcomes (SLO), program outcomes (PLO), and institutional outcomes (ILO) in your analysis.

Student Learning Outcomes (SLO)

Path: Gavilan College Intranet-->[curriQunet](#)

18. What are your individual course goals for SLO success? If you don't have set goals, what should they be? Helpful question: If your SLO results are lower than your goals, what are your plans to improve them (200 words or less)?

We would like our achievement rate to be 75% or higher.
We plan to meet as a department to revise our SLO structure with the intention of having less repetition across courses. We will streamline general SLOs by assigning specific exercises and course content to the single most relevant class.

SLO Disaggregation

19. How do your SLO results vary across your courses? Are there any patterns that stand out (200 words or less)?

This has not been assessed in a way that we can measure, however, we are interested in exploring the disaggregation tools that Canvas has particularly as we will be discussing having all of our program courses have a web-enhanced portion of the course.

Program Learning Outcomes (PLO)

Path: [Gavilan College Intranet](#) --> Program Planning --> Student Learning Outcomes Assessment Reporting --> Program Level SLO (Far left) --> Instructional --> Select program

20. What is your set goal for PLO success? Helpful question: If your PLO results are lower than your goals, what are your plans to improve them (200 words or less)?

Currently we have been meeting our PLO assessment goals (75% or higher). That being said, as a program, we are discussing changing the way that the PLOs are assessed (primarily via a Portfolio course)--we are considering alternative assessment methods that may perhaps better assess our PLOs.

Institutional Learning Outcomes (ILO)

21. How aligned are your SLOs and PLOs to the ILOs (200 words or less)?

All indications are that they do, however, we are in the process of verifying this due to the fact that ILOs were modified and approved in the last academic year. As we continue updating our curriculum we will be verifying alignment with ILOs are appropriate.

22. N/A



Consider addressing LOs in your Three-Year Program Plan at the end of this document.

E. Curriculum and Course Offerings Analysis

Curriculum Analysis

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

Yes, over the past few years we have been discussing the possibility of a certificate in Art education and after school programing (in collaboration with the Child Development program). This potential certificate would provide students an opportunity to earn a certificate that they can use immediately for employment as we often are approached by local organizations to recommend students for after school programing employment.

2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

N/A

Course Time, Location and Delivery Method Analysis

Using the copy of the Master Schedule from [Argos](#), find the information regarding when, where, and in which method the courses in this program are taught.

Path: Gavilan Intranet-->Argos-->Gavilan Schedule-->Schedule by Division and Department-->Select term, division and your department then press 'run dashboard'.

To Create a PDF of your results above: After obtaining results, go to the top of the screen: Reports-->Schedule Reports by Division and Dept svc-->Run

Location/Times/Delivery Method Trend Analysis:

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

We offer a combination of online, hybrid, and face-to-face courses. They are offered regularly and in a logical sequence. We would like to expand our face to face options to Hollister.



Consider goal creation around more efficient and beneficial locations, delivery method and/or time of day trends in your Three-Year Program Plan at the end of this document.

F. Program and Resource Analysis

Program Personnel

1. Please list the **number** of Full and Part Time faculty in this program for the past **two** years

* Path: [GavDATA](#)--> Program Review/ Equity--> F1. Faculty workload (FTEF) by Full-time/ Part-time-->Find Program

Academic Year	Number of Full Time faculty	Number of Part Time faculty	Faculty Workload* FT PT	Overall FTEF*
Example	3	7	FT: 7.2 or 39.9% PT: 10.4 or 57.6%	8.63
2018-19			FT: 23.2% PT: 76.8%	15.4
2017-18			FT: 27.3% PT: 72.7%	15.4

How have and will faculty with reassigned time, grant commitments and activity, projected faculty retirements and sabbaticals affected personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

In the past year, one full-time and two part-time faculty retired or left. We hired new full-time and part-time faculty to replace them. In the next year, we plan to hire one more part-time faculty member.

Departmental Productivity Measurements

2. Use the Enrollment Trends section of your Program Review Data Sheet to determine information for below. Please review and enter data for the past three years.

* Path: [GavDATA](#)-->Program Review/ Equity--> F2. Enrollment Variables and Trends-->Find Program

Year	Total FTEF	Total FTES*	Productivity *(WSCH/FTEF)	Total Dept. Allocated Budget	Total Departmental Spending
Ex: 1999	7.1	153	377	\$385,462	\$366,273
2019	15.4	144	2399	544,614.14	411,973.81
2018	15.4	71	1182	510,689	541,128.43
2017	N/A	N/A	N/A	457,620	506,351.69

Your Program Cost per FTES average is: \$2,860.

College-wide Cost per FTES average is: \$7,203.44

Statewide Funding per FTES: \$3,727.00

3. Evaluate your program cost per FTES. Is your cost in alignment with your FTES generation? If not, what improvements can be made (200 words or less)?

I have a feeling that our data is skewed due to stacked courses, for example ART 7A, B, and C being offered at the same time. This has been an ongoing data accuracy issue over the past number of years. For example we are not sure what it means to have an increase in efficiency rate of 103% when the norm for all other programs is either a negative number or a very low percentage, i.e. 1-4%

Evaluation of Resource Allocations

4. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
Ex: \$10,000	Equity	2017-18	Purchase text for students in Math 5	83% of students turned homework in on time, an increase from 72% in 2016-17
N/A				

Integrated Planning and Initiatives

5. What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

We would like to coordinate with the STEM Center to create a shared Makerspace workshop. The goal is to create a link between science, engineering and design, and to give students access to new tools and technology.

We are currently discussing the possibility of having the Digital Media align more closely with our Studio Art programs.

We are also currently discussing the creation of a service learning course in ceramics.



Consider addressing this in your Three-Year Program Plan at the end of this document.

Other Opportunities and Threats

6. Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the [Educational Master Plan](#), changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

N/A



Consider addressing this in your Three-Year Program Plan at the end of this document.

G. Career Education Questions

External Regulations

1. Does your program have external regulations and/ or accreditation requirements? If yes, list the regulatory body. What is your current status? When is your next renewal **(200 words or less)**?

N/A

Employment

The following questions can be answered using the labor data from Cal-PASS Plus on [Launchboard](#). **You will need to create an account before accessing [Launchboard](#).**

Path: Once you have a Launchboard account, go to the main page, hover over the Community College tab, and from the drop down menu select 'Launchboard'. On the next screen, scroll down to 'Doing What Matters' and press on the 'Explore' button under Strong Workforce Program. Now enter Gavilan College, your program TOP code, and the latest academic year in the cells provided to gather information regarding your program.

2. Are students obtaining and keeping gainful employment in their field **(100 words or less)**?

Path: Under the Strong Workforce Program Metrics page (path listed above), click 'Job Closely Related to Field of Study' AND 'Employed in the Fourth Fiscal Quarter after Exit' for information.

N/A

3. What percentage of students is attaining a living wage **(100 words or less)**?

Path: Under the Strong Workforce Program Metrics page (path listed above), click 'Attained a Living Wage' for information.

N/A

Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment. **All replies should consist of 100 words or less.**

1. What training does your program provide for faculty and/ or classified professionals regarding professional development?

N/A

2. Is there a need for more faculty and/ or classified professional support in your area? Please provide data to justify this request. Is there a need for expanded support services (i.e. counseling, security, tutoring or math lab at the off-sites, in the evening, etc.) in your area? Indicate how it would support the college mission and college goals for success, and completion.

We need to hire a part-time technician for the art department. The ceramics area in particular is currently relying on volunteers for all of the necessary studio maintenance and upkeep, including mixing glazes, loading and unloading kilns, and recycling clay. Every other community college in the area currently employs a technician for these duties. Of particular urgency are the Haz/Mat and safety concerns associated with not having a designated studio technician.

3. What, if anything, is your department doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of the continually changing constituencies, and reflect the make-up of our student body.

We are including more questions on equity and cultural competence in our interviews. We are working to keep the part-time faculty we have, and are actively recruiting to fill vacancies.

4. Provide any additional information that has not been mentioned elsewhere in this program plan, if necessary.

N/A

Review Process Feedback

1. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

Ok...

Example Three-Year Program Plan Goal Setting Worksheet

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

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<p>Goal</p> <p>One sentence limit.</p>	<p>Connection of Goal to Mission Statement, Strategic Plan and SAO Results.</p> <p>Use one sentence for each item.</p>	<p>Proposed Activity to Achieve Goal</p> <p>One sentence limit.</p>	<p>Responsible Party</p> <p>One sentence limit.</p>	<p>Fund amount requested.</p> <p>If a collaboration, what % required from each partner?</p> <p>If applicable, list each budget partner / source separately</p>	<p>Timeline to Completion</p> <p>Month / Year</p>	<p>How Will You Evaluate Whether You Achieved Your Goal</p> <p>Two sentence limit.</p>
<p>Increase proportion of EOPS students completing degrees by five percentage points</p>	<p>Mission statement: engages students of all backgrounds.</p> <p>Strategic Plan: Goal 4</p> <p>SAO Results: Outcome 1; 76% of students completed 3 counseling visits</p>	<p>Increase counseling touch points from three times per semester to five times per semester by restructuring appointment and communication schedule</p>	<p>Dean, Special Programs</p>	<p>None</p>	<p>December 2021</p>	<p>In three years, compare EOPS student graduation rates from before the touchpoint increase to graduation rates after the increase</p>
<p>Eliminate ENGL1A course success rate achievement gap between Foster Youth and general student population</p>	<p>Mission statement: Supports innovate practices</p> <p>Strategic Plan: Goal 4: Improve Equity</p> <p>SLO Results: No direct connection</p>	<p>Partner with EOPS to create a Foster Youth ENGL1A intervention team</p>	<p>Chair, Department of English</p>	<p>None</p>	<p>September 2020</p>	<p>Compare foster youth success rates in ENGL1A before the intervention and after implementation of the intervention</p>

Three-Year Program Plan Goal Setting Worksheet

Studio Art and Art History

****Personnel-related requests must follow the hiring practices of the appropriate area and will not be considered through Program Review**

Goal One sentence limit.	Connection of Goal to Mission Statement, Strategic Plan and SAO Results. Use one sentence for each item.	Proposed Activity to Achieve Goal** One sentence limit.	Responsible Party One sentence limit.	Fund amount requested. If a collaboration, what % required from each partner? If applicable, list each budget partner / source separately	Timeline to Completion Month / Year	How Will You Evaluate Whether You Achieved Your Goal Two sentence limit.
Increase awareness of Gavilan's art department and boost enrollment.	Establish links with High Schools in Gilroy, Morgan Hill, Hollister and surrounding areas, through on site demonstrations, lectures, and workshops.	Max Rain and volunteers, working with high school teachers.	\$500 for materials.	January, 2023	We will evaluate whether our efforts were able to bring more students to enroll in Gavilan's art department.	Increase awareness of Gavilan's art department and boost enrollment.
Upgrade all facilities to bring up to current industry and environmental standards.	Bring in new equipment to allow for more consistent and environmentally friendly kiln firings, as well as improve wheel throwing and small-scale metal casting equipment.	Gavilan Art department	\$4000 for new kiln \$1000 for new kiln door \$500 for small furnace \$800 for casting accessories \$9000 for 6 new pottery wheels	January, 2022	We determine if facilities have been upgraded.	
Coordinate with the STEM Center to create a shared Makerspace workshop.	Create a link between science, engineering and design, and to give students access to new tools and technology.	Gavilan Art Department Gavilan STEM Center	\$200,000 for 3-D printer, Potter-bot, functional wood shop, CNC router, Laser cutter. % To be determined.	January, 2024	We will have achieved goal if there is a STEAM Makerspace for students to use.	Coordinate with the STEM Center to create a shared Makerspace workshop.

	<ol style="list-style-type: none"> 1) Evaluate student success rates data in hybrid courses studio art courses versus in-person studio art courses. 2) Identify key components in hybrid courses that may be resulting in increased success rates; <p>Develop curriculum that expands our hybrid studio art courses.</p>	Arturo Rosette	No funding necessary.	Spring 2022	<ol style="list-style-type: none"> 1) We will be offering more online (or web-enhanced) studio art courses; <p>We will have increased our student success rate by 3% in studio art courses</p>	
Create a stronger partnership between the Studio Art program and the Digital Media program that results in a shared instructional space (Art 103) that is appropriately equipped.	<ol style="list-style-type: none"> 1) Evaluate curriculum, degrees and certificates from both programs to identify program intersections; 2) Have discussions between both programs' faculty leaders to identify creating stronger intersections between degrees and certificates; <p>Have discussions between programs' faculty leaders to discuss the possibility/feasibility of a shared instructional space.</p>	Arturo Rosette	Approximately \$100K for replacement of existing computer lab hardware/ software in Art 103. Part of this can be offset with current equipment from the Digital Media Lab however the computer lab in Art 103 will need updating/upgrading prior to FY 21/22 as it will be 6+ years old by then.	Spring 2022	<ol style="list-style-type: none"> 1) Programs and certificates in respective programs will be better aligned; 2) Art 103 will be upgraded with appropriate instructional equipment; <p>Studio Art and Digital Media programs will be sharing an instructional space.</p>	Create a stronger partnership between the Studio Art program and the Digital Media program that results in a shared instructional space (Art 103) that is appropriately equipped.

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Signature Page

Program being reviewed: **Studio Art and Art History**

Date: [Click here to enter text.](#)

How to use form:

Sign off after final review and no later than:

Peer Reviewers: Nov. 27, 2019

Dean: Mar. 6, 2020

Role	Name	Assignments/ research assigned, if any	Initial and Date upon final review
Team Lead/ Chair	Max Rain		
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Peer Reviewer			
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PIPR Support Team	Susan Sweeney		12-2-19
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