

2023 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023

PROGRAM: FINE ARTS – AA ART STUDIO / AAT STUDIO ARTS

CLUSTER: HUMANITIES

LAST YEAR CPPR COMPLETED: SPRING 2019

NEXT SCHEDULED CPPR: SPRING 2024

CURRENT DATE: 3/1/2023

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's Resource Plan ([download from this folder](#)) (Please review the [Resource Allocation Rubric](#) when preparing the resource plan)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following degrees and/or certificates:

AA Art Studio, AAT Studio Arts, CA Ceramics, CA Photography, CA Sculpture

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

The mission and purpose of the Fine Arts programs remains dedicated to success for our range of students who include art and art history students pursuing degrees and certificates, those fulfilling general education electives, and those seeking to learn new skills for career and personal enhancement. As we emerge from the changes brought by the pandemic, we have restored programming cancelled or changed and emerged with more flexible teaching modalities and online Canvas content that supports all modalities. In addition to general data analysis, the APPW will highlight: Extracurricular activities to promote student success and create student community; Harold J. Miozzi Gallery exhibitions and events; Updates from the six Fine Arts disciplines: Art History – Ceramics - 2-D (drawing, painting, and printmaking) – Graphics - Photography – Sculpture.

Extracurricular Activities to Promote Student Success and Create Student Community

Fine Arts continually looks for ways to celebrate student success and support our students financially including \$3,375 in awards for the Student Annual Exhibition funded by the Novy endowment and the Miozzi Gallery endowment, \$2,325 in Novy and Sprague awards that are

bestowed on students who demonstrated excellence in the classroom, and two scholarships of \$500 each from our Foundation Fine Arts Access Scholarship fund awarded through Financial Aid. The Ceramic Holiday Sale raised \$3129.74 to support the visiting artist funds for the Ceramics program.

An almost weekly Student Hour was created by ceramic instructor Brittany Mojo in Fall 2022 to present students with opportunities to interact outside the classroom, hear presentations by professional artists, and engage in activities that support Fine Arts and charitable fundraising. Gallery coordinator, Tim Stark coordinates Student Hour events with the gallery. Flyers from Fall 2022 and Spring 2023 are appended at the end of the document, but highlights include nine presentations by professional artists, a workshop to make items to sell at the annual ceramic sale that raises money to support visiting ceramic artists, and a ceramic bowl making workshop in support of the Empty Bowls project that raises funds to help the unhoused.

Fine Arts has participated in the following outreach events:

Dana Elementary School Pathways to College Presentation and Tour, February 2022

Educate/Promise Day, March 2022

Los Osos Middle School College for a Day, April 2022

Connect@Cuesta, February 2023

Harold J. Miozzi Art Gallery - 2022/2023:

Gallery 2022-2023

The Harold J. Miozzi Gallery plays a crucial role in supporting our programs and engaging our students through the introduction of contemporary artists and their art. Acting as a powerful bridge to the community and a valuable outreach tool, the gallery's mission connects students with a diverse range of artists and media at its core.

During the 2022-2023 exhibition year, the gallery's commitment to this mission is on full display, with artist talks accompanying each exhibition and a range of engaging programming designed to include our student body and encourage dialogue and engagement within the community. The gallery's efforts in these areas have been instrumental in stimulating student learning and growth, and in fostering a deeper understanding of contemporary art.

Throughout the year, the gallery has showcased a range of high-quality exhibitions, including **Certain Matter**, Joshua Aster's **Physicality of Joy**, JooLee Kang's **Rock Scissors Paper, Slug Frog Snake**, and Dorian Wood's performance art event **Canto de Todes**. These exhibitions have connected Cuesta College with artists from both national and international backgrounds and have provided a unique opportunity for students to learn from and be inspired by their work.

In addition to the exhibitions themselves, the gallery has made a concerted effort to reach out to students and connect them with the artists featured in the shows. This has included hosting artist talks, workshops, and artist lead gallery tours, which have provided students with a deeper understanding of the artworks on display and the creative processes of the artists behind them.

Finally, the gallery's commitment to showcasing the work of Cuesta College students will once again be on display with the **2023 Student Annual Exhibition**. This annual showcase highlights the talents of Cuesta College student artists and is a key part of the gallery's mission to support and inspire the next generation of creative minds.

Overall, the Harold J. Miossi Art Gallery has once again demonstrated its dedication to presenting exceptional exhibitions, fostering community engagement, and supporting student learning and growth.

Certain Matter, August 18, 2022 – October 14, 2022

Featuring artworks by Alexis Arnold, David McDonald, Sarah Mikenis, Christopher Pate, Linda Sormin, Connie Martin Trevino, John Trevino, Amy Vensel, and Gareth Zook.

Artist Talk Panel: August 18

*In addition to the Artist Talk Panel, the Gallery organized six in person, in class presentations and workshops for students.

Certain Matter is a collection of nine contemporary artists who, in their own unique way, utilize and center material in their works of contemporary abstraction. While each artist explores unique concepts, ideas, and emotions, when their works are seen side by side a shared sensibility emerges, both in their relationship to their materials and their exploration of abstraction. Working across diverse media, such as paintings on twisted and sculpted canvas, Hydrocal based sculpture, and intricately rendered digital compositions, these artists possess an intriguing curiosity for material and form. A curiosity that inspires a freedom to experiment, allowing each to create abstraction from certain matter.

Opening reception: 98

Total exhibition attendance: 426

Artist Talk Panel Discussion: 41





Joshua Aster's **Physicality of Joy**: October 27, 2022 – December 16, 2022

Featuring works by Joshua Aster

Artist Talk: October 27

The Harold J. Miossi Gallery and Cuesta College are pleased to present Physicality of Joy by Los Angeles-based artist Joshua Aster. Known for his intricate use of grids and patterns, Aster's work constructs new visual relationships. By combining unique subject matter with a complex sense of color and elements of geometric abstraction, he produces paintings that are vibrant, honest, and bold.

In Physicality of Joy, a solo exhibition featuring new egg oil tempera paintings, Aster presents works inspired by memories of place, domestic patterns, and challenging current events. Composed of interconnected or overlapping scenes, these works feature triangular grids that obscure specificity, while providing a jumping off point for transformation into a new kind of possibility. Created as a meditation on the elements of our fragile existence, the paintings weave together elements of love and fear, hope and joy.

Opening reception: 72

Total exhibition attendance: 580

Artist Talk: 30





JooLee Kang's **Rock Scissors Paper, Slug Frog Snake**: February 2, 2023 – March 10, 2023

Featuring works by JooLee Kang

Artist Talk: February 2

The Harold J. Miozzi Art Gallery is pleased to present *Rock Scissors Paper, Slug Frog Snake.*, by Korean artist JooLee Kang. Celebrated for her exploration of evolution, naturalism, and hybrid forms, Kang's artwork blends together flora and fauna in a visual metaphor for the close and complicated bond between nature and humanity. In her delicate renderings of hybridized and mutated forms, she investigates nature's place within our contemporary world.

In *Rock Scissors Paper, Slug Frog Snake.*, a solo exhibition featuring pen and ink drawings, paper sculptures, and digital videos, Kang presents works that explore the concept of transition and evolution. Focused on the inevitable relationship between humans and nature, this exhibition features immersive artworks that highlight the intricate relationships between organic organisms in pursuit of survival a changing environment. These layered and complex artworks weave

together the forces of humanity and nature into an exhibition that is at once elegant and thoughtful, beautiful and grotesque.

Opening reception: 110

Total exhibition attendance: TBD

Artist Talk: 35





Dorian Wood's **Canto de Todes**: March 16, 2023

Featuring performances by Dorian Wood, Carmina Escobar, Roco Coordova, and more

Canto de Todes (Spanish for “Song of Everyone,” inspired by a lyric by the late Chilean singer/songwriter Violeta Parra) is a 12-hour composition/installation. The project unifies artist Dorian Wood’s multidisciplinary strengths to create a community-oriented project exploring the potential of music as a conduit for social change. Canto de Todes is divided into three movements – the first and third movements are hour-long chamber pieces influenced by folk, popular and experimental music, while the second movement is a 10-hour pre-recorded piece unfolding throughout multiple spaces. Canto de Todes upends the expectation of the rigidity often associated with witnessing chamber music performances by offering a welcoming space that allows for individuals to project their personal, communal joys and traumas. It is a collaborative work with local artists who are invited to permanently incorporate their respective visions into the body of this evolving piece.

Performance attendance: TBD





2023 Student Annual April 20, 2022

Juror: TBD

Juror's Talk and Awards: April 20

We are excited to once again announce the 2023 Cuesta College Student Annual Art Exhibition, showcasing some of the finest artwork created by Cuesta students in 2022 and 2023.

In keeping with our commitment to providing enriching experiences for our visitors, this year's exhibition will be held in person, giving attendees the chance to engage with the artwork and appreciate the talents of our student artists up close.

Additional details regarding the opening reception and other related events will be announced in the coming months, and we look forward to welcoming the community to this exciting showcase of emerging talent.

Opening reception: tbd

Total exhibition attendance: tbd

Panel Discussion: tbd

Up Coming:

We are pleased to announce its upcoming exhibition schedule for the summer of 2023, fall of 2023, and spring of 2024.

Kicking off the summer season, the gallery will feature an exhibition by local artist and sculptor Gareth Zook. This exhibition promises to showcase Zook's innovative work and offers a unique opportunity for visitors to engage with a talented local artist.

In the fall of 2023, the Harold J. Miozzi Art Gallery will present two exciting exhibitions. The first will be a solo exhibition by artist Molly Segal, whose work explores themes of utopia, dystopia, culture, and personal experience. The second exhibition will be a group show, celebrating the artwork of the Fine Art Department Faculty. This dynamic exhibition promises to showcase the talents and diversity of the department's faculty, providing a unique insight into the creative minds behind Cuesta College's renowned fine art program.

In the spring of 2024, the gallery will feature a solo exhibition by artist Cobi Moules. With a focus on exploring gender identity and expression, Moules' work challenges traditional societal norms and offers a unique perspective on a trans experience.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes If yes, please complete the Program Sustainability Plan Progress Report below.

No If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to

highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

A. [General Enrollment \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Enrollment

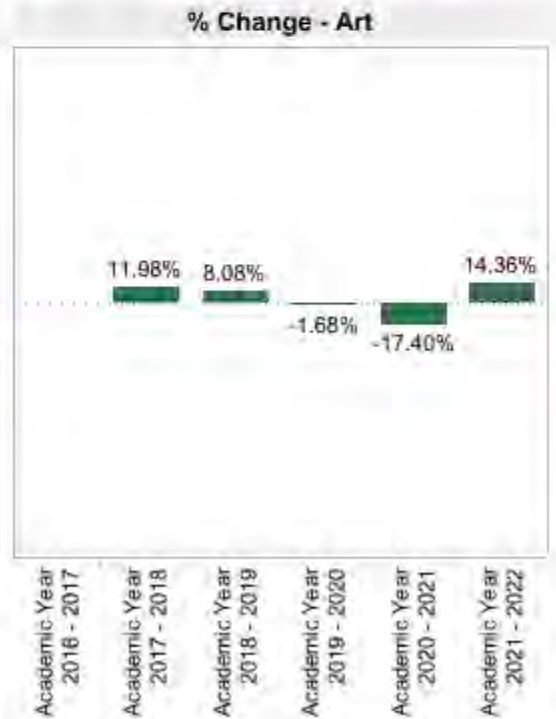
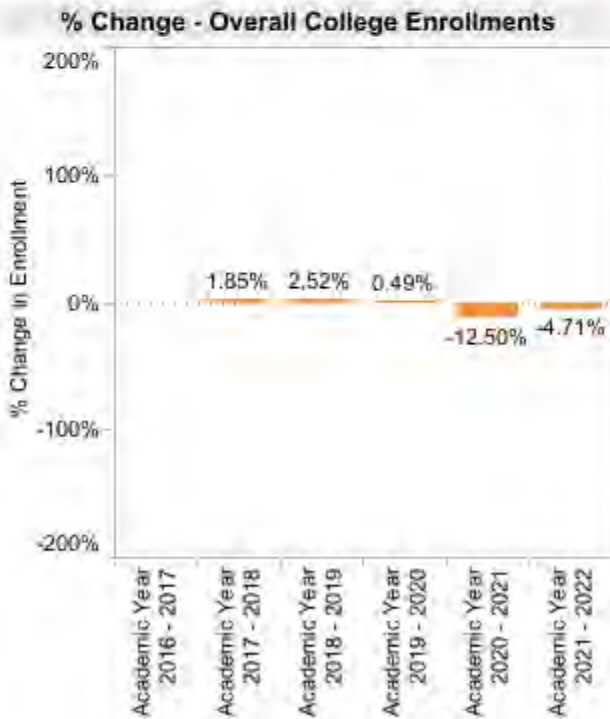
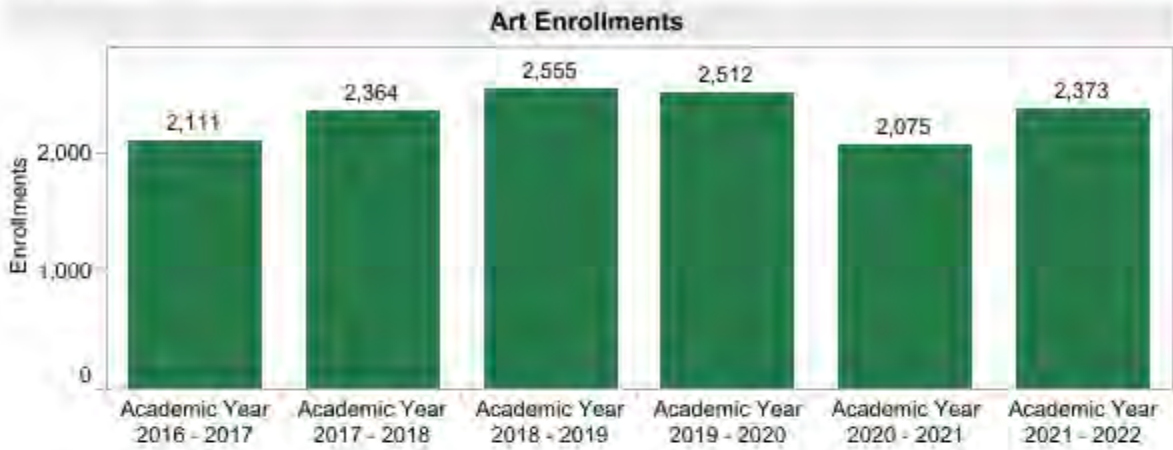
Department:
Art

Course:
All

Dual Enrollment:
All

Prison:
All

Region: All

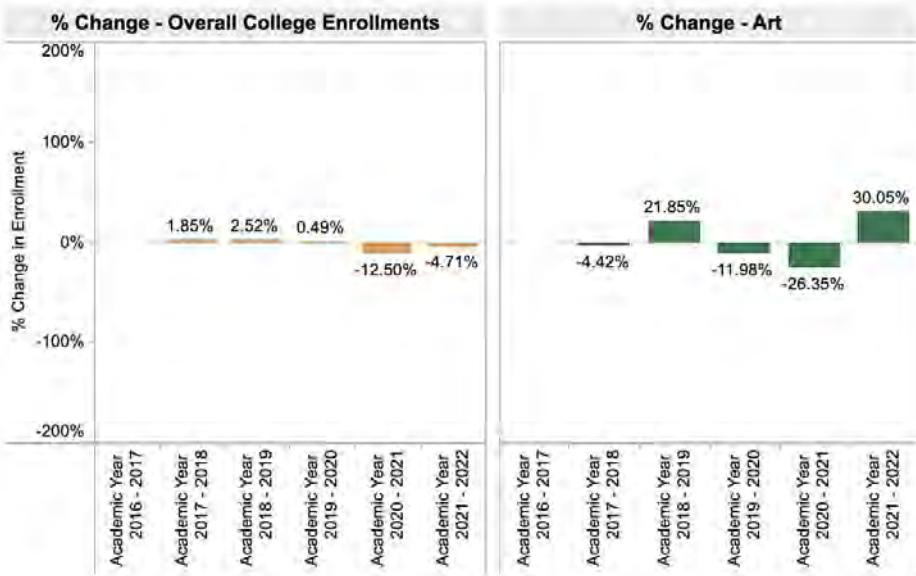
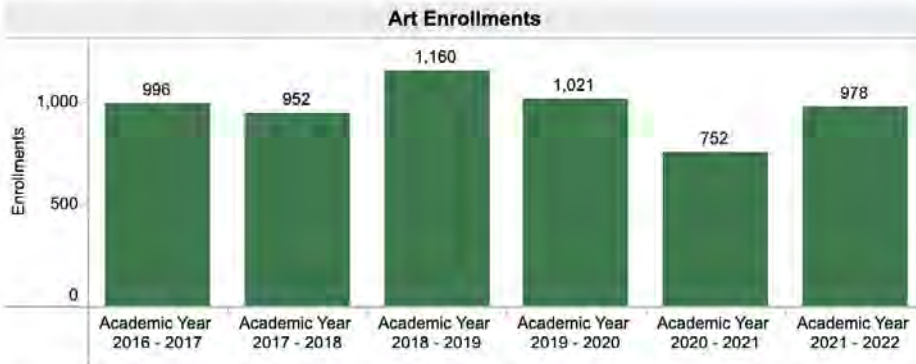


Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Enrollment in fine Arts dipped 5% below the college mean in 2020-21 due to offering fewer studio art courses and offering studio art courses online which did not appeal to many students. Enrollment in Fines Arts increased significantly with the return of in-person classes in 2021-22 with a circa 19% difference from the college mean. Instructors have commented that students are excited to be back in person and are enjoying the social contact. This would seem to bear out when isolating art studio courses that were taught on line in 2020-21 (-26.35%) and dramatically increasing when returning to face-to-face in 2021-22 (+30.05%). Fine Arts studio courses continue to do well with online courses in Digital Photography, Graphics, and Drawing, but face-to face and hybrid courses are best modality for most studio art courses.

SLOCCCD Program Review Data - Enrollment

Department: Course: Dual Enrollment: Prison:
 Region:



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

B. [General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

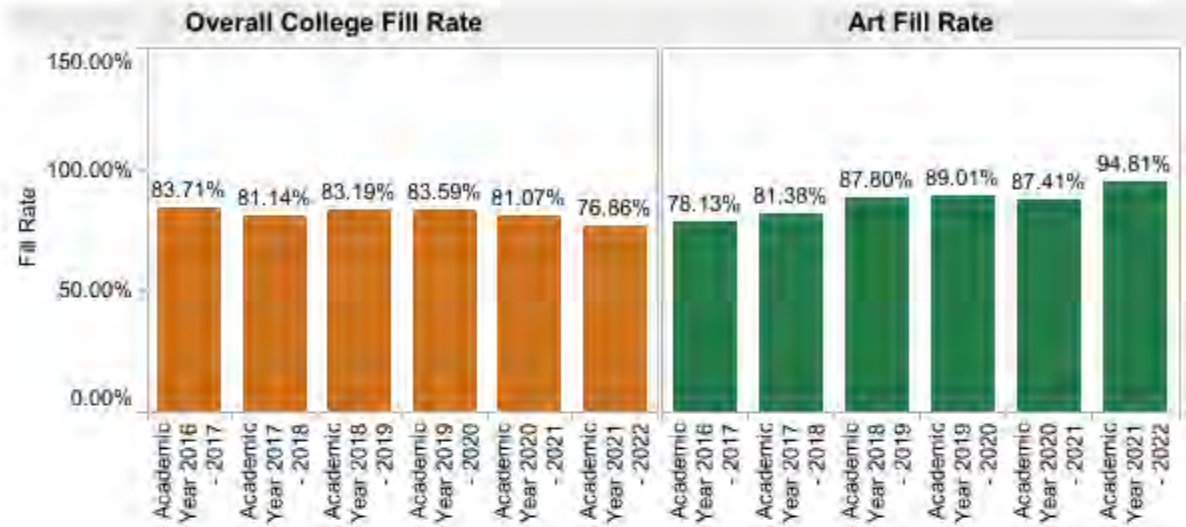
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Art

Course:
All

Dual Enrollment:
All

Prison:
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

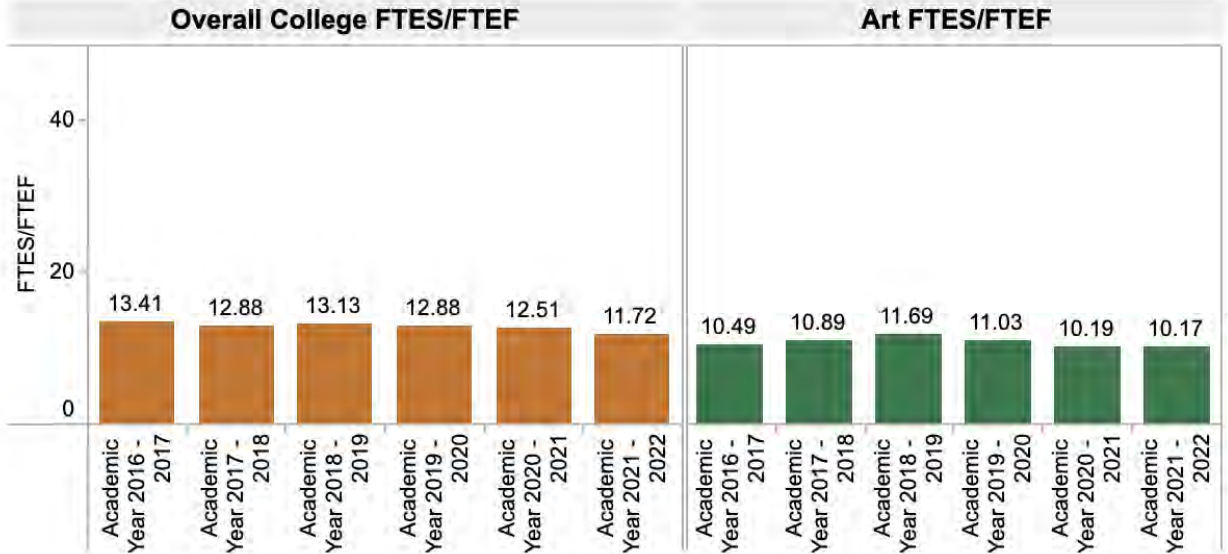
Fill rates for Fine Arts courses have been slightly above the college rate for four years with a much larger increase in 2021-22 (about 18 percentage points higher). This may be due to smaller course caps and/or a larger proportion of in-person classes in 2021-22. Studio art courses show a fill rate of 94.98% in 2021-22

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

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Course: Dual Enrollment: Prison:



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Efficiency in Fine Arts has not changed since last year and is consistently lower than the college due to smaller art studio classes that are somewhat limited by older facilities. Art History courses help offset small studio courses (2021-22 10.17 combined: 9.43 art studio courses only). We plan to continue previously defined strategies: Re-designing of facilities where possible to increase classroom capacity. Offer dual enrollment classes. Attracting and keeping Students. Retention strategies continue to be discussed and stressed with faculty. Fine Arts participation in outreach events. Encourage instructors, who have

maximum enrollments that are smaller than course caps due to classroom size and equipment, to start the semester with assignments that are not as space and equipment intensive, so they can over-enroll in anticipation that some students will drop. Modify the Class Schedule. Schedule courses on a rotation, especially low-cap courses like Museum Practices and Art Gallery, which are on a two-year rotation. Continue the trend of holding late start DE Art 200 courses, Graphics courses, and Photography courses out of the schedule and add them back in after 18-week courses have passed the census. Explore using shorter term courses and alternative instructional methods where possible to increase student interest and compete with other colleges. Continued offering of our intermediate courses as cross-listed in dual or triple family listings. Decrease duplicate numbers of sections based on past fill rates. Continue to move previous hard to fill/ low enrolled classes to more popular afternoon time slots.

D. [Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

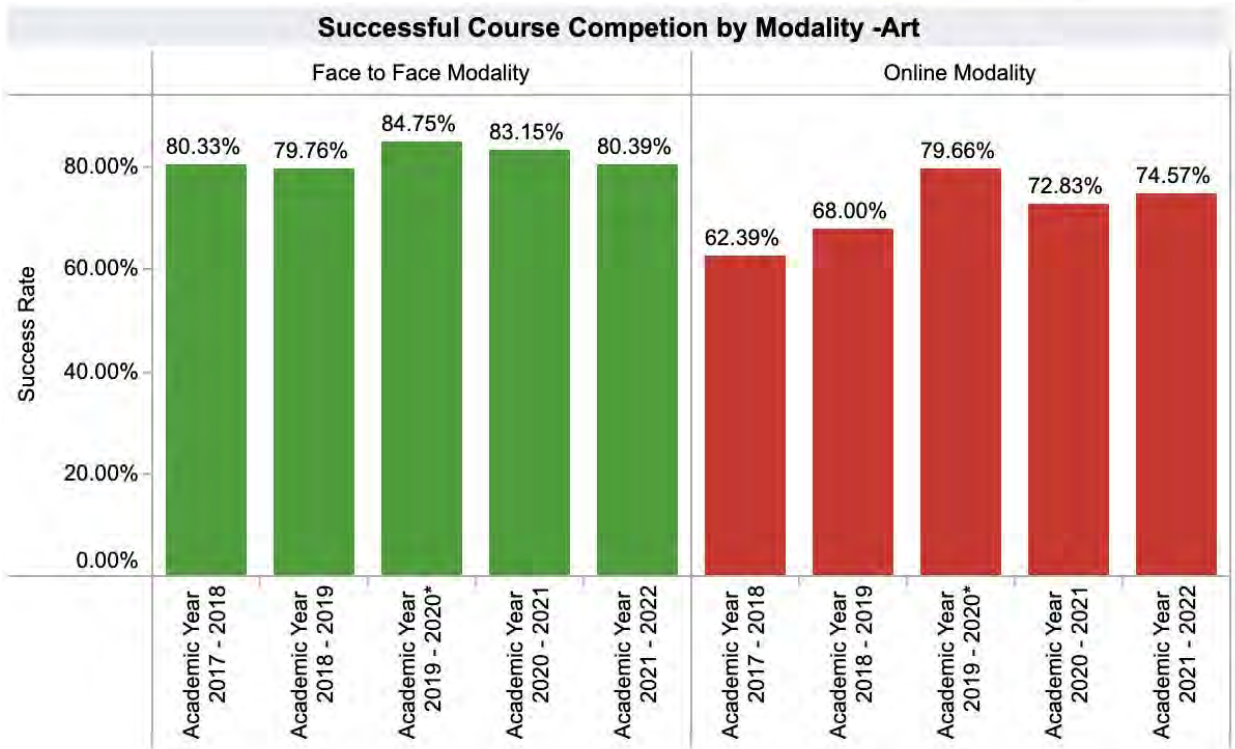
Art

Course:

(All)

Legend:

■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - Art

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	80.33%	79.76%	84.75%	83.15%	80.39%
	Total Department Enrollments	1,795	1,917	1,923	376	1,230
Online Modality	Department Success Rate	62.39%	68.00%	79.66%	72.83%	74.57%
	Total Department Enrollments	553	576	568	1,675	1,100

Success rates for face-to-face modality are consistently higher than online modality and do not change much when isolating art studio courses. The shift to teaching mostly online art studio courses during the pandemic makes the past two years difficult to assess given so many variables. Fine Arts had previously created a list of suggestions regarding how to improve the success rates for DE courses that we feel are still valid. DE instructors were encouraged to follow these suggestions and 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. Additionally, Fine Arts created a list of suggestions from faculty regarding how to increase DE success rates. These suggestions still hold true and may be even more important with our increased DE/Online presence in instruction (see below). Suggestions for student success in DE courses: Dropping non-participating students - It was agreed by most instructors that dropping non-participating students would help our success rate numbers. Other suggestions include: •Make sure your syllabus states something like “any time a student is completing less than 60% of the work they may be dropped” •Students have a right to fail a course and may need to be reinstated if dropped without consent. Make sure to follow college and syllabus guidelines when dropping students. •Some community students want to stay in the course even if they are failing. Make sure to communicate expected workload/ contact hours / time online to students so they are aware of expectations and that they may be dropped. •Financial aid and sports keep some failing students in the course. Be aware of these issues and work to address them early. •Students fail for plagiarism. Embed a plagiarism tutorial and give the students plenty of chances to revise their work. •Actual time online is a nebulous statistic in Canvas because the program does not tally time when students are accessing the course via mobile apps (which many do). •Other Comments;-Lack of Adequate Tech Help for Studio Photography and Graphics Courses - There are some technical challenges in Art 249A/B, 255, 256, and 293 as students must maintain software and hardware. DE/Online instructors cannot designate enough time to troubleshoot student technical issues. -Canvas is not well equipped to deal with visual learning - the Fine Arts courses are image and media heavy which can be cumbersome and challenging in Canvas. This could lead to disengagement for those that migrate towards the visual arts. Additional impediments deal with acquiring editing software and remote instruction for said software that students must learn.

E. [Degrees and Certificates Awarded \(Insert Data Chart\)](#)

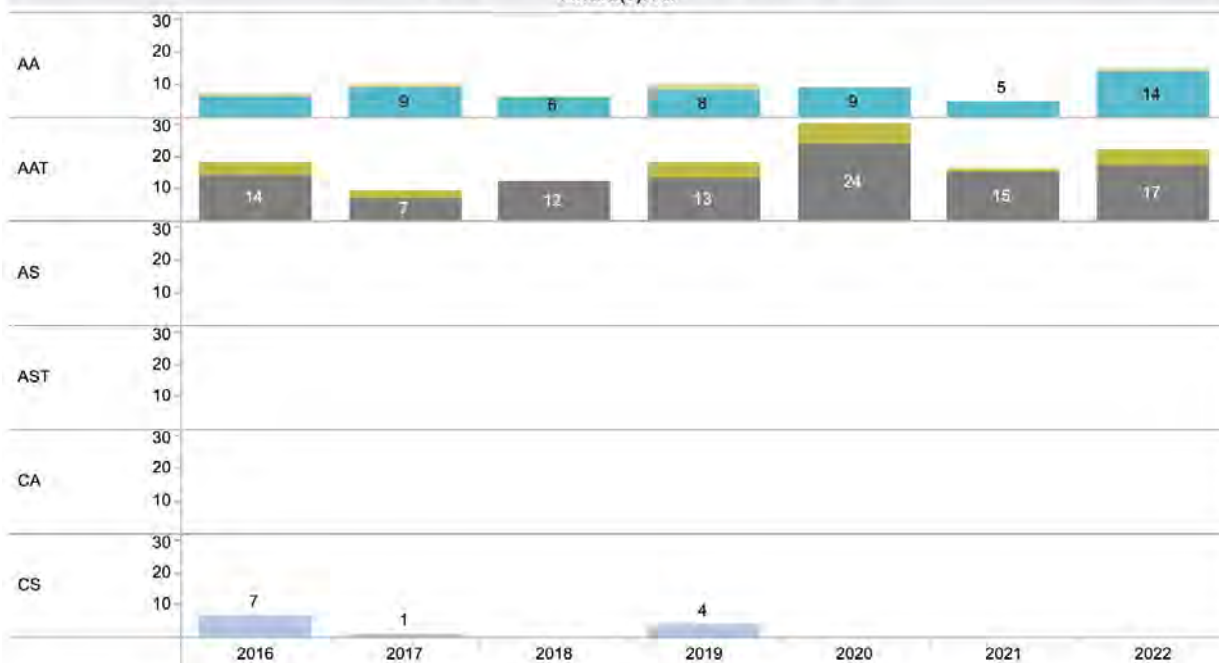
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Award Type:
Area of Study:

Program Awards

Top Code Description(s): Art & Fine Arts, General
Award(s): All



Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022
AA	Art History & Prof Pract (AA)	1	1		2			1
	Art Studio (AA)	6	9	6	8	9	5	14
	Total	7	10	6	10	9	5	15
AAT	Art History (AAT)	4	2		5	6	1	5
	Studio Arts (AAT)	14	7	12	13	24	15	17

Program Awards: The number of degrees and certificates awarded by program type

Art Studio and Art History saw increases in degrees award in 2022 over 2021. Fine Arts continues to promote our degrees in the following ways: Encouraging faculty to discuss degrees and certificates in their classes and encourage students to meet with academic counselors to check and double check degree progress. Art 293: Portfolio Presentation (taught every fall semester) works with students to prepare transfer portfolios and assess transfer options. In addition, the Cuesta transfer counselor and several art colleges give classroom presentations. Fine Arts is proud of students who successfully transfer or transition into the workforce. We informally track these students every year. Student Success (Art 293 Evaluation): For the last nine years we have used the completed work of our capstone class, Art 293 Portfolio, to evaluate our program outcomes. Every Fall, approximately 15-20 students complete our Portfolio Presentation class with an exit

portfolio and written work. Most students take the class for transfer preparation and as a core course for our AA Art Studio. Even though we have seen a continued increase in interest and completion of AATs (which does not require the course), enrollment in this course as a preparation for successful acceptance into art programs and workforce entry remains strong. We continue efforts at improving and evaluating the artwork and written work produced in the Art 293 Portfolio class and allow those same targeted efforts to filter into our other classes through specified assignments and workshop days available to all students. Assessment of the fall 2022 portfolios will not be included in this year's APPW due to the absence of the portfolio class instructor who is out on medical leave. Most likely, we will assess 2022 and 2023 portfolios for next year's program review.

Informal tracking of where our students transfer to:

2021/2022 (Partial - Acceptance Info.)			
NAME	Schools Accepted	Major	School Declared/ Workforce Entry
Alcazar, Jessica	SJSU, CSU Fullerton	Illustration	CSU Fullerton
Bochum, Tristan	CSUMB	Public and Visual Art	CSUMB
Dowlan, Celeste	San Jose State	Studio Arts	SJSU
Emsheimer, Ella	Emily Carr University of Art & Design in Vancouver, BC		Emily Carr University of Art & Design in Vancouver, BC
Jensen, Gerrit	Cal State Fullerton, CSU Channel Islands, SDSU	Graphic Design	CSU Channel Islands
Kiaha, Kawaiilani	Arizona State University	Graphic Design	ASU
Laughlin, Vienna	UCSB, PNCA, Berkeley	Fine Arts	UC Berkeley
Luciano, Abigail	Art History		UC Santa Cruz
Montegary, Ally	CSU San Marcos, CSU Channel Islands, CSU Monterey Bay, Cal Poly	Graphic Design	CSU San Marcos

Naso, Sophia	Art Center, UCSC, UC Irvine, CSU Long Beach, CSU Fullerton	Illustration	CSU Fullerton (\$8,500 in grants)
Turinsky, Lillian	Didn't apply for transfer, will move straight to the workforce	Studio Arts, minor in Illustration	Offered interior design job and an internship at SLOMA
Willard, Halden	SFSU, Sonoma State, CSU Channel Islands, UC Davis, UC Santa Cruz, UC Irvine, and Berkeley	Art History	UC Berkeley (offered Fin. Aid and Cal Grants)

- F. [General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)
 Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Art



TERM

(All)

(All)

Measure Names

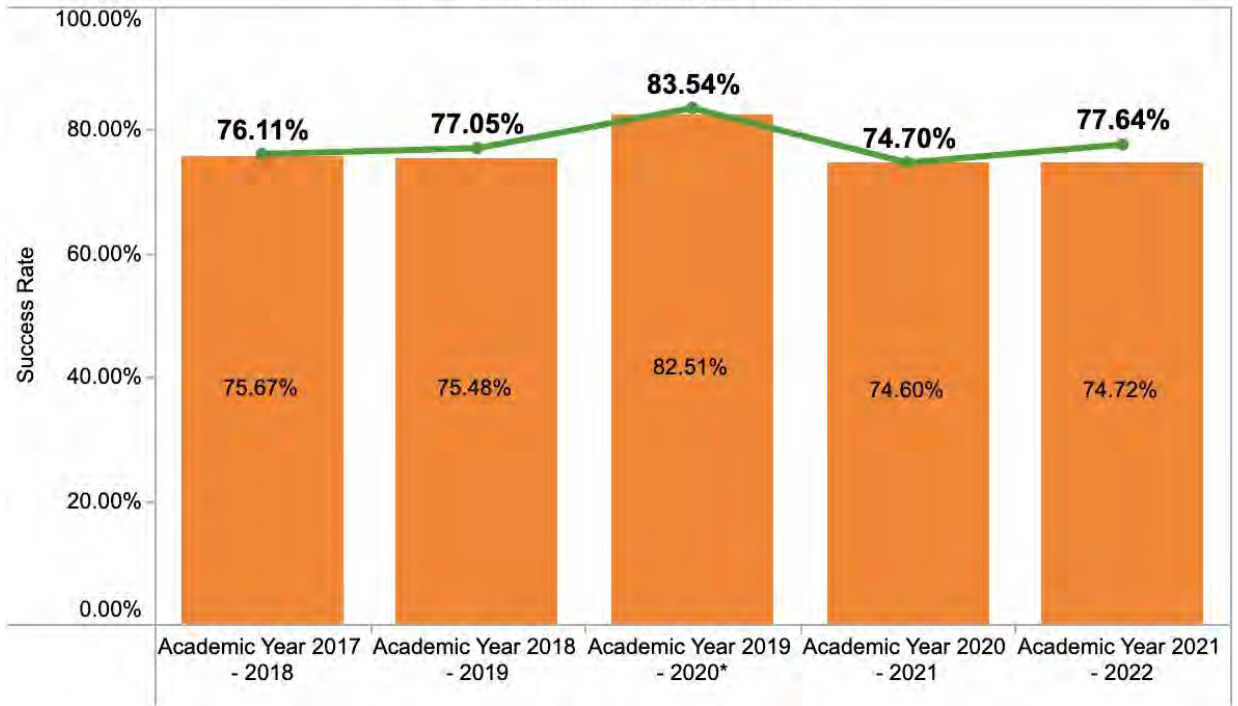
Department Success Rate

Overall College Success ...

COURSE

(All)

Successful Course Completion - Art



Art Success Rate Table

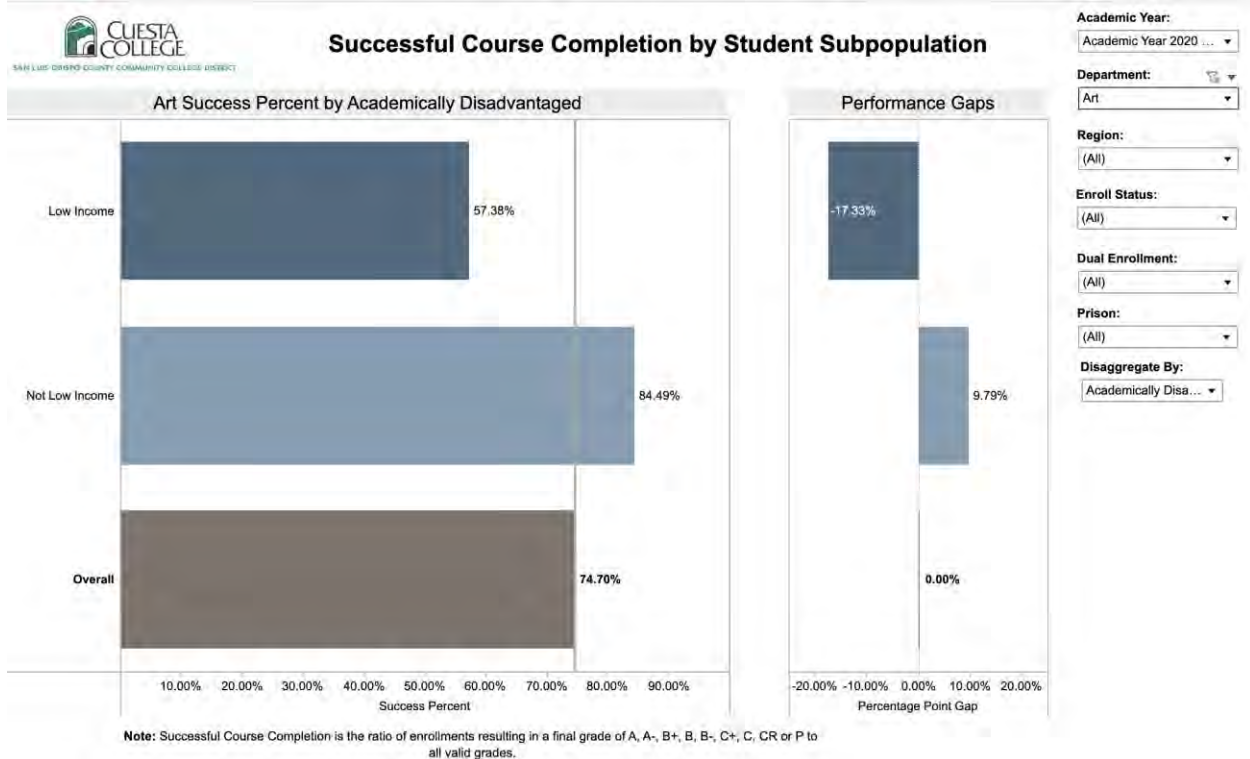
	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	76.11%	77.05%	83.54%	74.70%	77.64%
Total Enrollments	2,348	2,493	2,491	2,051	2,330

Fine Art completion rates have trended slightly above the College average but basically mirror college course completion rates.

- G. Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

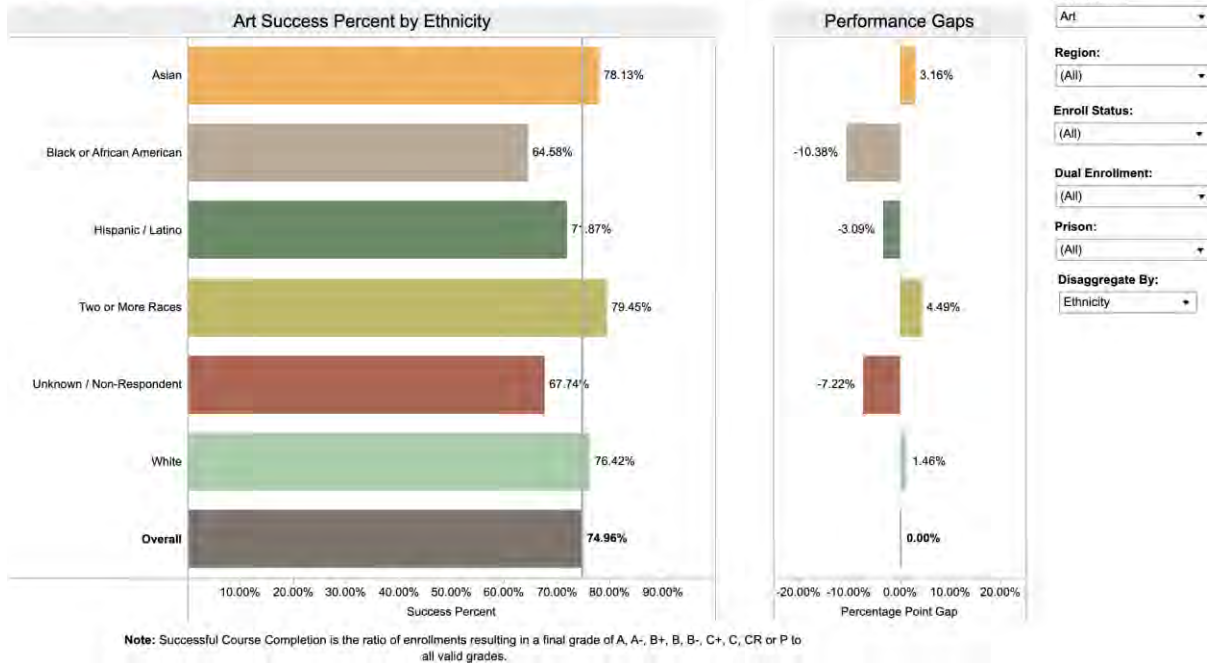
The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?



Fine Arts has lower completion rates for low-income students. We continue to increase the Fine Arts scholarship fund thanks to art gallery, faculty and community donations. Fine Arts instructors are encouraged to make links to college and community resources available to students in syllabi and Canvas announcements, follow up with absent students by email, and keep course materials as reasonable as possible

Successful Course Completion by Student Subpopulation



Overall, Fine Arts shows a slightly higher successful course completion in Asian and Two or More Races. Hispanic/Latino success decreased from last year. The Black or African American subpopulation displays a large performance gap that will be discussed within the Division to align with the efforts put forth in the California Community College Chancellor's Student Equity and Achievement Program where Cuesta College developed an integrated Student Equity Plan for the college. The plan focuses on eliminating achievement gaps in access to the college, course completion, certificate and degree completion, and transfer readiness.

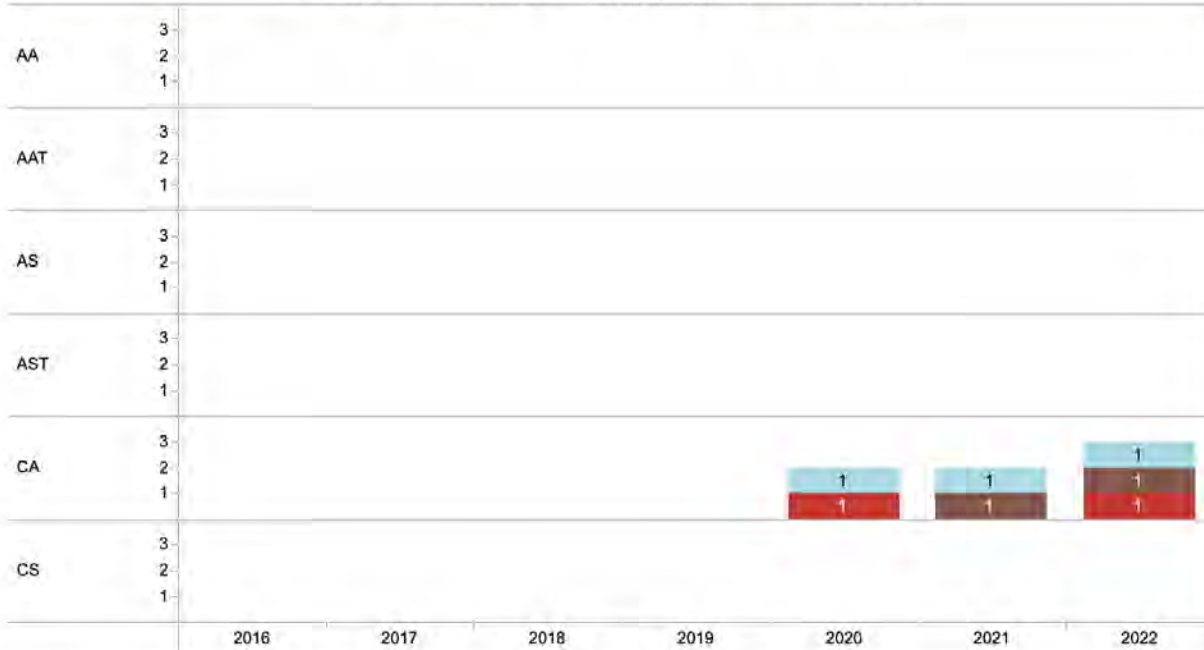
Success rates (and enrollment) in Fine Arts for Promise students is slightly higher for promise than non-promise students (76.74%:74.16%). DSPS students fare slightly better (76.09%:74.67 for non-DSPS). Overall, our aggregated success rates mirror those of the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Award Type:
Area of Study:

Program Awards

Top Code Description(s): All
Award(s): Ceramics (CA), Photography (CA), Sculpture Foundry (CA)



Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022
CA	Ceramics (CA)					1	1	1
	Photography (CA)						1	1
	Sculpture Foundry (CA)					1		1
	Total					2	2	3
Grand Total						2	2	3

Program Awards: The number of degrees and certificates awarded by program type

The Certificates of Achievement (CA) in Ceramics, Photography, and Sculpture became available in the Fall of 2019. To date seven total students have achieved an award of a CA in these areas. The COVID pandemic beginning Spring 2020 limited course availability that required specialized facilities like Sculpture Foundry. Faculty in Photography, Ceramics, and Sculpture will continue to make students aware of these certificates.

Feedback from the Six Fine Arts Disciplines:

Art History:

Art History operates on its two-year rotation supporting the local and transfer degrees in art history. All AAT courses have transferability. While overall enrollment dipped in 2021-22 due to

fewer sections being offered, fill rate, efficiency, fill rate, and course completion for art appreciation and art history exceeded college averages. Students readily respond to the asynchronous remote offering of Art History courses. Faculty continue to meet the challenge of teaching online and of returning to in-person instruction, including in North County, evening and night classes, and the California Men's Colony.

For 2022-2023, these were the activities of art history faculty:

Art Appreciation and Art History courses are offered in multiple modalities and in different length sections to best respond to a student-centered schedule. Dr Michelle Craig teaches Art 200, Art 202, Art 203, Art 204, Art 207, Art 208, Art 210, Art 211, and Art 295. She taught/is teaching Art 200, Art 203, Art 204, Art 207, and Art 208 for 2022-23. Stephanie Fikri teaches Art 200, Art 204, and Art 205. Guy Kinnear and Inga Dorosz teach Art 200. Kinnear and Dorosz offer regular and early summer session sections. Kinnear teaches Art 200 sections to the North County Campus for 2022-2023. Hazel Antaramian Hofman is teaching a 9-week DE Art 200 in Spring 2023. Dr Craig offered Art 203, Art 204, and Art 207 face-to-face for 2022-23. All three courses are offered at the SLO campus. Dorosz continues to teach Art 200 at California Men's Colony and has brought it back to in-person after pivoting to correspondence for the Covid-19 pandemic.

Kinnear and Dorosz were finally approved to teach studio courses in their areas of expertise, meaning they teach fewer Art Appreciation courses during the regular academic year. Successful part-time pool searches in 2020 and 2021 have allowed new hires to help the division offer sections to meet student demand. Two new part-time instructors have joined the art history faculty for Fine Arts. Timothy Stark, director of the Harold J. Miozzi Art Gallery is teaching Art 295 in Spring 2023 as a ground course for the first time since Spring 2019. The course was not offered in Spring 2021, as students were not interested in taking this course online. Students are once again able to have high-impact opportunities to work with Gallery throughout the semester in this capstone course for the AHPP degree. Dr Ruta Saliklis joined Cuesta as an Art Appreciation instructor in Fall 2022, teaching ground evening and night sections. She is earning DE certification.

Faculty & Student Events and Activities

Michelle Craig serves at Academic Senate Council Vice President for 2021-2023.

Michelle Craig attended the ASCCC Plenary Sessions in November 2022 and will attend the ASCC Plenary Sessions in April 2023.

Michelle Craig served on the search committee for a Dean of Instruction in Fall 2022.

Michelle Craig served on Part-time Instructor Pool search committees in Spring 2023.

Michelle Craig served on the Dual Enrollment Task Force for 2022-23.

Michelle Craig served on Faculty Hiring Prioritization Task Force for 2022-23.

Michelle Craig virtually attended Columbia University's "African Photography Symposium" in November 2022.

Abigail Luciano transferred to the University of California Santa Cruz.

Halden Willard transferred to the University of California Berkeley.

Ceramics Area:

Enrollments in the Ceramics area are continuing to rise. The addition of another wheel throwing course in Fall 2022 and Spring 2023 has shown promising fulfillment rates, resulting in an additional section for enrollment in Fall 2023. We continue to see successful fill rates in the hybrid Saturday course, a decision that affords more flexibility for that cohort. Currently, there are 4 ceramics hybrid classes from Spring and Fall 2022. In Fall 2023, all but two Ceramics classes are fully face-to-face, which will continue to increase our enrollment numbers.

The Ceramics area continues to foster the community spirit at Cuesta College. With the addition of Student Lunch Hour programming, which consists of artist lectures, workshops, and Art 21 screenings, students have continued to build upon their localized communities here at Cuesta. These events often supply lunch for students and enforce a larger understanding of the value of community within the fine arts workforce. The artist lecture series is focused on academic achievements and post-educational modes of continuing within the field. The first-hand knowledge of visiting artists who have navigated both academic and workforce paths within the fine arts field have served students with intimate knowledge of these avenues and provides a blueprint of how these same paths may be applied individually. Students are granted informal access to artists and can ask questions specific to their own needs.

The Ceramics area has continued to build their Work Study/Work Experience program. In Fall 2022, The Ceramics area oversaw one work Study student and one Work Experience student. In Spring 2023, the Ceramics area oversees one Work Experience student and two Volunteer positions. These work study, work experience, and volunteer positions provide students with hands-on experience working in a lab environment, better preparing them for transfer level programs and workforce development. They also provide a path to completion of the Ceramics Certificate. In Fall 2022, two students completed the Certificate program and in Spring 2023, we are expecting two more students for completion.

The Holiday Sale in Fall 2022 was an enormous success with sales totaling \$3129.74. These sales provide funds for extracurricular activities including Student Lunch Hour presentations by professional artists and community events. The Holiday Sale also exposes students to commercial

avenues in the workforce. Students volunteered to run the booth, allowing for access to bookkeeping, sales plans, and display strategies.

Each semester, the Ceramics area continues to support local organizations dedicated to fundraising for the houseless population in SLO County. We donated over 70 bowls in Fall 2022, and hope to donate around 100 in Spring 2023 to the local chapter's Empty Bowls event. We are the largest donor of wares in the county and continue to be a community pillar for these organizations and events. In Fall 2022, we were able to include Bowls made by the Los Osos Middle School students with our donations, including the community through many avenues and ages.

The Ceramics area plans to attend the California Conference for the Advancement of Ceramic Art (CCAC) in April 2023. Here, we will table a booth and gallery. The gallery will be curated by and with Student works from the program.

PT faculty member Teri Sanders Brown will attend the Nation Council on Education for the Ceramic Arts Conference in Ohio in March of 2023.

For the Student Art Show, one ceramic student won Best in Show, and another student was awarded second place.

Ceramics Area Facility Updates

To provide a safe working environment for Ceramics students, Brittany Mojo, along with the ceramics area lab technician, have continued to organize and streamline the ceramics lab. This includes indexing all raw materials, replacing equipment and tools to be more efficient and greener, and working directly with facilities to ensure safe practices in upkeep.

Working to inventory all materials and chemicals has helped us save a significant amount of money, while also ensuring we are following proper storage and disposal protocols. Working alongside the safety compliance coordinator, we have identified areas of the lab that could use specific attention, like strategies to mitigate dust in the space. The ventilation hood and HVAC has been updated to combat the dust.

The continued survey on the environmental impact of the ceramics lab includes an attention for greener energy sources. We have embraced greener practices through recycling glazes, added a recycling bin to the lab, and have introduced recycling clay to students. We have also made the decision to retire 'cone 10' glazes (which use more energy to activate) and are working on a more robust series of low-fire (low temperature) glazes. This will greatly impact our energy use and the upkeep and longevity of our equipment.

The Ceramics area continues towards the goal of making our clay all in-house. We have invested in a professional clay mixer and will start mixing as a studio (hopefully) beginning 2023 academic

year. We are waiting on facilities to update the electrical outlets to accommodate the equipment, which was included in the initial budget when approved. Students, instructors, and the lab technician will all be responsible for mixing clay. This will not only provide students with an understanding of how clay is made but will provide a sense of responsibility to the material. Making our clay in-house also greatly reduces the financial impact on students and affords the studio to provide more clay to more students each semester. We have also worked with the bookstore on campus to provide alternative lay bodies for students who are interested in more extra-curricular activities.

Other facilities updates include:

- Acquisition of two donated electric kilns
- HVAC updated and working well
- Acquisition of wheel tables for wheel work processes
- Removal of unnecessary storage in favor of space and workflow
- Addition of Ceramics Glaze Test Tile board
- Addition of furniture for equipment
- Addition of outdoor work tables and white board
- Addition of Lockers for each student

Lead Faculty, Brittany Mojo, Extra-curricular activities:

- Brittany Mojo served on the student-evaluation task force for redesigning evaluations for hybrid courses.
- Brittany Mojo serves on the Harold J. Miossi Gallery Council as faculty representative.
- Brittany Mojo served on two hiring committees in Spring and Fall 2022 for the 2d/Ceramics Areas.
- Brittany Mojo served on a hiring committee in the Graphics Area in Spring 2022.
- Brittany Mojo serves on the shortened calendar task force for alignment with Cal-Poly scheduling in 2026.
- Brittany Mojo was an Artist in Residence at California State University Long Beach School of Arts Center for Contemporary Ceramics Summer 2022.
- Brittany Mojo mounted a solo exhibition at Mindy Solomon Gallery in Miami January 2023.
- Brittany Mojo was included in the exhibition *Breaking Ground: Women in California Clay* at the American Museum of Ceramic Art in Pomona, CA in Fall 2022.
- Brittany Mojo was included in the exhibition *Of Rope and Chains her Bones are Made* at the Bakersfield Museum of Art in Fall 2022.
- Brittany Mojo will be traveling to Barcelona for June and July of 2023 for an informal artist residency rooted in research and development.
- Brittany Mojo has several solo exhibitions, group exhibitions, and special projects slated

for 2023.

Cuesta Curiosity League through the i3 Chancellor's Grant

Ceramics faculty, Brittany Mojo, is working with Neil Higgins and Susan Kline on bringing i3 curriculum to Cuesta.

The i3 initiative is a landmark learning experience that prepares students for the challenges and opportunities of the 21st century workforce. The learning approach responds to employer demands for employees who can adapt to a fast-paced changing world, changing skills, and those who can thrive in a team environment. Instructors will facilitate team-based problem finding and solving to real-world challenges. All students, regardless of areas of interest, major or disciplines are encouraged to participate.

Students will begin the semester by identifying a problem in the community (Cuesta Community included!) and work to find a viable solution to the problem. These issues could be as simple as developing a Cuesta Coffee Cart or as complex as trying to address the houseless crisis in San Luis Obispo. Students are in teams of 3 or 4 and each group is addressing a different problem.

The big goals of i3 are:

- Developing 21st century workforce skills while solving community problems (on campus and beyond)
- Scaling experiential learning for all students, as well as learning the entrepreneurial mindset as a skill
- Learning as a cohort in an interdisciplinary environment while building confidence and professional networks

From the recent press release:

“The i3 initiative is open and available to all Cuesta College students. The program connects students across the college to explore, clarify, and scope challenges facing their community and to work together to address one through innovative solutions. Students are encouraged to draw on their expertise from multiple disciplines, cultural knowledge, and a diverse range of lived experiences to provide valuable insights and perspectives to tackle systemic changes.

To ensure that students experience an Inclusive learning environment, i3 trains faculty to become facilitators for students to safely share their experiences and knowledge to develop solutions tailored for their communities. This instructional approach delivers a more equitable and inclusive learning environment designed for the diversity of the California Community College System. Importantly, i3 provides experiential learning which builds confidence in students to be career ready. As California employers look for highly skilled individuals who contribute to a team

environment and bring new perspectives to solve problems, training students to adopt entrepreneurial mindsets will set them on a course for success.

Cuesta College's i3 program will offer a 12-week interdisciplinary workshop for up to 25 students. Students in the i3 program will learn the process of Invention Education by identifying local problems in need of creative solutions within our community. The i3 faculty will lead students through a process of identifying and interviewing stakeholders, defining problems, and ideating and prototyping possible solutions. The program culminates with a presentation of student-developed solutions.

Thanks to the generous support of Coast Hills Credit Union, each student will receive a \$500 scholarship for completing the workshop. The i3 pilot program will be offered in Spring 2023 through Community Programs, under the name "Cuesta College Curiosity League". Any students enrolled in credit courses during the Spring 2023 semester are encouraged to participate. This program is for all students, regardless of major or intended area of study. The faculty at Cuesta College spearheading this initiative are Susan Kline (Business), Neil Higgins (Professor of Business & Entrepreneurship), and Brittany Mojo (Fine Arts)."

In Spring 2022, Mojo attended the National Association of Community College Entrepreneurship conference. I have completed all necessary training for this program through Summer of 2022, with weekly meetings and homework which delved into various teaching strategies in interdisciplinary fields. This training was state-wide, and met with faculty throughout dozens of Community Colleges in the state to discuss strategies for implementing programs in each of the specific campuses.

Currently, the Cuesta cohort, comprised of Neil Higgins from Business, Susan Klein from Business, and Brittany Mojo meet weekly to discuss our program implementation for Spring 2023. Students are paid \$500 for completion of the program. The i3 initiative currently lives as a community program with the hopes of making it into curriculum. We are well into the Spring cohort and it is so far successful. Students are working to address homelessness in SLO county, address social community on Campus, and fitness options for students at Cuesta.

2-D Area (Drawing, Painting, Printmaking):

Enrollments in the 2D area have been on a steady rise as we move out of the pandemic with the 2D area remaining the largest FTES/FTEF studio area in the department. The return to face-to-face teaching has played a major role in our return to larger enrollments numbers within all sections of the 2D area. Spring of 2023 brought with it a return to more face-to-face course offerings, which should assist us in keeping our enrollment numbers higher moving forward.

There have been many FTES/FTEF challenges facing the Art Studio department since the implementation of non-repeatability and the isolation of the pandemic. Since all studio art courses are developed around theoretical concepts and the application of applied skill processes, students have found they needed the face-to-face time to develop their studio skill sets while developing a strong body of work for transfer or for entrance into the private sector. Over the last five years, the 2-D area has worked to develop a series of upper division courses to assist our students in the development of these skills sets, while also working to increase enrollments. These additional courses have worked to strengthen student success by providing the extended studio practicum essential in building a confident and professional portfolio of work for transfer.

Future 2-D Studio enrollments rates:

Even though the 2-D area continues to maintain the highest enrollment numbers in the Studio Arts, efforts have been made to bring enrollments up in two of our courses, Printmaking and Watercolor. Fill rates in both courses have greatly benefited from the return to face-to-face instruction and the creation of cross-listed course sections. With the recent retirement of long-time colleagues Richard Phipps and Marcia Harvey, we have brought in a new adjunct, Jessamyn Pattison, to teach our Watercolor courses, and Inga Dorosz has stepped in to teach our Printmaking courses. With the return to Face -to-Face instruction Art 222 and Art 229 have also seen a rise in enrollment levels under the instruction of new adjunct instructor Sommer Roman Sheffield. These instructors are very excited to assist us in bringing the enrollment levels in these courses up to previous highs. We welcome their efforts on behalf of our students and our department. The 2D area has also restricted the number of Art 221 sections being offered to assist in keeping enrollment levels higher in all sections. The 2D area currently offers only one online section, Art 221, which has maintained high enrollment levels even as we move out of the pandemic.

Greater Student Success in the 2-D area:

The return to Face-to-Face instruction and instructor led access to extended open studio hours have worked to support student success rates and increase enrollments in the 2D area. Most Art students lack access to a home studio workspace, with the lower income students being the most affected by this inequity. Knowing that student success in the arts is directly affected by studio access, the 2-D area will continue to provide 8 hours a week of instructor led open studio access to assist all students in meeting their academic goals.

Expectations:

Students will face many obstacles moving through a 2-year system of GE fulfillment and major concentrations, how we assist them through this accelerated college plan will require many levels of direct support campus wide. We in the 2D area will continue to do our bests to provide a variety of face-to-face and online courses throughout the day to assist all students in achieving their academic and artistic goals. Over the next 5 years the 2D area looks to continue to build a stronger more creative working environment for all students through equitable support and compassionate instruction.

Graphics:

Introduction

The graphic design program continues to enhance its students' class content and experience and upgrade its equipment to meet their needs better. To stay current and work with his permanent residency visa as an international faculty, the faculty lead Canguo Liu, took a necessary sabbatical leave in Fall of 2022 and visited other institutions and companies to research new strategies to enhance student learning and courses offered in the program.

The goals were to ignite the discussions of the pandemic impact and technological innovations, such as A.I., with higher education institutions, tech, and media companies. These goals aimed to analyze and assess the pandemic's impact on higher education and to identify feasible strategies and technological solutions that could benefit students.

In Spring 2023, the lab transferred to full Laptop environments to mimic design agency operation. The students now work and learn with a similar device once they graduate or start to work. As we have provided further funding via Perkins, we can offer students more tools to explore career options. Our goal is to make our graphics classes a design agency or studio simulation that helps students to be more independent in the class and gain valuable problem-solving design experience, while still learning graphics design and digital fundamentals. The goal of remodel is to provide students with more employability skills in the Graphic Design field and the Remote Economy.

Data

Graphics is the last area in the fine arts division that returned to partial in-person in Spring 2022 and was followed by a full-time lead who took a sabbatical leave in Fall 2022, that reduced the classes offering in Fall 2022. Those impact our smooth transition from online to in-person and data as we see drops on data.

We are working to reach out to a larger number of students to increase FTES. Graphics plan to advertise our program by building a solid online presence, including a website that provides detailed information about the graphics program and the benefits it offers to students and will develop further CTE partnerships with high schools and community organizations.

Facilities and Equipment

Graphics continues focus on provide career exploration and career development activities through an organized, systematic framework that provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations; In December 2021, industry feedback was gathered from employers via an online advisory committee survey. Advisory committee members showed strong support for expanding our 3D direction to students. 3D printing uses the 3D printer and includes DTG printing for fabric and CNC fabrication. We will begin to test the lab for more possibilities with enhanced macOS and iOS latest functions once the update is fully completed. We are building an AR/VR meta-design and learning lab, with grant support from both Perkins and Strong Workforce Program funding.

Our CNC cutter and Special garment printer funded by the Perkins Grant will also bring digital fabric design experience and 3D module, package design, and experimental experiences, such as digital sculpture, industrial design, furniture design, and architecture design into our curriculum to enhance “design as a one” environment.

As A.I. (Artificial Intelligence) has an increasing influence in many fields, we are working on providing offering on digital tools to help student success in a more challenging work environment.

Lead Faculty Canguo Liu activities

1. Canguo Liu remotely studying, visiting, and teaching at global universities, Beijing Film Academy, and Tsinghua University in Fall 2022.
2. Canguo Liu successfully connected with industry leaders such as Canon, DJI, Gaozi, OceanMedia, and Vorld, which provided valuable insights and knowledge from industry.
3. Canguo Liu delivered a presentation on A.I. and Computational Art at the Institute of Photography and Digital Arts, a national academic research institution of the Chinese National Academy of Arts. Fall 2022
4. Canguo Liu will give a virtual talk in May 2023 about traditional large-format photography and A.I image technologies, for Chinese national large-format photography Association, invited by Professor Zhu of Beijing Film Academy.
5. Canguo Liu will author an article on A.I. , computational imaging, and the creative

impact of artificial intelligence, it will be a featured article of Chinese Photography, a top international academic journal in the field written in Chinese.

Photography Area:

The data for photography was not analyzed this year because our fulltime photography instructor, Doug Highland, is on medical leave. The following comments were compiled by Margaret Korisheli and Magnolia Stork.

Photography continues to have challenges hiring and retaining adjunct faculty. We were unable to cover Doug Highland's classes with adjunct faculty from the pool leading us to do an emergency hire that required the applicant to be approved by the equivalency committee. The recent successful hiring of Tim Stark and David Pascolla in 2022 brought two talented photographers to the program, both of whom completed training for DE Certification, but both instructors have limited availability due to work and personal commitments. Tim Stark as an artist and gallery coordinator brings rich experience to the classroom in terms of techniques and the conceptual aspects of contemporary art and photography. Fine Arts is running part time pools to search for new instructors and are exploring changing the minimum qualification for specific courses.

The photography area celebrated students and program grants this past year:

- We were able to award 13 students \$75 each thanks to the Frank A. "Tony" Sprague endowment that recognizes students for the excellence in studio class performance in photography. They are awarded based upon the highest combined achievements in motivation, overall growth and accomplishments, technical excellence, and conceptual clarity of their work.
- The Photography area greatly benefitted from Foundation grants in 2022-23 with the addition of 2 large format ink jet printers to replace the aging and broken ones in the digital photography studio. We were also awarded a Foundation grant to purchase 2 print dryers for our B&W photo darkroom but are still trying to locate these highly specialized and somewhat old fashioned pieces of equipment for purchase. We may have to consider purchasing used print dryers instead before the fiscal year is over.
- Photo student Emily DesJardins who has worked her way through the photo program has launched a wedding photographer business and has been a contributing photographer to SLO Life Magazine this year.

Looking forward, the next big expense we expect is replacing the 19 iMac computers in the digital photo lab, which are now 6 years old and approaching the end of their useful lifespan per the technology plan. The expected cost for this lab update is \$86,000.

Curriculum changes will concentrate on Art 249A satisfying CSU GE requirements.

The photography faculty look forward to assisting students in achieving the CA certificate in Photography. Another student was awarded the certificate in 2022 and several students have expressed interest this year. Future students' abilities to progress in Photography courses and complete the CA will be dependent on being able to offer required courses.

Sculpture Area:

Data:

After a year of online teaching (2020-21) and a year of hybrid teaching with split class cohorts (2021-22), sculpture is now fully face-to-face, and enrollments are up to pre-COVID levels in 2022-23 although the data is not yet official. Fill rates for sculpture in 2020-21 were 82.09%, which is slightly higher than the college at 76.86%. Success rates in 2020-21 were high at 93.94%.

Facilities and Equipment:

The Sculpture program continues to benefit from the generosity of Cuesta College Foundation grants. Our latest funded purchase is a Mill Drill, which significantly improves the ability to mill metals and expands the way metal and wood is clamped for standard drilling. The Mill/Drill is in direct support of student and program learning outcomes

Improvements to facilities included a new roof and the repair of a main gutter, both of which appreciably reduced the leaks in the sculpture foundry area of the classroom. Ongoing work continues to address the leaks.

Future facilities requests include modifications or replacement of the HVAC system. Gas collects in the roof area surrounding the heater sending low levels of gas fumes into the classroom, and the fans are so loud that the instructor needs to turn off the heat every time someone addresses the class. We have a choice to hear each other or be warm, but not both.

Outreach and Enrollment Strategies for Sculpture:

Outreach and visibility continue to be a priority for the sculpture area. The fulltime instructor, Margaret Korisheli, has increased her presence at community art events and in classroom open

labs, is teaching Community Programs courses, and has facilitated sculpture student exhibitions in the Student Gallery located outside the Fine Art offices.

Extra-Curricular Instructor Activities:

- Juror for the *On and Off the Wall* Central Coast Sculptors group exhibition at the Morro Bay Art Center, August 2022
- Exhibited seven sculptures in a four-artist show at Studio Channel Islands, October-December 2022
- Teacher for sculpture workshops through Cuesta College Community Programs.
 - Plaster Casting, August 2022
 - Bronze Cuttlefish Casting, August and December 2022, and May 2023.
- Attendance at the Tuesday Student Hour events and assistance in scheduling Artist Talks by local artists exhibiting at SLOMA.

Extra-Curricular Student Activities:

- A former Sculpture II student, Lane Stevens, had a solo show of her mushroom sculptures in the Student Gallery, January-Feb. 2023
- Current Sculpture II students have a group exhibition planned for the Student Gallery in April 2023

Sculpture Foundry Certificate

The Sculpture Foundry Certificate became available in Fall 2019. Two students have received the certificate, one has completed the request, and at least two students are currently aiming to complete the certificate.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

Overall, Fine Arts shows a slightly higher successful course completion in Asian and Two or More Races. Hispanic/Latino success decreased from last year. The Black or African American subpopulation displays a large performance gap that will be discussed within the Division to align with the efforts put forth in the California Community College Chancellor's Student Equity and Achievement Program where Cuesta College developed an integrated Student Equity Plan for the college. The plan focuses on eliminating achievement gaps in access to the college, course completion, certificate and degree completion, and transfer readiness.

Success rates (and enrollment) in Fine Arts for Promise students is slightly higher for promise than non-promise students (76.74%:74.16%). DSPS students fare slightly better (76.09%:74.67 for non-DSPS). Overall, our aggregated success rates mirror those of the college.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes. NONE
- B. Anticipated changes in curriculum, scheduling or delivery modality

Changes in scheduling will revolve around start times and course fill rates. We implemented 9am start times for most courses to increase enrollment and retention. We do not have metrics to support this change, but feel this was a positive change. When allowed, we also hope to grow the schedule in the new NCC art classroom. We will continue to assess the benefit of adding late-start 9-, 12-, 15-, and 16-week late start courses shortly after the semester begins along with varied instructional modalities to capture and retain students. This might be of particular value in the Fall semesters when we may capture Cal Poly students and the parents of school age children. Updating curriculum will be a top priority as we prepare for the 2024 CPPR.

- C. Levels, delivery or types of services: NONE
- D. Facilities changes:

In addition to documented needs in the Facility Master Plan, ongoing recent requests include:

- Ventilation in the Painting classroom (7125)

- Installation of the clay mixer purchased in November of 2021
- Fumigation hood for the Sculpture courtyard patina station
- Improved lighting in the Sculpture Studio (7107 Annex)
- Additional sink in the Design Studio (7106)

E. Staffing projections

Increase hours for our techs in order to better support student success with access to labs. The 2-D area has been without adequate tech support for several years due to the increase in responsibilities for our Fine Art tech, and the retirement of a full-time 2-D faculty. The Ceramics area tech will have increased responsibilities now that our program is being forced to mix our own clays due to the only local distributor going out of business. Pursue a 2-D full-time replacement position with duties specific to the north county campus to oversee and grow the program. Ongoing parttime pools in all disciplines.

F. Other

Budget requests are detailed within the Resource Plan with our top ten needs prioritized through a collaborative process. Our top priorities as a Division are to focus on facilities needs in our area and instructional equipment. Just outside of our top ten items but still of vital importance are staffing needs to increase Tech hours. We will submit Foundation, Academic Affairs Strategic Instructional Support Funding, and/or CTE grant requests for most of these items. We are always extremely grateful for past Foundation, Instructional, Local, State and Federal grant funding.

Fine Arts is in the process of placing and caring for donated works of art:

- Talks are underway to place two Chet Amex paintings on the North County Cuesta College Campus. Chet was the first faculty hired in Fine Arts at Cuesta College.
- We are in ongoing talks about the cement sculpture created by nationally renowned artist Rupert Deese around 1979 when he was teaching at Cuesta College. The sculpture needs restoration, signage, and maybe relocation.

Addendum:

FALL SEMESTER 2022

cuesta college art department presents

STUDENT LUNCH HOUR EVENTS

FOLLOWING TUESDAYS FROM 12-1PM

- 08/23: Meet and Greet: In the fine arts courtyard
- 08/30: Art 21 Room 7103
- 09/13: Art 21 Room 7103
- 10/18: Cory Mahoney Artist Talk Room 7103
- 10/25: Pinch Pots, Plates, and Pizza 7103 courtyard
- 11/01: Chris Miller Artist Talk Room 7103
- 11/08: Art 21 Room 7103
- 11/15: Ryan Flores Artist Room 7103
- 11/29: Artist Statement Workshop Room TBD
- 12/06 + 12/07: Holiday Sale in front of Cafeteria

details to come
for more information please contact
brittany_mojo@cuesta.edu

cuesta college art department presents

student lunch
hour events

FOLLOWING TUESDAYS FROM 12-1PM

- 01/24: MEET + GREET : Fine Arts Courtyard
- 01/31: LUNCH WITH JOOLEE KANG: Gallery
- 02/07: GALLERY WALKTHROUGH: Gallery
- 02/21: NIXSON BORAH LECTURE: Ceramics 7103
- 02/28: EMPTY BOWLS WORKSHOP: Ceramics 7103
- 03/07: STUDENT ART SHOW Q+A: Gallery
- 03/14: DORIAN WOOD ARTIST TALK: Ceramics area
- 03/28: KAREN TEPAZ ARTIST LECTURE: Ceramics 7103
- 04/04: STUDENT ART SHOW WORK DROP OFF: Gallery
- 04/11: MARCIA HARVEY ARTIST TALK: Student Art Gallery
- 04/18: CHARLIE RUGG ARTIST LECTURE: Ceramics 7103
- 05/02: END OF SEMESTER POTLUCK: Fine Arts Courtyard

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PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.