**2020 Annual Program Review**

**Program Name: ART**

**Program Review Author: WALTER MEYER**

**I. PROGRAM DESCRIPTION**: In one or two paragraphs, provide a description of the primary goals of your program or service area. Attach an appendix to describe your program or service area in more detail, if needed.

*Note: If no changes have occurred, feel free to copy and paste from your last review. If it exists, feel free to copy the brief description of your program from the college catalog:* [*http://www.smc.edu/CollegeCatalog/Pages/default.aspx*](http://www.smc.edu/CollegeCatalog/Pages/default.aspx)

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| The Santa Monica College Art Department provides instruction in Art and Art History that propels our students toward success in whatever they endeavor. We embrace the global community and the study of art and its creation as a central aspect of all human experience that is essential in today’s global environment. We strive to engage our students, the college and the wider community with experiences that bring art into life in order to enrich and transform our planet. The Art Department houses two distinct disciplines, Art History, and Studio Art Practice. The Studio Division is broken down into six areas, each with an assigned area head. The areas are, Drawing, Painting, Sculpture and 3d design, Ceramics, Contemporary Art Theory and Practice, and Digital Media. The department operates in three different locations, the main campus, the Airport Arts Campus, and the Performing Arts Campus. The Studio Division of the Art Department currently offers 77 sections of courses in contemporary art theory, 2 and 3 dimensional design, observational drawing, painting, sculpture, ceramics, glass fusing and blowing, jewelry, printmaking, and digital media. These courses aim to foster a collaborative interdisciplinary foundation for students seeking careers in the visual arts and its related disciplines. The Art Department seeks to provide learning experiences that allow students to become fluent in the fundamentals of visual language. Art students gain a new understanding of how art and design enhance and define various aspects of culture and our physical world. Students have the opportunity to develop and specialize those skills as their needs, goals, and personal vision dictate. The Art Mentor Program provides a professional studio environment, gallery exhibitions, seminars, and critique groups for a select group of SMC students who have demonstrated advanced abilities, shown serious intent, and been nominated for the program by a faculty member. The Mentor Program, working alongside the courses in Contemporary Art Theory and Practice, is one of the main forces driving the successful transfer of our students to top tier four year institutions. The program is centered in Airport 117, the large hanger space at the Airport Arts Campus. Over the past three consecutive years The Art Department has averaged 18.5 transfers per year to four-year institutions including UC’s, Cal States, Art Institute of Chicago, Columbia, RISD, Cooper Union, Otis, San Francisco Art Institute, and a host of other highly respected institutions. The Art Department operates the Pete and Susan Barrett Art Gallery at the Performing Arts Campus. In addition to bringing the work of professional artists onto the SMC campus, the gallery serves as an exhibition space for the art students, the photo students, the mentor students, and faculty. A major goal of the Gallery has been to increase awareness of the importance of Southern California as a major art scene, by highlighting artist that live and work in this area. Our exhibit schedule covers a range of contemporary, traditional visual arts and cultural subjects highlighting a wide cross-section of  |

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artists, as well as, providing opportunities for student art programs to show in a professional gallery environment. The exhibits featured in the Barrett Gallery represent an important resource and valuable teaching tool for students, faculty, and community alike. Exhibitions for the gallery are selected to reflect current trends in the arts as well as historical and cultural aspects of art. Common to all gallery exhibitions is the goal of providing a forum to promote dialogue and education as exemplified by various art lectures and discussions which accompanying curated exhibits.

**II. PROGRESS SINCE LAST REVIEW (LAST YEAR’S OBJECTIVES)**

Identify the original objectives from your last review, as well as any objectives that emerged during the year (if applicable). For each objective, determine status and explanation for status.

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| **Objective** | **Status (Check one)** | **Status Explanation** |
| Closer relationships with our transfer departments particularly the UC system.  | [ ]  Not Completed[x]  In Progress[ ]  Completed | Our most recent hire, Kaelyn Rodriguez completed her PhD at UCLA and we are looking to expand our relationship with African American Studies and Chicano Studies |
| Centering art history within guided pathways including curricular development for gateway classes as pathways are developed.  | [ ]  Not Completed[x]  In Progress[ ]  Completed  | We are conversing with other departments on how we can engage art history within their discipline as an IGETC or Gen Ed course |
| Expand zero-cost courses beyond the core full time faculty to be a zero cost program  | [ ]  Not Completed[x]  In Progress[ ]  Completed | Briana Simmons, Nathaniel Donahue and Walter Meyer created an OER course in Canvas that has been approved by the state wide senate OER project for AHIS 1 & AHIS 2 for all faculty to use and more adjunct faculty are ZTC or OER |
| Develop systems for lecture capture and build an archive of digital course content.  | [ ]  Not Completed[x]  In Progress[ ]  Completed | The COVID 19 remote learning has expanded the necessity for this. Instructors are capturing lecture content and now we are looking on how to archive our best ones. |
| Establish an art materials recycling program / available materials storeroom.  | [ ]  Not Completed[x]  In Progress[ ]  Completed | We have used lottery funds to have robust supplies in the classrooms for students to use and to recycle at the end of the term. Now that we are remote, we are making kits for our students who might not otherwise be able to afford supplies and user campus pick up protocols |
| Explore the possibilities for hybrid or online studio art courses through intra-departmental discussions of the pedagogical opportunities and pitfalls that may exist in this area.  | [ ]  Not Completed[ ]  In Progress[x]  Completed | Thank you pandemic for accomplishing this goal in record time! Almost all Studio courses are now online. |

# III. ACHIEVEMENTS

**(Optional)** List any notable achievements your program accomplished in the last year.

Art History has two OER courses approved at the state level and the department has been working with The Broad Stage to have student engagement in their upcoming production BIRDS IN THE MOON.

**IV. CURRENT PLANNING AND RESOURCE NEEDS**

**Part 1: Narrative**

Broadly discuss issues or needs impacting program effectiveness for which institutional support or resources will be needed for the next academic/fiscal year.

We have had 5 studio faculty retire in the last two years. Two of those faculty were persons of color and two were women. The impact of this loss affects equity and our basic ability to service all of our diverse programs as each faculty was a leader in a particular division (Digital Art Lead faculty, Contemporary Theory Lead Faculty, Gallery Director, 3D Art Lead faculty, Ceramics Lead faculty). The single most important need we have is a Full Time faculty member in Studio. All of the remaining 4 studio faculty have stepped up in incredible ways, but we are missing key leadership in Ceramics, 3D Art, and additional support in maintaining the high quality of our program.

# Part 2: List of Resources Needed

Itemize the specific resources you will need to improve the effectiveness of your program, including resources and support you will need to accomplish your objectives for next year.

*While this information will be reviewed and considered in institutional planning, the information does not supplant the need to request support or resources through established channels and processes.*

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| **Resource Category** | **Resource Description/Item** | **Rationale for Resource Need (Including Link****to Objective)** |
| **Human Resources** | Full Time Faculty | 5 retirements in 2 years, all were faculty leads in a division |
| **Facilities** *(info inputted here will be given to**DPAC Facilitates Comm.)* | Building | We are In process of our new building. |
| **Equipment, Technology, Supplie**s *(tech inputted here will be given to Technology**Planning Committee)* | Click or tap here to enter text. | Click or tap here to enter text. |
| **Professional****Development** | Faculty Lead Resources | Care funds and the 1 DE faculty is not sufficient to coordinate all the expansion of DE during remote learning. There is so much more that can be done while we are remote to position ourselves as the leader in Distance Education |

# V. CHALLENGES RELATED TO SPRING 2020 COVID-19 CRISIS AND RESPONSE:

List significant challenges your program faced in Spring 2020 due to COVID-19. Please also Include your responses and solutions to this crisis.

Our faculty meeting right before we went remote had a robust discussion and ultimately approved ART 10A to go online with a split vote. By the end of the Spring term all of the Full Time faculty were in support of full conversion for most of our Studio Courses. Taking Studio Art online was a herculean task that we accomplished with immense success. We scheduled weekly department gatherings for instructors to discuss and share ideas, resources and best practices. Faculty who taught the same course were identified by the chair and placed in groups with designated mentors to assist those who were struggling. Faculty innovated with new assignments that would not require the tools and materials found in our classrooms, and that would be readily available to students wherever they found themselves. Demonstration videos were created and collaborative assignments using discussion boards and zoom were implemented.

Over the summer we saw the fruits of these efforts as our studio courses were experiencing robust enrolments for Fall semester. The only caveat being our 3D Sculpture and Ceramics courses. The faculty in 3D created promo materials including fliers and videos to encourage students that these courses were robust and possible in the remote environment. We also shared these materials with counselors so that they would feel comfortable encouraging students to sign up for them and were able to fill sections that otherwise would not have moved forward.

We continue to foster an environment of collaboration. Faculty voluntarily exported their canvas shells to share on our department TEAMS site so that everyone can see what others are doing in their courses and copy what might be useful into their own shells. Faculty who are teaching the same courses are dialoging and sharing experiences and overwhelmingly, faculty are reporting what positive experiences that they are having interacting with students remotely and are excited at the high quality of work that is being submitted. The Art Department is thriving during the pandemic.

***VI. THE NEXT SECTION IS FOR CTE PROGRAMS ONLY***

# PARTNERSHIPS:

**Part 1: Industry advisory meeting dates and attendance for 2019-2020.**

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| **Date of Meeting** | **# of SMC Attendees** | **# of Non-SMC Attendees** |
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**Part 2: Employer partnerships/collaborations for 2019-2020. Identify the most salient partnerships or collaborations.**

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| **Employer Name** | **Type of partnership or****Collaboration*** **Advisory attendance**
* **Internship site**
* **Donations**
* **Job placement**
* **Other**
 | **Optional: Additional information about****partnership or collaboration** |
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***CONGRATULATIONS – that’s it! Please save your document with your program’s name and forward it to your area Vice President for review.***

***The following section will be completed by your program’s area VP***

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Vice Presidents:

First, please let us know who you are by checking your name:

[ ]  Christopher Bonvenuto, Vice President, Business and Administration

[ ]  Don Girard, Senior Director, Government Relations & Institutional Communications

[ ]  Sherri Lee-Lewis, Vice President, Human Resources

[ ]  Jennifer Merlic, Vice President, Academic Affairs

[ ]  Teresita Rodriguez, Vice President, Enrollment Development

[ ]  Michael Tuitasi, Vice President, Student Affairs

[ ]  Next, please check this box to indicate that you have reviewed the program’s annual report Provide any feedback and comments for the program here:

Click or tap here to enter text; the box will expand when you enter text.

Finally, please **save the document** and email it to both Stephanie Amerian (amerian\_stephanie@smc.edu) and Erica LeBlanc (leblanc\_erica@smc.edu). If you have any questions, please contact us!

Thank you for your input!