



## Program Review All Fields

### Art, Studio [1]

#### Main

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##### Overview

**Academic Year** 2023 - 2024

**Originator** Rosette, Arturo

**Division** Curriculum Division 10 - Liberal Arts and Sciences

**Department** Fine Arts

**Program** Art, Studio

**Program Type** Instructional

#### Co-Contributors

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##### Contributor

- Gustlin, Deborah
- Janes, Jan
- Lystrup, Noah
- Rain, Max
- Richards, Grant

#### Program Mission and Accomplishments

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## 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.**

**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).**

Gavilan's Studio Art program strives to create and maintain a variety of quality courses that support Gavilan College's mission. The Studio Art program is committed to cultivating creativity, stimulating curiosity and providing students with the tools and skills needed to achieve their artistic and educational goals. The program provides a nurturing and imaginative experience that provides them with a well-rounded historical, contemporary and multicultural introduction to art in a wide range of media that use traditional and non-traditional methods and creative processes. Within the program, students develop critical thinking and problem solving skills, acquire the needed technical skills to create two and three dimensional artwork, learn to utilize art/design elements and principles, engage in collaboration, and are guided through a range of creative processes: intuition, imagination and innovation. Students are provided a dynamic studio experience

that integrates conceptual and technical artistic skills in a safe learning environment that supports their personal exploration, expression and identified artistic goals.

The Studio Art program offers studio courses in the foundation areas of drawing, painting, design, ceramics, sculpture and art history. For students interested in exhibiting their artwork, the program has a gallery on campus as well as exhibiting venues within our local communities.

Students who complete the Studio Art Program are prepared to continue a personal creative journey or transfer to a four-year Art program for further study. The Studio Art program supports students in their educational, professional or personal artistic pursuits, and celebrates their accomplishments through exhibitions.

**On the PIPR website, locate and review your previous program plan and subsequent annual updates. After studying, please list:**

Response and follow-up to previous program reviews

1. **Expand Art4change mural program.**

**Unfortunately, due to the a diminished budgetary and institutional support for the program, coupled with the onset of the COvid pandemic in 2020, this program has been discontinued until adequate resources and institutional support can be secured.**

2. **Maintain and expand distance education course offerings with an emphasis on hybrid Studio Art courses.**

**Efforts in this areas have been successful particularly as the need was increased due to the Covid pandemic. Even though efforts were underway to increase distance education courses in the Studio Arts, the need to move all courses to fully online for several semesters aided in the development and offering of distance education courses in this area. Since our last program review we now are offering a majority of our studio art courses as either hybrid or fully online and the faculty teaching those courses have been trained in OEI best practices and have developed highly successful distance education courses.**

3.

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

Yes, the services in our area have changed in three primary areas:

- 1) Our Art4change mural program has been discontinued due to a lack of institutional support and the effects of the pandemic;
- 2) A much larger number of our course are now being offered either hybrid or fully online--approximately 50/50.
- 3) Our Gavilan Gallery has been closed for the past three years therefore we have not been able to properly exhibit student artwork or have local and regional exhibits. This spring 2023, we just learned that indeed our gallery will be funded once again and we look forward to bringing back the same high quality services and exhibits that the gallery once offered.

## Student and Program Outcomes

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### College Goal for Student Achievement

The following questions refer to data regarding student achievement.

**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.**

**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?**

The success rates for the Studio Art program over the past three years (2019-20 through 2021-2022) are rather expected. Historically our success rates (~75%) have exceeded the average institutional success rates (~70%) by three to five percentage points and such is the case now. Additionally, also to be expected, success rates fell by about 3 percentage points at the beginning and during the Covid pandemic (2019-2021) however during the 2021-2022 academic year our program's success rates have returned to our historic average of 73% success rate.

As with our previous analysis of success rates in our program there does not appear to be any large gaps in success rates between the various equity groups. Our success rates are well distributed between gender and ethnicity groups with a variance of under 5 percentage points between all groups.

These trends suggest that the Covid pandemic did have a negative impact on our program's student success rates initially over the first two years, however, in the last couple of years has seen a return to our strong program student success rates. This trend may be because of the return to more in-person classes are being offered or our instructor teaching and student learning has improved in the learning environment.

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

**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.**

### **Path: Tableau - Program Review/ Equity - D2. One Year Persistence Rate**

The retention rates for the Studio Art program over the past three years (2019-20 through 2021-2022) are also expected. Historically our retention rates (~89%) have exceeded the average institutional success rates (~85%) by three to five percentage points and such is again the case. As with our program success rates, retention rates fell by about 3 percentage points at the beginning and during the Covid pandemic (2019-2021) however by academic year 2021-2022 our program's retention rates have returned to our historic average of 90% retention rate.

Our program's retention rates parallel its success rates as there does not appear to be considerable gaps in retention rates between the various equity groups. Our retention rates are fairly equally distributed between gender and ethnicity groups with a variance of under 5 percentage points between all groups.

Again these trends may suggest the negative impact that the Covid pandemic may have had on our program's student retention rates. Our retention rates have now returned to our historic average indicating that the negative affects the pandemic may have had have been mitigated by our program.

### Success

**The following questions refer to data regarding student achievement.**

**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: Tableau - Program Review/ Equity - D3. Course Rates by Unit**

The set goals for course success in our program is to meet or exceed the historic average institutional student success rates (70%). With that set student success rate a large majority of our course offerings already meet that goal. The few courses that do not meet those goals fall into two categories: 1) extremely small classes that skew the data; 2) hybrid online studio courses. For #1 we will make sure we aggregate the data from small courses to ensure we get a better reading as to the courses' student success rates. For #2 we will conduct an analysis (currently ongoing) about the affects of student success when offering courses in a fully online, hybrid or fully in-person modality. There may be some learning elements that we can identify to improve for each modality to improve student success.

**How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?**

#### **See Success and Retention dashboard in Tableau's Program Review section.**

Between academic years 2019-20 and 2021-22 our program served 3073 students (headcount). Of that number of students, 2306 of them were successful in our courses and 2730 persisted in those courses. Given those numbers our program has positively contributed to Gavilan's student success and retention rates by exceeding the institutional averages. Students in our program are succeeding and remaining in our courses at a higher rate than the institutional average.

## **Equity**

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### **Equity**

**Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.**

**For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: LOCATE Success and Retention dashboard in Tableau's Program Review section. 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)?**

**For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).**

**Please find Equity information in Tableau's Success and Retention dashboard.**

**Contact your support team for any needed assistance in using Tableau.**

Our program can continue to help increase disproportionate student success across equity groups in two primary ways: 1) our program offers a number of courses whose content is responsive to some of the groups identified institutionally, i.e., Art 21, Art of the Americas, Art 10A, Cultural History of Ceramics; Art 11, Creativity, Innovation and Imagination. Our program will strive to continue to offer these courses and, as-needed, increase the number of sections offered of each every semester. 2) Our other program courses also offer opportunities for a wide range of inclusion pertaining to the groups identified--courses such as traditional studio art courses (drawing, painting, ceramics) and lecture courses (Art History, Art Appreciation). These courses will continue to be updated to reflect inclusion of marginalized groups.

### **Our Equal Employment Opportunity (EEO) Plan States**

**"Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination."**

**What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?**

**Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.**

Our program is fortunate to be housed within a larger department that includes a number of other diverse programs. On a regular basis, our program collaborates or assists programs such as Music, Theater and Communication Studies in events that are responsive to our culturally diverse community.

Another primary way that our program supports the districts efforts in creating an inclusive college environment is through our Gavilan College Gallery. Though our gallery was dormant during the height of the pandemic, it has now been reinstated as of Spring 2023. Our gallery offers a number of ways to promote and activate an inclusive college environment through curated exhibits (local and regional), lectures and speakers.

**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: Tableau 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)?**

### **Learning and Area Outcome**

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Have you reviewed all of your Service Area Outcomes (SAOs) to ensure that they remain relevant for evaluating the performance of your area?

**Are your SAOs mapped in curiQunet?**

Yes

**Are your SAOs up to date in curriQunet?**

Yes

**Have your SAOs been assessed in the last five years?**

Yes

**Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?**

Yes

**If you answered no to any of the above questions, what is your plan to bring your assessments into compliance (200 words or less)?**

All SAOs remain relevant.

## Outcome Assessments

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Services Area Outcomes (SAO)

**Review your SAOs data located in curriQunet. What is your department's acceptable achievement score goal for each outcome?**

Program Learning Outcome data - 80%.

Institutional Learning Outcomes (ILO)

**How do your SAO support the college ILOs? Be specific (200 words or less).**

Thinking Critically and Creatively - No other program on campus encourages creative thinking more than studio arts. Art courses give instruction on techniques, craft, and specific skills, but project parameters are always open-ended to a certain degree, and it is up to students to come up with content based on their own imagination, perspective, and creativity.

Communicate Effectively - In critiques, students learn to communicate both positive observations and constructive criticism.

Practice Social Responsibility - Many art assignments engage with themes of culture, identity, diversity, social justice, climate change, etc.

Cultivate Well Being - Gavilan has many first generation college students, and while they may not initially do well in English or math courses, they often can succeed and flourish in art classes. This success boosts their moral, and makes them realize their potential and capability. It affirms their positive identity.

**Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them (200 words or less)?**

Yes, we have assessed the PLOs and the program is meeting the goals.

## Curriculum and Course Offerings Analysis

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**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).**

No new courses or awards are being planned.

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

All courses that have not been offered in the past three years have been deactivated; all current courses are

being offered every semester.

**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).**

This is continuous discussion our program has every semester as we go to create the subsequent semester's class schedule. Yes, our courses' modality currently have a good balance with approximately 50% of our courses being offered fully in-person and the other 50% either fully online or hybrid online. We have found that courses that are more lecture based are more successful as fully online or hybrid while courses with a lab component such as our studio art courses, benefit from either fully in-person (or hybrid online) due to the need for the use of facilities in our studios.

In addition to consideration of instructional modality of our courses, the time and place--when in-person or hybrid--is also a consideration for our program. Of particular consideration are: maintaining our courses on the institutional block schedule times; ensuring that GECA students have the needed courses offered at the right days/times; that our Hollister site has C1 and/or C2 CSU/IGETC offerings every semester; evening courses have a good balance between studio art courses such as Ceramics and Drawing and lecture-based courses such as Art History and Art Appreciation.

## Program and Resource Analysis

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**Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.**

### Program and Resource Analysis

1. **2020**

**How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

1000

**Full Time Faculty**

2

**Part Time Faculty**

8

**Full Time Staff**

0

**Part Time Staff**

0

**Full Time Mgr/Admin**

0.00

**Part Time Mgr/Admin**

0.00

2. **2019**

**How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

1000

**Full Time Faculty**

2

**Part Time Faculty**

8

**Full Time Staff**

0

**Part Time Staff**

0

**Full Time Mgr/Admin**

0.00

**Part Time Mgr/Admin**

0.00

3. **2018****How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

1000

**Full Time Faculty**

2

**Part Time Faculty**

8

**Full Time Staff**

0

**Part Time Staff**

0

**Full Time Mgr/Admin**

0.00

**Part Time Mgr/Admin**

0.00

**Faculty Percentages****Percentage Full to Part Time Faculty**

Year:2018

FT = 20.00%

PT = 80.00%

Year:2019

FT = 20.00%

PT = 80.00%

Year:2020

FT = 20.00%



PT = 80.00%

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

Currently three are no reassign time, grant commitments or projected retirements that will impact our program.

**Additional Comments**

## Evaluation of Resource Allocations

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**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.**

**Did you receive additional funds?**

No

## Program Productivity

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**Program Productivity Measurements**

**Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. If you do not have student contact, please fill out Total allocated budget and Total spending.**

- **2023 - 2024**

**Total Number of student contacts**

**Total allocated budget**

7500.000

**Total spending**

7500.000

**Total cost per student (Student Contact/ Total Spending)**

- **2022 - 2023**

**Total Number of student contacts**

**Total allocated budget**

7500.000

**Total spending**

7500.000

**Total cost per student (Student Contact/ Total Spending)**

- **2021 - 2022**

**Total Number of student contacts****Total allocated budget**

7500.000

**Total spending**

7500.000

**Total cost per student (Student Contact/ Total Spending)****Year and Student count**

**Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results.**

Program costs are in line with running three traditional Art studios: Ceramics, Drawing/Painting and Photography. The bulk of our instructional budget is expended for instructional supplies and studio equipment maintenance and replacement. Our spending has remained consistent over the years.

**Integrated Planning and Initiatives**

**What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) 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 currently are not officially partnering with other programs in new ventures to improve student success at Gavilan College. We are, however, exploring the possibility of more closely collaborating with the Digital Media program with a possibility of having that program housed within the Studio Art program. We would also like to eventually partner with the STEM Center to add art and design to the equation and create a STEAM movement. This would help to create more pathways between art and engineering and mathematics, and could eventually lead students down a more direct course to being hired by Silicon Valley companies.

**Other Opportunities and Threats**

**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, EMSI data and etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?**

One potential threat to our program resides in the area of technical support for maintaining our various studio classrooms and facilities. Specifically, without instructional support, the duties and processes necessary to run a successful ceramics studio will not be able to be maintained.

In terms of opportunities, by widening partnerships with local high schools and arts organizations, we anticipate a growth in enrollment for our program over the next three years.

**What are you discovering about instruction and/or services in this remote environment that you would want to maintain post-pandemic?**

We have discovered that studio art courses indeed can be offered either fully online or in a hybrid instructional modality. We would like to ensure that fully online and hybrid instructional modalities are maintained post-pandemic.

**What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed?**

The issue of needing technical/maintenance support for our studio classroom facilities is a high priority and can only be addressed by having a dedicated Studio Art Technician as support.

## Additional Questions

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**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.**

**1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?**

Our program does provide mentoring for faculty, particularly for new and recently hired faculty. Mentoring includes on boarding, acclimating to our program (learning and outcomes) as well as our facilities and best practices in studio learning and maintenance. Additionally, all faculty are mentored/guided in best practices in instructional modality whether it be in-person, hybrid or fully online.

**2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.**

Our program needs a Studio Technician to ensure the maintenance and safety of our studio facilities. In particular, Gavilan is in dire need of a paid technician/instructional assistant in the ceramics area. We currently offer two ceramics classes, stacked with beginning intermediate and advanced students. (And we would run a third if this proposal is approved) We also offer cultural history of ceramics, a course that combines art history with ceramic hand building. In addition, 3D design includes two assignments in clay, and there are anywhere from two to nine sculpture students working with ceramic as their primary medium. In an average semester, we have roughly 70 students making ceramic artwork. There are numerous activities that happen behind the scenes of a functioning and successful ceramics program, and none of them can be accomplished during class time.

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

Attracting and retaining faculty who are sensitive to and knowledgeable of the needs of our community is an ongoing discussion that we have at our department and program level meetings. In addition to these valuable discussions, all faculty in our program are asked to personally outreach to instructional candidates that would help contribute to the diversification of our faculty.

**4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?**

Gallery Reinstatement; Collaboration with Gilroy Art Alliance; Collaboration with San Benito Arts Council; Ceramics Sale; Representing Gavilan's ceramics program for the first time at the California Conference for the Advancement of Ceramic Arts, Exhibition at the Gilroy Center for the Arts.

**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.**

None.

## Goals

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### Three-Year Program Plan Goals

#### 1. Hire a lab technician for the ceramics program.

##### **Connection of Goal to Mission Statement, Strategic Plan ([http://www.gavilan.edu/administration/master\\_plan/docs/SP\\_GoalsStrategiesDraft-final.pdf](http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf)) and SAO Results**

Gavilan is in dire need of a paid technician/instructional assistant in the ceramics area. We currently offer two ceramics classes, stacked with beginning, intermediate and advanced students. Our ceramics courses consistently maintain full enrollments, and if this proposal is approved, we could add a third section and create even more FTES. We also offer cultural history of ceramics, a course that combines art history with ceramic hand building. In addition, 3D design includes two assignments in clay, and there are anywhere from two to nine sculpture students working with ceramic as their primary medium. In an average semester, we have roughly 70 students making ceramic artwork. There are numerous activities that happen behind the scenes of a functioning and successful ceramics program, and none of them can be accomplished during class time.

Please see a more detailed proposal in the attached files.

##### **Proposed Activity to Achieve Goal\*\***

Create a lab technician position, post the job, and hire a qualified person

##### **Responsible Party**

The lab technician will oversee multiple duties that allow the ceramics program and the studio art program at large to function.

##### **Fund amount requested. If a collaboration, what % required from each partner?**

The technician will be hired as classified staff and be paid for 10 hours per week during the Spring and Fall semesters. Salary will be approximately \$12,000 annually.

##### **Total Three Year Resource Allocation Request**

36000

##### **Timeline to Completion Month / Year**

September 2023

##### **How Will You Evaluate Whether You Achieved Your Goal**

If we have hired a ceramics technician, our goal will have been achieved.

#### 2. Reinstate Gavilan College Gallery and include a virtual gallery

##### **Connection of Goal to Mission Statement, Strategic Plan ([http://www.gavilan.edu/administration/master\\_plan/docs/SP\\_GoalsStrategiesDraft-final.pdf](http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf)) and SAO Results**

The Gallery is an integral component in highlighting student work, exposing students to local and international artists, and promoting the art department.

##### **Proposed Activity to Achieve Goal\*\***

curate four local/regional exhibits a year.

##### **Responsible Party**

The Gallery Director will be responsible for all gallery activity

##### **Fund amount requested. If a collaboration, what % required from each partner?**

\$1000 per year for instructional supplies, exhibition installatio/removal, reception supplies, promotional materials.

**Total Three Year Resource Allocation Request**

3000

**Timeline to Completion Month / Year**

05/2026

**How Will You Evaluate Whether You Achieved Your Goal**

Four exhibits will have been curated per year and they will be included in the virtual gallery

3. **Strengthen partnerships with local High Schools****Connection of Goal to Mission Statement, Strategic Plan ([http://www.gavilan.edu/administration/master\\_plan/docs/SP\\_GoalsStrategiesDraft-final.pdf](http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf)) and SAO Results**

Partnerships with highschoools will increase enrollment.

**Proposed Activity to Achieve Goal\*\***

Organize regular visits to local high schools to promote our program. Give workshops and lectures.

**Responsible Party**

Max Rain, Arturo Rosette.

**Fund amount requested. If a collaboration, what % required from each partner?**

No amount needed.

**Total Three Year Resource Allocation Request**

0

**Timeline to Completion Month / Year**

May, 2026

**How Will You Evaluate Whether You Achieved Your Goal**

Weather or not we visited schools to promote the program.

## Executive Summary

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**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).**

The Studio Art program has weathered the pandemic rather well. Prior to the pandemic, through a sabbatical project by one of the faculty in the program, teaching studio art courses in an online format was researched and applied. Through that research it was found that there were effective ways of teaching fully online courses in studio practice. When the pandemic hit and all courses were moved to online, the studio art program was prepared to adapt its courses to fully online and train faculty in best practices in doing so. Now our program has a good balance of instructional modalities and we will maintain such a balance in our course schedule moving forward.

Reinstating our gallery is another highlight that we are grateful and excited for. Having the gallery as a cultural and learning venue is essential in providing our students and community with the opportunities to experience diversity, inclusion and creativity. We are excited to reestablish the creative excellence our gallery has been known for.

Most importantly, we look forward to our Studio Technician position to be reinstated at the earliest possible time. Without this important position our studio art programs are not sustainable.

## Attach Files

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### Attached File

Proposal for ceramics technician.pdf (/Form/Module/\_DownloadFile/195/45281?fileId=299)