Art and Photography

PROGRAM REVIEW REPORT
2014 - 2015

Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
Duffy, Dyane	Botello, Rochelle	
Hillman, Michael	Holmes, Alison	
Jackson, Matt	Wessel, Mark	
Johnson, Sandra	Moore, Elanie	
Rachford, Maryann	Misanchuk, Rosemarie L.	
	Meredith, Stephanie C.	
	Rusch, Lori F.	
	Watkins, Robert D.	
	Grip, Katie L.	
	Perez, Ryan M.	
	Slay, Kevin D.	
	Villeneuve, Theresa*	

*Split time with COMM

Art

I. Executive Summary

Program Description:

The Visual Arts program includes the study of art with emphasis in the historical, cultural, aesthetics and studio elements.

Areas of study include:
- Visual arts - focus on painting, drawing, design, and ceramics.
  - Drawing and painting often lead to transfer or become fundamental training necessary for commercial art vocational pathways. Ceramics is collaborating with tile companies to develop a custom tile design and manufacturing program.
- Visual arts - focus on computer graphics.
  - Typography, Commercial Graphic Design, Web Design, Animation, Computer Graphics, storyboarding and layout become fundamental training necessary for digital vocational pathways.
- Photography - career pathways
  - Commercial advertising photographers, photo journalists, portrait and wedding photographers, and photographic laboratory technicians
- Commercial Art – career pathways
  - Entry-level positions as graphic, digital, or web designers with an emphasis on the use of a computer as a tool to implement the basic principles of design composition, layout, and typography.

Courses in art satisfy general education requirements for the associate degree, AA-T Associate Arts Transfer-studio Art, an associate degree in liberal arts with an emphasis in arts and humanities, and lower division transfer. Students may earn certificates of achievement in photography, ceramics, or digital and web design.

The current art gallery in the library which features student, faculty and visiting artist shows, will be moved to a larger space in the new Visual Arts Complex slated for completion in 2016.

Laboratory and lecture courses are offered in the day, evening, late-start and distance education blocks.

The photography program is slated to merge with the Art Department with the completion of the construction of the new Visual Arts Complex.

The Digital and Web Design certificate is out of compliance. The committee is being rebuilt.

Strengths/Effective Practices:

Current faculty is strong in the development of transfer and graduation pathways.

- Retention 96%
- Success 82%
  (From years SM 09 to SP 14)

Students have a sense of connection to faculty and material. Pedagogy demonstrates a correlation between historical and cultural aspects of art and current trends in contemporary art.

Weaknesses/Lessons Learned:

- Three fulltime replacement instructors needed to adequately meet the demand of current and projected program growth.
  - o Art History
  - o Studio Art
  - o Photography
- Art History courses could reflect a more global culture within the scope of their offerings.
- Computer applications are woefully behind current industry standards.
- Current Ceramics program does not reflect the industry standard.
- No Wifi in current complex.
- No Smart classroom technology.

Recommendations/Next Steps:

- Hire 3 fulltime instructors.
- Write new curriculum for Global and Cultural Art History course.
- New Visual Arts complex built and renaming of program to reflect the current practices in the state VAPA Visual and Performing Arts
- Improve technology in classroom.

Art

II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013-2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
ART100 Art Hist/Fundamentals	**F13** (has been split into 100A & B)	2	5	1	4	**S14**
ART101 Art Hist/Ancient	**F14** pending	0	4	1	3	**S14**
ART102 Hist/Medieval	**S14**	0	1	0	1	**S14**
ART103 Art Hist/Renaissance	**S14**	2	4	2	4	**S14**
ART104 Art History/19th Century	**S14**	1	1	0	1	**S14**
ART105 Art Hist/Early 20th Century	**S14**	0	1	1	0	**S14**
ART110 Intro to Visual Arts	**S11**	0	2	0	1	**S14**
ART111 Beginning Drawing	**S08**	1	5	2	7	**S14**
ART112 Intermediate Drawing	**S08**	0	1	0	1	**S14**
ART115 Figure Drawing I	**S08**	1	1	0	1	**S14**
ART116 Figure Drawing II	**S08**	0	0	0	1	**S14**
ART120 2-D Design	**F10**	0	1	0	1	**S14**
ART121 3-D Design	**F10**	0	0	0	1	**S14**
ART 122 Color Theory and Composition		0	0	0	0	
ART130 Beg Painting	**S08**	0	2	0	2	**S14**
ART131 Inter Painting	**S08**	0	2	0	2	**S14**

ART140 Beginning Ceramics	**S08**	0	4	0	4	**S14**
ART141 Intermediate Ceramics	**S11**	0	2	0	2	**S14**
ART 142 Experimental Ceramics	**S08**	0	0	0	0	
ART 143 Ceramic Handling	**S08**	0	0	0	0	
ART145 Ceramic Design/Decor	**S08**	0	1	0	2	**S14**
ART 146 Ceramics: Tile and Mosaic	**F08**	0	0	0	0	
ART149 Studio Problems in Ceramics	**S08**	0	2	0	2	**S14**
ART150 Computer Art Basics	**S14**	1	1	1	1	**S14**
ART153 Digital Media Productions I	**S14**	0	1	0	1	**S14**
ART158 Comm Graphic Design	**S06**	0	1	0	1	**S14**
ART162 Computer Graphics I	**S08**	0	1	0	0	
ART163 Computer Graphics II	**F08**	0	0	0	0	
ART167 Web Design I	**F09**	0	1	0	1	**S14**
ART168 Animation I	**F08**	0	1	0	1	**S14**
ART 180 Beginning Clay Sculpture	**S08**	0	0	0	0	
ART 181 Intermediate Clay Sculpture	**S08**	0	0	0	0	
ART 182 Advanced Clay Sculpture	**S08**	0	0	0	0	
ART 183 Advanced Clay Sculpture II	**S11**	0	0	0	0	
ART 184 Sculpture and metalwork	**S11**	0	0	0	0	
ART189 Art Portfolio/Resume	**S11**	0	1	0	1	**S14**
ART199 Motion Pic Apprec	**S14**	0	3	0	3	**S14**
ART 200 History of Motion Pictures	**S11**	0	0	0	0	
ART 201 History of Motion Pictures	**S11**	0	0	0	0	
ART206 History of Latin American Art	**S14**	0	1	0	1	**S14**

ART 207 History of Asian Art- China, Korea and Japan	**S14**	0	0	0	0	
ART 215		0	0	0	0	
ART230 Advanced Painting	**S08**	0	2	0	2	**S14**
ART240 Advanced Ceramics I	**S08**	0	2	0	1	**S14**
ART241 Advanced Ceramics II	**S08**	0	0	0	2	**S14**
ART253 Digital Media Production II	**S14**	0	1	0	1	**S14**
ART267 Web Design II	**F09**	0	1	0	1	**S14**
ART268 Animation II	**F08**	0	1	0	1	**S14**
ART 698A Cooperative Education		0	0	0	0	
ART 698B Cooperative Education		0	0	0	0	
ART 698C Cooperative Education		0	0	0	0	
ART 698D Cooperative Education		0	0	0	0	
ART 699A Cooperative Education		0	0	0	0	
ART 699B Cooperative Education		0	0	0	0	
ART 699C Cooperative Education		0	0	0	0	
ART 699D Cooperative Education		0	0	0	0	

III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
Ceramics- One Year	C	1972	1			
Ceramics- Two Year	C	1979	1			
Digital Design	AS	2003	1	1		
Digital and Web Design	C	2003	4	4	8	7
Fine Arts	AA	1970	88	99	103	100

Liberal Arts: Arts and Humanities	AA	2009	7	18	20	30

TYPE: **AA** = Associate in Arts   **AS** = Associate in Science Degree   **C** = Certificate   **S** = Skill Award
       AA-T = Associate in Arts for Transfer   **AS-T** = Associate in Arts for Transfer

IV. Sections Offered

Review the data sheet for section counts, which includes the following information by course category:
1. Section counts
2. Enrollment by student demographic
3. Success and retention

Provide a brief narrative analysis and describe any trends or concerns you noticed.

The data sheets indicate that with the addition of one fulltime Art History instructor and the addition of one fulltime Studio Art instructor section offerings could increase by 18 – 20 percent.

V. Student Demographics

Review the data sheet for program enrollment, retention, and success which includes data on these metrics by student demographic

Provide a brief narrative analysis and describe any trends or concerns you noticed.

VI. Student Accomplishments

Provide examples of individual student success or instructional strategies that were effective.
Recent graduates from four year institutions:

Paola Carcamo	2014	Le Cordon Bleu, Chef
Robert Wenzel	2014	CSU San Bernardino, MA Ceramics
Heidi Rochenbach	2014	University of LaVerne, MA Counseling
Ivan Bustamante	2014	CSULA, BA
Stephanie Laughlin	2104	April Love Pro Make up Academy
Alexis Matus	2011	University of LaVerne, MA
Leighton Collier Roux	2014	Occupational Therapy, CSUDH
Katey Courange	2013	UC Santa Cruz, BA Art History
Hariadi Djunadi	2013	CSU Fullerton, BFA
Lolbette Moreno	2013	CSULA BA Art
Brittney Orduno	2013	University LaVerne, BA Art
Gabrial Edwards	2014	San Francisco Art Institute, MFA
Daniel Blonde	2013	CSU Fullerton, BFA Sculpture
Angela Abeyti	2014	CSU Long Beach, BFA Illustration
Mark Quinto	2014	CSU San Bernardino, BA Ceramics
Annathalya Nalapraya	2014	CSU Fullerton, Graphic Design
Michael Starkey	2014	CSU Long Beach, BFA Art

Recent Transfers:

Students successfully in transferred to various local colleges in the field of art, including but not limited to Otis College of Art and Design, Art Center College of Art and Design, Fashion Institute of Design and Merchandising, Laguna College of Art and Design, CSU San Bernardino, CSULA, UC Santa Cruz, UCLA, CSU Fullerton, CSU Long Beach, CSU Northridge, CSU Chico, and Cal Poly Pomona.

Garret Goodwin	Cal State Chico, Undergraduate Printmaking
Lolbette Moreno	CSULA, Master's Program, Art Education
Brian Smith	Art Center Pasadena
Ashley Corona	Cal Poly Pomona, Undergraduate Graphic Design
Katherine Bingley	CSULA Undergraduate, Graphic Design
Chihaya Sato	CSULA Undergraduate, Graphic Design
Sara Burdette	UC Santa Cruz, Film and Digital Media

Yuka Yamashita   CSU Northridge, Film and Digital Media
Chihiro Kawakami   ART Academy, San Francisco, Film and Digital Media

Employment:

Dion Sweat
   Well Clothing (lifestyle apparel), Owner, Designer
Ivan Bustamante
   Think Together, Azusa, Art Teacher
Karla Ortiz
   Artist Assistant, Duarte
Rose Wallace
   Costume Designer, ER Collective
   Designer, Feather and Bones
Liz Alvarez
   Designer, Feather and Bones
Debbie Lloyd
   Program Director, LA Unified School District
Daniel Jacob Horine
   Senior Motion Graphics Design, Lynda.com
Alexis Matus
   Designer, Alicat Designs
Fikrye Ozmeral
   Art Teacher, Madison WI
Harrison Freeman
   Graphic Designer, Epiq Systems
Carly Wouters
   Long Term Substitute, Ceramics, Azusa HS
Brian Smith
   Customer Service, Artist and Craftsman Supply LA
Masayoshi Kimura
   Special Effects Make-up Artist
Patrick McCairns
   Manager, Michael's, Walnut, CA
Virginia Giordano
   Owner, Bath Sabbath
Michael Tran
   Freelance Graphic Artist, Lexington, KY

Janice Jung

   Jewelry Designer, Tiffany's, Lexington, KY

Katheryn Renta

   Graphic Designer, Complete Digital Image Solutions

Angela Abeyti

   Graphic Artist, Sign Specialists, LA

Mark Quinto

   Ceramic Technician, Bauer Pottery

Lynn Hendricks

   Gainey Ceramics, La Verne, CA   Tile Designer, On-Site Art Gallery Creator

Betsy Miller

   Creative Arts Group, Pasadena, Ceramics Instructor

Phil Wilkins

   Fine Arts Academy, Glendora, Ceramics Instructor

Amber Tilden

   Light Bringer Project Room 13- Artist in Residence

Lucelia Marin

   Bonita High School, La Verne, Art Teacher

Kyle Jennings

   Garey High School, Pomona, Art Teacher

Ruth Arce

   Garey High School, Pomona Art Teacher

Carissa Bowen

   Ivy Bound Academy, Sherman Oaks Art teacher

Lolbette Moreno

   Think Together, Azusa, Art Teacher

VII. Student Learning Outcomes Assessment Reflection

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle.   Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:
http://intranet/SLO/Pages/default.aspx

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)

Department:

Some of the offerings remain in need of SLO reduction and consolidation. Each studio discipline must make a full effort to bring a more concise and focused SLO package to each course. Any course with more than four SLOs should be considered for reevaluation.

The assessment chart leads to a fluid scheduling of the timing for each individual assessment within the cycle of six years.

Art

VIII. Progress toward previous goals

During 2013-2014, we accomplished:

	Previous Goals	**Progress/ Persons Responsible**	**Status**	**Institutional Goal**
Goal 1 **EMP**	Formalize the alumni page to capture better placement data	Autumn Leal	IP	
Goal 2 **EMP**	Studio equipment and lab updating needs to continue in conjunction with the development of The new Art Building especially in the computer arts.	All ART Faculty Computer lab equipped with Macs	IP	3.1.4
Goal 3 **EMP**	Faculty need to coordinate with the articulation officer to ensure that courses continue to transfer even as UC reviews its transfer requirements.	Articulation officer	IP	5.2.4
Goal 4 **EMP**	Promote the art program by increasing the advertising of the Library Art Gallery and full participation of the art department in events like the Taste of Autumn, Village Venture, Glendora, Pomona and Claremont Art walks and shows	Mike Hillman	OG	
Goal 5 **EMP**	Permanent digital display systems in all classrooms to ensure the highest quality of delivery of Visual information.	Mike Caudle	OG	3.1.4
Goal 6 **EMP**	The art department would benefit by keeping all classes, instructors, days in a matrix of sorts, to assist in students scheduling, record keeping, and a sense of stability for the entire	ART Faculty Robert Slack VP of Instruction	OG	1.1.1

	program. As it is now, there are semesters where entire sections of the Art program are reworked.			
Goal 7	Update course outlines of record to reflect Student Learning Outcomes language And develop processes to accurately track SLO assessment within specific classes.	All ART Faculty	OG	5.2.4
Goal 8	Unify instruction and portfolio evaluation between drawing faculty to ensure that all students are graded against a similar skill set.	Utilize portfolio comparison to unify acceptable grading criteria	IP	
Goal 9	Further high school outreach through presentations and assist in lesson planning with high school curriculum including scope and sequence.	Increase outreach through visiting lecture series. Continue into Spring 2015 . This was accomplished partially through the Fine and Performing Arts Recruitment day	IP	3.1.4
Goal 10	Apply for foundation grant for equipment	Raku Kiln was purchased with funds from the Foundation 1500.00		
Goal 11	Purchase drawing horses for Drawing classes to enable 2 simultaneous classes			

In addition to previous goals, during 2014-2015, we plan to:

	Description	**Actions / Target Date**	**Data Index***	**Institutional Goal****
Goal 1	Complete transfer degree models (AA-T AS-T)	Finish/12-12-14		1.1.5 2.2.1
Goal 2				
Goal 3				
Goal 4				

For instutional goals visit link below.

http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf

**For Educational and Facilities Master Plan, use table below.

EFMP 1 – Expand curriculum to include art gallery management, display and exhibition design, and curatorial programs.
EFMP 2 – Increase infrastructure capacity for the digital media and drawing specializations.
EFMP 3 – Develop a program in set design in collaboration with art, technical art, and theatre arts.
EFMP 4 – Develop a program in tile design.
EFMP 5 – Formalize the alumni page to capture better placement data.

Citrus College   **Art**

IX. Budget Recommendations for 2014 - 2015

(Add rows or attach additional pages as needed for complete description / discussion)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
Art History	Ensure quality of instruction across the broad sequence of classes	M,n,q,	1,2,3
Studio Art drawing/painting	Replacement for retired faculty	M,n,q,	1,2,3

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
Lab Assistant. Full Time	Necessary for relief on departmental paperwork and organization of ceramics studios including loading and firing of all ceramic kilns, mixing/ making of glazes and keeping studio clean and safe. Inventory of supplies and stocking of materials	Q F	2,3

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Advisory Committee	Luncheon and materials for Advisory Committee meetings	200	QF	2,3
Re-instate funds for travel to national and local art conferences		5,000.00	Q,f	3

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
Smart Panels for instructors use in all classrooms	Several instructors in the Art Program have been trained on I Pad use in the classroom, without smart panels and internet access; this knowledge is thrown down the drain.	EDC building all classrooms and labs	See comments and discussion	2
Electric Kilns for ceramics program	In the current location, the 2 electric kilns are inadequate to keep the program functioning or reaching any or the SLO's	EDC patio		

Computers / Software (TeCS)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Upgrade the 2 iBook computers on the projector carts with 2 MacBook Air	The existing iBook macs on the carts are out of date with current OS and cannot keep page with todays technologies	2,500.00	M,N,Q,F	2,3
Upgrade computer applications in the graphics lab and faculty offices. 35 lab stations and 4 faculty offices.	The offerings of computer applications are woefully behind the industry standard and are becoming a hindrance to recruiting student. We cannot present the student with accurate job market skills if the computer applications do not reflect what is being utilized in the job market.	240.00 x 39 lisc. $ 9,360.00	M,N,Q,F	2,3

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
1 additional Smart cart, with display	Cannot show videos, internet, or PowerPoint presentations in classroom environment without adequate presentation devices.	5,000	q	2,3
Kilns		24,000	q	2,3
Wheels		1200.00	q	2,3
Skeleton for life drawing		500	q	2,3

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)

- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.

- Identify unit cost (cost per item) and the number of units desired in requests.

- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request $30,000 for a classroom set of equipment (one item for each student), if $15,000 were available, would it be possible for two students to share an item? Is the request "All or nothing"?

Determining Budget Impact:

Indicate one or more of the following areas that your request will affect:

M = Mission: Does the request assist the program in meeting the District's mission and established core competencies and / or diversity?
N = Need: Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?
Q = Quality: Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?
F = Feasibility: Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?
C = Compliance: Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.
Priority 2: This item is essential to program success.
Priority 3: This item is necessary to maintain / improve program student learning outcomes.

Art

X. Career Technical Education

a. **Ceramics Certificates are out of compliance.**
b. **Digital and Web Certificate are out of compliance.**
   i. **Working to bring certificate back into compliance.**

TOP CODE: 1030 GRAPHIC ART AND DESIGN

1. **Advisory Committee meeting date(s):** _____

2. **Advisory Committee recommendations**

3. **Are these Advisory Committee minutes on file with Academic Affairs?**

   YES   NO _____

4. **Vocational Funds**

Source	Purpose	Amount

5. Labor Market Data 2008 – 2018
    (California Employment Department Labor Market Information for Los Angeles County)

Occupation	Soc Code	Employment Estimated	Employment Projected	Change
				%
				%
				%
				%
				%
				%

6. Discuss demand for workers in this TOP code based on and Advisory Committee input. Describe the rationale for use of data regarding additional geographic areas.

CORE INDICATORS

Indicator	2009-10 (Actual)	2010-11 (Actual)	2011-12 (Actual)	2012-13 (Actual)	2013-14 (Proposed)
1. Technical Skill Attainment	100.00				
2. Credential, Certificate, or Degree					
3. Persistence or Transfer	100.00				
4. Placement					
5. Nontraditional Participation	0.00				
6. Nontraditional Completion					

Total Count is 10 or Greater	*Total Count is Less Than 10*

CITRUS COLLEGE Negotiated Level	2009-10	2010-11	2011-12	2012-13	2013-14
1. Technical Skill Attainment	92.46%	87.93%	88.81%	88.82%	87.27%
2. Credential, Certificate, or Degree	66.13%	78.95%	82.05%	80.93%	81.50%
3. Persistence or Transfer	82.18%	83.62%	85.96%	85.86%	86.50%
4. Placement	79.86%	80.33%	82.21%	81.48%	76.97%
5. Nontraditional Participation	12.58%	19.05%	20.37%	22.08%	22.60%

| 6. Nontraditional Completion | 12.02% | 19.72% | 22.10% | 25.00% | 26.50% |