



Fine Arts Program Review

2007-2008

Spring 2008

Prepared by:
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Fine Arts Program Review Committee Members 2007 - 2008

Faculty:

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Matt Jackson
Sandra Johnson
Elanie Moore
Maryann Rachford

Vice President of Instruction:

Chair:

Academic Senate Representative:

Articulation Officer:

Curriculum Committee Representative:

Dean of Counseling:

Librarian:

Chief Information Services Officer:

Support Staff:

Irene Malmgren
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FULL TIME FACULTY:

Dyane Duffy
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Matt Jackson

Sandra Johnson
Elanie Moore
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ADJUNCT FACULTY:

Marjan Asgari
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Robert Orso
Daniel Rottblatt

Jesse Standlea
Chris Van Winkle
Theresa Villeneuve
Mark Wessel
Charles Ian White
Alexandria Wiesenfeld
Malaika Zweig

CERTIFICATES/AWARDS OFFERED:

Ceramics
Graphic Design
Computer Generated Imagery
Digital Design Media

DEGREES OFFERED:

Associate of Arts degree in Fine and Performing Arts

INDUSTRY BASED STANDARD CERTIFICATES:

None at this time.

ADVISORY COMMITTEE:

Beau Bradford – *Professional Artist Painting*
Chantelle Hildreth – *Professor of Art History*
Christy Johnson – *American Museum of Ceramic Art - Director*
Mike Strauss – *Account Executive, Pacific Lithography*
Peter Andrew – *Manager, Educational Advisor Program, ColArt Americas*
Tate Rich – *Professor of Ceramics*

Fine Arts Program: Sequence of Courses

	<u>Units</u>
Art 100 Art History and Appreciation – Fundamentals	3
Art 101 Art History and Appreciation – Ancient	3
Art 102 Art History and Appreciation – Medieval	3
Art 103 Art History and Appreciation – Renaissance to Rococo	3
Art 104 Art History and Appreciation – 19 th Century Art	3
Art 105 Art History and Appreciation – 20 th Century Art	3
Art 106 Art History and Appreciation – Pre-Columbian	3
Art 110 Introduction to Visual Arts	3
Art 111 Beginning Drawing	3
Art 112 Intermediate Drawing	3
Art 113 Drawing for Spatial Manipulation	3
Art 120 Two-Dimensional Design	3
Art 121 Three-Dimensional Design	3
Art 122 Color Theory and Composition	3
Art 125 Interior Design I	2
Art 126 Interior Design II	2
Art 130 Beginning Painting	3
Art 131 Intermediate Painting	3
Art 140 Beginning Ceramics	3
Art 141 Intermediate Ceramics	3
Art 142 Experimental Ceramics	3
Art 143 Ceramic Handbuilding	3
Art 145 Ceramic Design and Decoration	3
Art 149 Studio Problems in Ceramics	1
Art 150 Computer Art Basics	3
Art 153 Digital Media Productions	3
Art 157 Digital Color File Manipulation	3
Art 158 Commercial Graphic Design	3
Art 162 Computer Graphics I	3
Art 163 Computer Graphics II	3
Art 166 Computer Illustration and Fine Arts I	3
Art 167 World Wide Web Design I	3
Art 168 Computer Animation I	3
Art 180 Beginning Clay Sculpture	3
Art 181 Intermediate Clay Sculpture	3
Art 182 Advanced Clay Sculpture I	3
Art 183 Advanced Clay Sculpture II	3
Art 184 Sculpture and Metalwork	3
Art 188 Multimedical Portfolio and Resume Production	3
Art 189 Art Portfolio and Resume Production	3
Art 199 Motion Picture Appreciation	3
Art 200 History of Motion Pictures	3
Art 201 History of Motion Pictures	3

Art 206 History of Latin American Art	3
Art 207 History of Asian Art – China, Korea, and Japan	3
Art 213 Advanced Drawing - Pastels and Mixed Media	3
Art 215 Figure Drawing I	3
Art 216 Figure Drawing II	3
Art 217 Head Drawing and Painting	3
Art 218 Head Drawing and Painting II	3
Art 225 Illustration	3
Art 226 Illustration/Airbrush	3
Art 232 Advanced Painting	3
Art 234 Beginning Watercolor Painting	3
Art 235 Intermediate Watercolor Painting	3
Art 236 Advanced Watercolor Painting	3
Art 240 Advanced Ceramics I	3
Art 241 Advanced Ceramics II	3
Art 253 Digital Media Production II	3
Art 257 Project: Advanced Digital Portfolio	3
Art 266 Computer Illustration and Fine Arts II	3
Art 267 World Wide Web Design II	3
Art 268 Computer Animation II	3
Art 698A Cooperative Education	1
Art 698B Cooperative Education	2
Art 698C Cooperative Education	3
Art 698D Cooperative Education	4
Art 699A Cooperative Education	1
Art 699B Cooperative Education	2
Art 699C Cooperative Education	3
Art 699D Cooperative Education	4

The Fine Arts Program has adopted the Institutional General Education Competencies of Citrus College. The General Education Competencies (as set forth in the Academic Senate minutes dated August 25th, 2004) are as follows:

**Institutional General Education Competencies –
Part of Institutional Mission**

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificates from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills and abilities in the selected competencies.

1. Communication (personal expression and information acquisition)

Examples:

Reading analytically and critically
Writing with clarity and fluency

Speaking articulately
Listening actively

2. Computation

Examples:

Technology
Math proficiency
Analyzing and using numerical data(synthesis and evaluation)
Application of mathematical concepts and reasoning

Computer proficiency
Decision analysis

3. Creative, Critical and Analytical Thinking

Examples:

Curiosity
Analysis
Synthesis
Evaluation
Creativity

Research
Learning strategies
Problem solving
Decision making
Aesthetic awareness

4. Community, Critical and Analytical Thinking

Examples:

Respect for others beings
Cultural awareness
Ethics
Community service
Integrity

Citizenship
Interpersonal skills
Decision making
Self esteem
Empathy

5. Technology/Information competency

Examples:

Basic computing and word processing

6. Discipline/Subject area specific content material: Course Outlines of Record detail specific outcome objectives for each content area

PROGRAM DESCRIPTION

Citrus College Fine Arts students are provided with many opportunities to pursue their artistic goals through an art education that includes art: studio & production, aesthetics, criticism, and history.

Program Goals

The program serves the following important functions:

- Art classes fulfill transfer requirements for private schools, UC, and State University Systems
- Art courses fulfill the general education requirement for the non-fine arts major
- Courses are offered to complete Certificate Programs in ceramics, graphic design, animation, and digital media & web design I & II
- Training is provided in the arts to increase visual literacy and critical thinking skills
- Courses are offered to provide the community with enrichment activities as a source of cultural, historical, and aesthetic awareness in the visual arts
- Courses are offered to provide an avenue for self-expression to all
- Vocational job training and portfolio development

Student Learning Outcomes

Students who complete courses in Visual Arts and Art History should be able to:

Communication/Computation:

- Outcome
 - The utilize of proper vocabulary in the study and discussion of Visual Arts and Art History
- Rationale
 - In order to prepare for advanced study in Visual Arts and Art History, and university transfer
- Assessment
 - Through the implementation of written and aural testing, critique and group dialogue that maintains consistency with industry standards and transfer requirements within the UC and CSU systems.

Creative, Critical and Analytical Thinking:

- Outcome
 - analyze, create, notate and perform examples in a variety of styles within a studio environment
- Rationale
 - For the advancement and perfection of skills that are required in order to prepare for advanced study in Visual Arts and Art History , university transfer and performance (music industry)

- Assessment
 - Through the implementation of written and aural testing that is consistent with UC and CSU practices in Visual Arts and Art History pedagogy as determined by the collaborative research efforts by the Visual Arts and Art History faculty

History

- Outcome
 - research, identify, and evaluate historical periods in Art History
- Rationale
 - For a heightened awareness of human expression and to prepare for the rigors of research required by a four year institution
- Assessment
 - Through research assignments, slide identification, and museum papers.

Community, Critical and Analytical Thinking:

- Outcome
 - Recognize how society world views influence Visual Arts and Art History traditions
- Rationale
 - In order to demonstrate an individual's ability to draw conclusions based upon philosophical considerations and an understanding of how one can influence his/her immediate community
- Assessment
 - Through observation of the community and contemporary issues affecting it, increased awareness of ones personal impact upon that community, and the documentation of findings.

Technology/Information Competency:

- Outcome
 - Implement current computer software as tools to further the creation of art and utilization of the Internet as a research and broadcast vehicle
- Rationale
 - For the reinforcement, development, application and/or improvement of computer related and research skills
- Assessment
 - Through research assignments, lab practices utilizing appropriate software and the demonstration of skill in the use of software within the parameters of coursework and assignments.

Discipline:

- demonstrate competency in all levels of Visual Arts and Art History from introductory to advanced

SLO TIMELINE

The Fine Arts Program is developing student learning outcomes for all Fine Arts courses offered at Citrus College according to an on-going review and development schedule. The projected completion date for this process is May, 2008.

<u>Course Title</u>	<u>Projected date to develop course outline</u>
Art 100 Art History and Appreciation – Fundamentals	SUBMITTED
Art 101 Art History and Appreciation – Ancient	SUBMITTED
Art 102 Art History and Appreciation – Medieval	SUBMITTED.....
Art 103 Art History and Appreciation – Renaissance to Rococo	SUBMITTED
Art 104 Art History and Appreciation – 19 th Century Art	SUBMITTED
Art 105 Art History and Appreciation – 20 th Century Art	SUBMITTED
Art 106 Art History and Appreciation – Pre-Columbian	SUBMITTED
Art 107 Art History and Appreciation – Women in Art	Future development
Art 108 Art History and Appreciation – Art on the Town	Future development
Art 109 Art History and Appreciation – Pre-Columbian	SUBMITTED
Art 110 Introduction to Visual Arts	COMPLETED
Art 111 Beginning Drawing	COMPLETED
Art 112 Intermediate Drawing	COMPLETED
Art 113 Drawing: Pastel and Mixed Media	Future development
Art 115 Figure Drawing I	COMPLETED
Art 116 Figure Drawing II	SUBMITTED
Art 120 Two-Dimensional Design	MAY 2008
Art 121 Three-Dimensional Design	MAY 2008
Art 122 Color Theory and Composition	MAY 2008
Art 123 Display and Exhibition Design	Future development
Art 124 Studio Problems: Display & Exhibition Design	Future development
Art 125 Interior Design I	MAY 2008
Art 126 Interior Design II	MAY 2008
Art 127 Beginning Printmaking	Future development
Art 128 Intermediate Printmaking	Future development
Art 130 Beginning Painting	COMPLETED
Art 131 Intermediate Painting	COMPLETED
Art 135 Beginning Watercolor Painting	SUBMITTED
Art 136 Intermediate Watercolor Painting	MAY 2008
Art 138 Introduction to Art Education	Future development
Art 139 Art Education Theory and Practice	Future development
Art 140 Beginning Ceramics	COMPLETED

<u>Course Title</u>	<u>Projected date to develop course outline</u>
Art 141 Intermediate Ceramics	COMPLETED
Art 142 Experimental Ceramics	COMPLETED
Art 143 Ceramic Handbuilding	COMPLETED
Art 144 Ceramics: Firing and Glazing Techniques	Future development
Art 145 Ceramic Design and Decoration	COMPLETED
Art 146 Ceramics: Tile and Mosaics	SUBMITTED
Art 149 Studio Problems in Ceramics	COMPLETED
Art 150 Computer Art Basics	SUBMITTED
Art 153 Digital Media Productions	MAY 2008
Art 157 Digital Color File Manipulation	Future development
Art 158 Commercial Graphic Design	SUBMITTED
Art 162 Computer Graphics I	SUBMITTED
Art 163 Computer Graphics II	SUBMITTED
Art 166 Computer Illustration and Fine Arts I	MAY 2008
Art 167 World Wide Web Design I	MAY 2008
Art 168 Computer Animation I	MAY 2008
Art 180 Beginning Clay Sculpture	SUBMITTED
Art 181 Intermediate Clay Sculpture	Future development
Art 184 Sculpture and Metalwork	Future development
Art 185 Intermediate Sculpture	Future development
Art 188 Multimedical Portfolio and Resume Production	DELETED
Art 189 Art Portfolio and Resume Production	MAY 2008
Art 199 Motion Picture Appreciation	SUBMITTED
Art 200 History of Motion Pictures	MAY 2008
Art 201 History of Motion Pictures	MAY 2008
Art 206 History of Latin American Art	SUBMITTED
Art 207 History of Asian Art – China, Korea, and Japan	SUBMITTED
Art 215 Figure Drawing III	Catalog development
Art 216 Studio Problems: Figure Drawing	Catalog development
Art 225 Studio Techniques for Illustration I	MAY 2008
Art 226 Studio Techniques for Illustration II	MAY 2008
Art 227 Advanced Printmaking	Future development
Art 228 Studio Problems: Printmaking	Future development
Art 230 Advanced Painting	SUBMITTED
Art 231 Studio Problems: Painting	Future development
Art 235 Advanced Watercolor Painting	SUBMITTED
Art 236 Studio Problems: Watercolor Painting	MAY 2008
Art 240 Advanced Ceramics I	COMPLETED

Course Title

Projected date to develop course outline

Art 241 Advanced Ceramics II	COMPLETED
Art 244 Ceramics: Advanced Glazing	Future development
Art 245 Ceramics: Advanced Design & Decoration	Future development
Art 246 Ceramics: Advanced Tile and Mosaics	Future development
Art 253 Digital Media Production II	MAY 2008
Art 257 Project: Advanced Digital Portfolio	Future development
Art 266 Computer Illustration and Fine Arts II	MAY 2008
Art 267 World Wide Web Design II	MAY 2008
Art 268 Computer Animation II	MAY 2008
Art 282 Advanced Clay Sculpture	Future development
Art 283 Studio Problems: Clay Sculpture	Future development

All new classes offered will have student learning outcomes.

The Art department will work with the curriculum committee to ensure the course outlines are being developed according to standards adopted by the committee.

MISSION

COMMENDATIONS:

The Art Program is in alignment with the mission of Citrus College, which is to provide transfer and Associate degree courses. Courses are also offered to meet Certificate requirements, and provide for enrichment plus lifelong learning.

The students in the Art program are acquiring and increasing their knowledge and skills in fine art production and technique, while gaining knowledge in the areas of aesthetic scanning and critical thinking. The program provides a learning environment where students may develop individual excellence in painting, drawing, ceramics, computer art, 2 & 3 dimensional design, and animation.

The continued success of the art program may be credited to:

- The vision of the art department faculty to provide for the academic needs of the students in preparation for university transfer.
- Course outlines that have been developed demand problem solving, independent research, critical analysis and discussion.
- Faculty who have demonstrated sensitivity to academic trends and art industry practices.
- The implementation of distance education courses to the tradition art curriculum.
- Faculty's emphasis on the development of professional art portfolios to complement art department certificates.
- The hiring of well trained artists and art educators to complement the strength of current full time faculty.
- The creation of the Introduction to the Visual Arts class in order to expand general education offerings in the Art Department and enlighten students to the variety of opportunities in the arts.
- The inclusion of field trips, tours of galleries, studios, profession guest artists, and the speakers, program which promotes analytical reading, active listening and articulate speech.
- A real-world, workshop-style learning environment that fosters interpersonal skills, respect for other beings and self esteem by providing collaborative opportunities among students and faculty. This has been realized by participation in varied community events such as the Taste of Autumn, The Empty Bowls Project, and California Arts Day in Glendora.
- A curriculum that emphasizes problem solving, teamwork and communication skills while developing critical and analytical thinking through completion of team projects and individual assignments. This has been most evident in illustrations completed by the Beginning Drawing class for the Daughters of the American Revolution State Headquarters, and most visibly in the creation of large scale tile public art works in and around the Citrus Campus and City of Glendora by students in the ceramics program.
- Participation in high school Career Days. Curate and jurying various high school art shows.
- Participation in Art Portfolio - Career Transfer Day/Recruitment day on campus.
- Participation in many Service Learning projects including: assisting at first street gallery, docents at the L.A. County Fair & Millard Sheets Gallery, teaching workshops for the elderly, assisting with art at the YWCA, portrait paintings for the Veterans Day celebration on campus, participation in various gallery shows in downtown Pomona, assisting with the disabled at the First Street Gallery Claremont, creation of ceramic bowls for the Empty Bowls Project, assist

children in art workshops at the Fine Arts Academy in Glendora, assist in gallery set up and various duties at the American Museum of Ceramic Arts (AMOCA), Pomona.

PREVIOUS RECOMMENDATIONS COMPLETED:

- We have reviewed all course outlines and have implemented a full SLO update of all courses since the last program review.
- The full-time art department faculty has updated the course offerings to reflect trends in the art world and advances in technology.
- The certificate programs have been updated and reflect participation by community members and industry leaders.

RECOMMENDATIONS:

In order to properly prepare students to successfully enter the fine arts career fields and/or successfully transfer to a 4 year college or university the Fine arts program must:

- Modify and continually up-date program curriculum in response to evolving professional criteria in the computer, motion graphics, and 2-dimensional design fields; including upgrades to current computer labs to make them state of the art, and relevant to the curriculum. Continually build the core art courses to ensure unabated access to creative solutions for the transfer of students, for industry professionals, and creation of a highly intelligent populace who are firmly grounded in the visual arts.
- Further high school outreach through presentations and assist in lesson planning with high school curriculum including scope and sequence.

NEED

COMMENDATIONS:

- Significantly increased offerings in the beginning level classes have allowed for an expansion of the advanced level classes.
- Friday classes increase the ability to finish the program in a timely manner, while core requirements are the focus in the traditional Monday/Wednesday, Tuesday/Thursday block scheduled courses.
- The art program continues to contribute significantly to FTE.
- Curriculum development for new and existing programs has been on going. Courses are currently in place which allow full-time students to complete the program in two years.
- A balanced selection of day and evening classes are currently being offered by both adjunct and full time faculty to ensure a program that respects different temperaments, talents, and convictions.
- In addition to their roles as art educators the art department faculty are all currently working professionals in their respective fields of art expertise, as such, are instrumental in collecting timely data on employment needs while referring students to employers for interviews.
- Large and growing enrollments in program pre-requisite courses indicate a continued interest in and demand for career preparation programs in the Fine Arts.
- Faculty have developed distance education classes for most of the art history courses, significantly adding to the FTE of the art program and in turn to the number of students in advanced art history courses.

- Art faculty have made necessary changes to accommodate large lecture style classes in the areas of art history, and have adapted classrooms to accommodate an abundance of students in the beginning drawing program.

- Many adjunct instructors were hired to teach beginning drawing, clay sculpture, 3-d design.

- Faculty is commended for developing and submitting to their Dean several new courses since the last program review. New courses are:

Art 105	Art Hist. & Appreciation - 20 th Century Art
Art 106	Art Hist. & Appreciation – Pre-Columbian
Art 110	Introduction to Visual Arts
Art 153	Digital Media Productions I
Art 167	World Wide Web Design I
Art 253	Digital Media Productions II
Art 267	World Wide Web Design II

PREVIOUS RECOMMENDATIONS COMPLETED:

- The previous recommendation for a full-time department secretary had been completed; but has recently been nullified by the needs of the entire Fine & Performing Arts program, at the expense of the art department’s needs.

RECOMMENDATIONS:

- Faculty need to coordinate with the articulation officer to ensure that courses continue to transfer even as UC reviews its transfer requirements.
- 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.
- Hiring of full time Art History and Drawing Instructors to ensure the highest quality of instruction.

QUALITY

COMMENDATIONS:

- The lecture/lab units of the Fine Art Program are appropriate to the course offerings. This has been an upgrade and change since the last program review, where many of the courses were not in compliance with standards of other University and colleges in regards to the number of lec/lab hours required for a 3 unit class.

- Course Outlines of Record were all recently updated and certificate programs in ceramics and design were carried out. Current outlines have all been updated according to the SLO Timetable recommended by the department and college.

- Faculty attend educational conferences, symposia, and leadership training on a regular bases, as well as participate in industry- related workshops, technology demonstrations. They are members of the National Art Educators Association, National Council on the Education in the Ceramics Arts, members of local, and national professional organization and museums.

- Faculty is commended for conducting field trips and gallery visits/shows thereby enhancing student transferability in the Art program and community interest in Citrus College life-long

learning programs. The faculty has led students on national conference trips, shows, sales, galleries, museums, public art projects, all to bring a deeper understanding of the concepts and principles of art as it is traditionally taught in the classroom setting.

- Through a grant, the visual resources library was completely replaced and is currently being converted into digital format.
- Access to two new mobile projection systems has tremendously upgraded the quality of delivery to students in programs other than art history.

PREVIOUS RECOMMENDATIONS COMPLETED:

No previous applicable applications.

RECOMMENDATIONS:

- Studio equipment and lab updating needs to continue in conjunction with the development of the new Art Building especially in the computer arts.
- Begin assessment of student learning outcomes and keep this in a cyclical mode.
- Permanent digital display systems in all classrooms to ensure the highest quality of delivery of visual information.
- Creation of new classes that will coincide with the opening of the new art building, e.g. Display and Exhibition Design, Low- Fire Ceramics; Tile and Mosaic.

FEASIBILITY

COMMENDATIONS:

- Although the buildings are inadequate in size, technology, and just minimally equipped, the faculty has been able to deliver extremely high quality results: talented and trained fine artists, ready for the workforce, ready to transfer to private art schools, 4 year colleges and to university programs.
- The Fine arts faculty, in addition to being working professionals, are experts in their chosen disciplines, and are innovators in creating relevant and stimulating curricula.

PREVIOUS RECOMMENDATIONS COMPLETED:

- A gallery space which was sorely missing has been rectified by the use of the Library Reading Room as a temporary gallery space.
- Use of music lecture hall for large art history classes has increased the number of students in that area.

RECOMMENDATIONS:

- 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 program. As it is now, there are semesters where entire sections of the Art program are reworked.

COMPLIANCE

COMMENDATIONS:

- Full time faculty meets minimum California State and District qualifications.

PREVIOUS RECOMMENDATIONS COMPLETED:

No applicable previous recommendations.

RECOMMENDATIONS:

- Continually update course outlines of record to reflect Student Learning Outcomes language and develop processes to accurately track SLO assessment within specific classes.
- Ensure that all adjunct and full time faculty instructing art courses meet Minimum California Qualifications.