

Instructional Comprehensive Program Review: Art Comprehensive Program Review 2023-2024

Cover

Overview

Program Review Year 2024**Title** Art Comprehensive Program Review 2023-2024**Year of Last Comprehensive Review** Fall 2018**Year of Last Mini Update, if applicable****Originator** Lazo, Rachel**Area Dean** Colleen Calderon**Division**

SocSci, Humnt, Arts, & PE

Department

Arts

Subject

- ART - Art

Is this a review for a degree/certificate or all the courses in the subject?**Degree**

- AA in Studio Arts, Associate in Arts - Active
- Studio Arts, Associate in Arts for Transfer - Active

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- Access
- Curriculum and programs
- Services

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

- Increase visibility
- Develop strategic partnerships
- Building campus community

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.

Areas of focus are:

- Communication
- Employee development
- Transparent Infrastructure

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

The writing of this Program Review comes at a time of some of the greatest challenges we have faced as a Department and College. The prices of necessities such as food, rent and gasoline are at an all-time high. Many of our Art and Design students struggle just to make ends meet. This struggle to survive is also true for our adjunct Art faculty, classified staff and full-time faculty members. Social, political and “post” pandemic challenges have also contributed to a stressful learning and teaching environment.

The pandemic forced all of us to modify and adapt our teaching methods and modalities, we are witnessing and experiencing the beginning of the 21st century in education. The changes and challenges have forced all of us to forge ahead and there is no going back to the way we functioned as an Art Department and as a College.

Despite these challenges, The Art Department at Evergreen Valley College is thriving. Students receive a comprehensive foundation in Studio Art and Design and acquire skillful command in a variety of materials and techniques, through an extensive range of studio art courses and art history courses. In addition, our Studio Art curriculum prepares each student to analyze, assess, and discuss works of art from a variety of cultural, historical, and stylistic periods through innovative teaching methods.

For the past 40+ years, the Evergreen Valley College Art Department has been known as one of the most diverse and comprehensive community college Art programs in our geographic area. It has an outstanding reputation among the CSUs and the UCs. We have a particularly strong bond and

relationship with San Jose State University. In fact, our College has a 92% acceptance rate to SJSU. We are also growing our transfer numbers to CSU East Bay, UC Santa Cruz and UC Davis.

The curriculum is organized into four areas: 2-Dimensional Studio Art (2-D Design, Drawing and Painting); 3-Dimensional Studio Art (3-D Design, Metalsmithing, and Sculpture); Design and Digital Media (Visual Communication: Graphic Design, Digital Illustration, Digital Photography, Interactivity: User Interface Design, User Experience Design, Website Design and Motion Graphics: Animation and Digital Video). Student proficiencies in the program are demonstrated through class projects, critiques, portfolios, research papers, essays, presentations, and objective tests.

Students are prepared to successfully transfer and major in Art and Design and pursue professional careers related to the Visual Arts. The Art Department supports a campus Art Gallery. Ongoing exhibitions during Fall and Spring semester allow students to learn from direct observation of a variety of artwork to which they apply the principles of analysis learned in their coursework. These exhibitions include an annual Student Art Exhibition highlighting the work of our wonderful Students. The Art Gallery also features exhibitions illustrating artwork created by Women in Arts, African American Art and other diverse groups. The Art gallery's goals are to illuminate artwork from all under-represented groups on campus and to connect our students to contemporary artists, concepts and art practices to support their learning and connection to the community.

During the pandemic, Art Department faculty have individually and collectively been able to successfully pivot to adopting unfamiliar technology, and still provide superior learning experiences for our students. What is most important now, as we attempt to return to "the new normal" is that we are clear-eyed about facilitating the transformations that have taken place.

Built into our courses and programs there are many opportunities for students to have "real world" professional art and design experiences. The EVC Art Gallery provides exhibition opportunities for students, and brings local, national, and international artists to EVC. The student club, the Art & Design Organization, allows students to implement their own ideas and take leadership positions to promote art and design while developing a sense of community in the arts. Students are involved in professional art, design, and digital media projects, such as national competitions, ad campaigns for the VTA and local publications, and graphic design and mural projects. The Art Program engenders community partnerships with internships, design projects and exhibitions in organizations. Faculty arrange for field trips and guest speakers to immerse students in real-world examples.

Fostering diversity of creative thought and product, the EVC Art Department embraces the uniqueness of self-expression. Our courses teach professionalism in process and presentation, integrate collaboration as part of the creative process, take an interdisciplinary approach to ideas and processes, develop disciplined problem-solving habits, showcase the significance of art and design in world cultures, and incorporate critical thinking in all parts of the creative process.

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

Goals from our previous program review are in bold with our current progress written in normal text.

1. Further Program Growth

1. **Develop new courses and degrees in digital media.** Updating and refreshing our courses and degrees will help students to be academically and professionally prepared. We have a new AA in Studio Arts which provides the option for students to choose an

area of emphasis in digital media. We have a new Photoshop course (Art 032) and 3 additional digital media courses in draft.

2. **Develop non-credit courses.** We currently have 3 non-credit courses in the curriculum pipeline, including Art 500 Ceramics, Art 510 Bridge to the Arts, and Art 562 Watercolor.
 3. **Develop certificates of specialization/achievement.** Our current Certificate of Specialization in Small Metal Arts is updated and being used by students.
 4. **Expand course offerings in sculpture.** This goal is on hold until we can hire a full-time faculty in Sculpture
 5. **Expand course offerings in Art History / Visual Culture.** We have expanded course offerings in Art History to include Art 096 History of Asian Art, Art 097 Women Artists in Art History, and Art 094 History of African Art leading to a new AAT in Art History.
2. **New art disciplines in Ceramics and Digital Fabrication.** These two areas of art and design will modernize the program and answer the needs of the community. Full-time faculty in Ceramics, a technician in Ceramics, and faculty in Digital Fabrication would also be needed when those new disciplines are developed. Our new non-credit ceramics class is our first step in developing a suite of for-credit classes and a degree and/or certificate.
 3. **New full-time faculty in Sculpture.** Full-time faculty will maintain and grow these programs to better meet the needs of our students and support student academic goals. Though we have submitted proposals annually for faculty prioritization, we have not yet been awarded a full-time position in sculpture.
 4. **Updating tools and equipment.** To be a viable program, students need to gain skills in using equipment and tools that are used in industry today. We have obtained two 3D printers and a Glowforge laser cutter in the past year.
 5. **Updating software to remain current on an on-going basis.** It is imperative that students train on software programs that are industry-standard to prepare them for academic and professional success. Faculty will work on finding a solution for ongoing software upgrading needs and student access issues. Obtaining college support for Adobe software for student use was a huge undertaking diligently pursued by faculty Sylvia Min for years. Since our last program review the District obtained a license for Adobe Creative Cloud which is now available to our art students and faculty.
- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

The following accomplishments align with the college's mission to help students reach their educational and career goals through innovative academic programs in a culture of inquiry, growth and equity.

- **Adaption to Pandemic Conditions.** Art Faculty adapted deftly to teaching online, becoming experts in new technologies practically overnight. We built at-home streaming studios, learned how to film, edit, caption and upload video content. We embraced the challenges of providing accessible and humanizing content, to become experts on building community online. Post-pandemic, we continue to offer online asynchronous and hybrid courses meeting the needs of our students.

- **Curriculum.** Updating and refreshing our courses and degrees will help students to be academically and professionally prepared. 100% of our courses are up-to-date and are offered in multiple modalities. SLO and PLO assessments are current with all faculty participating. We created two new programs, one certificate and several new art courses.
- **New Equipment.** We acquired two 3D printers and a Glowforge laser cutter, providing state-of-the-art and industry-standard equipment for our students to learn. We also have a new enameling kiln, ceramics kiln and engraver on order.
- **New Art Lab Tech.** We acquired a new classified position, Instructional Laboratory Technician (Art), which will help in our need for safety and will allow for program growth.
- **Student Opportunities.** The Art Club and other student-driven opportunities continue to foster leadership, collaboration and community, including the biannual Artist Alley art sale and the annual Juried Student Art Exhibition.
- **Interdepartmental Events.** Cross-disciplinary events include the collaboration between Science, Art and Anthropology in the Montgomery Hill Observatory 20th Anniversary events, recent collaboration of Women in STEM to Women in STEAM, and collaboration with Music, Dance, and Theater for the spring Arts in Bloom events.

Resource challenges persist. We are in need of full-time faculty in Sculpture and Art History to lead these programs into the future as our student population grows. Many pieces of equipment and tools need repair or replacement. We are in need of new technologies to teach our student current practices. We are out of space. Our programs are growing, but our lab spaces are limited. We also need space to collaborate between disciplines and to start new disciplines in Ceramics and Maker/Digital Fabrication.

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**
 1. **Instructional Supply Budget.** This funding source has been indispensable for any teaching to occur in this materials-driven field of study. Students cannot achieve SLOs without the availability of art supplies. Due to the higher cost of art supplies and increased student needs, we will increase our request for instructional supplies in this program review cycle.
 2. **Art Model budget.** Art models are professionals that specialize in posing for life drawing classes. Life drawing is a course that is required for all animation, illustration, studio art, fashion design and industrial design majors. We have consistently offered this class every semester for years. Art models are an extremely important resource for art students. The current allocation has been the same for many years despite the increase in art model wages. We will be asking for an increase in our art model budget in this program review cycle.
 3. **New classified position, Instructional Lab Technician, Art.** Safety is paramount in our art labs. The Sculpture and Metalsmithing areas in particular need eyes watching the equipment and tools to make sure everything is operating perfectly and safely. This is especially crucial because we do not have a full-time faculty person in the sculpture area. We are currently in the process of hiring someone for this position.
- **5. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

1. **Curriculum.** EVC faculty are writing curriculum and programs in support of EVC's mission to guide all students to pathways that reach their educational and career goals through equity-centered, innovative academic program. In four years, we envision our department to have:
 1. New courses such as Color Theory, Digital Illustration, Animation, Art and Business, History of Latin American Art, Women in STEAM, and Ceramics
 2. AA in Design or Digital Media Studies
 3. AAT in Art History
2. **Staffing.** Expert instruction is at the heart of EVC's vision to be the leading college advancing opportunity, equity, and social justice through supporting students' aspirations, education, and career attainment. In four years, we envision our department to have:
 1. FT faculty in 3D/Sculpture
 2. FT faculty in Art History
 3. FT faculty in Ceramics
 4. FT classified Ceramics technician
3. **Facilities.** The Art Department supports EVC's strategic goals to eliminate equity gaps in goal achievement by providing access to processes and equipment that most individuals cannot obtain on their own. In four years, we envision our department to offer:
 1. Ceramics lab
 2. Maker/digital fabrication lab
 3. Science and Art Center
4. **Equipment.** Access to equipment helps close equity gaps in our community. In four years, we envision our department to acquire equipment that will prepare our students for 4-year programs and the work force.
5. **Technology.** Training and access to technology is vital to fostering a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper. In four years, the Art Department hopes to acquire new technological equipment and software to keep pace with current trends and standards of the industry.

Program Set Standards

Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'16-F'22 average		72.31%		

Program Success Rate 76.52%

Program Set Standard : It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

Program Set Standard 69%

Recommendation: 90% of the 6 year average success rate could be your program standard (average x 0.9).

Program Success Goal : It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.

Program Success Goal 76%

- **Is your program success rate higher or lower than the campus?**

Higher.

- **If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?**

The following attributes contribute to our high program success rate:

- Excellence in teaching
 - Departmental culture of support and community
 - Individualized instruction
 - Continuation of concepts and techniques across courses
 - Emphasis on skill building, critical thinking, design problem-solving, critical analysis, self-reflection, professionalism, and self-expression
 - Hands-on real-world project-based learning is incorporated into the curriculum so that students can connect and apply their learning, skills, and experiences to their career interests.
 - Guest speakers, coordinated through classes and the Art Club, such as professional artists and designers, art directors, and alumni working in creative fields provide our students with exposure, inspiration, and tangible examples of professionals who work in their fields of interest.
 - Extracurricular activities, such as field trips, art gallery exhibitions, guest speakers, art club activities, and real-world experiences create a sense of community and belonging for our students.
 - Students are encouraged to participate in civic engagement through Service-Learning and Public Service, class assignments and projects (e.g. PSA videos and posters), and college wide events such as Spooktacular, Evening on the Green, Leaf by Leaf publications, collage murals for DSP office, etc.
- **Is the current program success rate higher than the program set standard?**

Yes.

- **How close is the program to meeting the program success goal?**

We have met our program success goal.

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

Yes, the program set standard and program success goal are still relevant and accurate.

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian: 91 - 75.500%**
Program Average Total Enrolled
4.000
Program Success Rate
81.780
- **Asian: 9182 - 79.970%**
Program Average Total Enrolled
345.000
Program Success Rate
83.110
- **Black or African American: 455 - 61.770%**
Program Average Total Enrolled
13.000
Program Success Rate
54.980
- **Hawaiian/Pacific Islander: 85 - 62.970%**
Program Average Total Enrolled
6.000
Program Success Rate
77.250
- **Latinx: 8952 - 64.890%**
Program Average Total Enrolled
266.000
Program Success Rate
70.300
- **Two or More Races: 609 - 70.560%**
Program Average Total Enrolled
22.000
Program Success Rate
73.530

- **Unknown: 1397 - 72.850%**
Program Average Total Enrolled
51.000
Program Success Rate
74.200
- **White: 1207 - 73.590%**
Program Average Total Enrolled
49.000
Program Success Rate
73.280

Success Rates: Measures by Gender

- **Female: 12034 - 74.070%**
Program Average Total Enrolled
431.000
Program Success Rate
78.800
- **Male: 9868 - 70.160%**
Program Average Total Enrolled
322.000
Program Success Rate
73.590
- **No Value Entered: 76 - 72.420%**
Program Average Total Enrolled
4.000
Program Success Rate
64.580

Success Rates: Measures by Age

- **17 & Below: 791 - 87.140%**
Program Average Total Enrolled
34.000
Program Success Rate
89.180
- **18-24: 14936 - 69.850%**
Program Average Total Enrolled
508.000
Program Success Rate
75.940

- **25-39: 4313 - 75.310%**

Program Average Total Enrolled

105.000

Program Success Rate

71.810

- **40 & Over: 1929 - 78.380%**

Program Average Total Enrolled

110.000

Program Success Rate

79.320

- **Unknown: 11 - 65.690%**

Program Average Total Enrolled

2.000

Program Success Rate

50.000

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

While most disaggregated groups range between 70% to 89% success rate, Black/African American students have a lower success rate of 54.98%.

Here is a list of actions that the Art Department currently takes to help improve this success rate:

- Early Alert – faculty use this effective process for all students who are struggling
- Provide options for OER art history classes
- Include more examples of artwork by African and African Diasporas artists

The Art Department will continue to use these options and can also adopt the following:

- Equity funding to cover the cost of art supplies for students. We tried unsuccessfully in the past to obtain equity funding, but we will continue to apply for this very important funding. While many students are able to get the cost of the textbooks covered either with OER courses or textbook grants, art students do not have a way to get their art supplies funded. Each student typically spends between \$150 - \$250 on art supplies per class. However, many students simply cannot afford to purchase supplies and without supplies they cannot achieve the SLOs for the course. With an average of 25 students per course section, collectively students spend about \$4,500 on art supplies for one course. With equity funding, art supplies can be purchased for an entire class for much less, about \$2,500.
- Open lab time for students. This is particularly important to students who do not have a place at their home to do their assignments and do not have access to supplies, tools and equipment outside of class. Our goal was to have our new Art Laboratory Technician supervise open lab time for students. However, when the Art Department was creating the position, we were

unsuccessful in convincing HR and the classified union to allow this person to watch over a lab without the instructor present. Once the position is filled, we can see if it is possible to amend the position to include supervision of open labs.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

Looking at disaggregated data, one group falls under our program set standard of 69% and that is African American students at 54.98%. The Art Department numbers reflect EVC's overall success rates.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

See attachment: **Productivity Online F2F**

Comparing the productivity rates of in-person classes vs online classes, there is a corresponding drop in productivity starting in Spring 2020, the semester of the Pandemic shutdown. These drops in productivity also correspond to both online and in-person drops in FTES during the same time period. Productivity remains lower than productivity goal during the pandemic and begins to trend upwards in Fall 2022. Online classes are now higher than the productivity goal.

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program:

http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
(http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

You will need to select drop down menus and then “select program type by major of study” (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.

Degree Type

- **AA**

Number of Awards (Examine 2018-19, 2019-20 data, 2020-21 data and 2021-22 data)

3

Discussion

Our AA in Studio Arts is a new degree as of 2020-2021. While the AA-T in Studio Arts provides for a broader arts education, the AA in Studio Arts provides students the opportunity to focus on an area of concentration. This is needed for students who wish to transfer to more rigorous 4-year art programs that require a portfolio review as part of the application process.

2 students received this award in its first year. When the Pandemic hit, no students pursued the AA in Studio Arts. Last year 1 student pursued the degree. It is expected that less students will pursue this degree than the AA-T. Nevertheless, we anticipate growth in coming years as students learn about the benefits of this degree and become familiar with program mapping available on the website.

- **AS**

Number of Awards (Examine 2018-19, 2019-20 data, 2020-21 data and 2021-22 data)

12

Discussion

We had two AS degrees in Art which were phased out in 2019 and replaced with the AA-T in Studio Arts and the AA in Studio Arts.

- **AA-T**

Number of Awards (Examine 2018-19, 2019-20 data, 2020-21 data and 2021-22 data)

65

Discussion

The AA-T in Studio Arts provides a pathway directly to CSU studio arts programs. This is our most popular degree as it provides the most flexible options. Students obtain a more generalized arts foundation with this degree. Here are the numbers per year:

2018-2019 = 9

2019-2020 = 14

2020-2021 = 14

2021-2022 = 11

2022-2023 = 17

Student Enrollment Types

Student Enrollment Type: Day or Evening Student

- **Day: 4505 - 50.500%**

Program Average Headcount

365.000

Program Percentage of Total

57.100

- **Day & Evening: 2656 - 29.800%**

Program Average Headcount

182.000

Program Percentage of Total

28.500

- **Evening: 951 - 10.700%**

Program Average Headcount

24.000

Program Percentage of Total

3.800

- **Unknown: 807 - 9.000%**

Program Average Headcount

68.000

Program Percentage of Total

10.600

Student Enrollment Type: Academic Load

- **Full Time: 2919 - 32.700%**

Program Average Headcount

298.000

Program Percentage of Total

49.500

- **Half Time or less than half time: 5843 - 65.500%**

Program Average Headcount

290.000

Program Percentage of Total

48.200

- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

Since our last program review in 2017, we have had a reduction of the number of Day & Evening students from 42.2% (F11-F16) to 28.5% (F17-F22). This is because we are offering fewer night classes and more online classes.

About half of our students are full-time students and half are part-time or less. This reflects our varied population, consisting of students who are pursuing a 4-year degree (more likely full-time) and our "life-long learner" students who are taking art classes for personal enrichment and professional development (more likely part-time or less). Compared to EVC's percentage, the Art Department has more full-time students than EVC in general.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

Half of our students are full-time and half are part-time. Comparing our percentages, the Art Department has more full-time students (49.5%) than EVC overall (32.7%).

- **c. Based on the data, would you recommend any changes?**

Students take art classes for a variety of reasons, and while we have many students interested in pursuing a 4-year degree in art, many of our students are taking art classes for personal enrichment and enjoyment. It is not surprising that half of our students are full-time and half are part-time. No changes are necessary at this time.

Student Demographics - Headcount

Student Demographic: Gender

- **Female: 4914 - 55.170%**
Program Headcount
361.000
Program Percentage of Total
56.560
- **Male: 3965 - 44.400%**
Program Headcount
274.000
Program Percentage of Total
42.950
- **No Value Entered: 38 - 0.430%**
Program Headcount
4.000
Program Percentage of Total
0.530

Student Demographic: Age

- **17 & Below: 517 - 5.810%**
Program Headcount
33.000
Program Percentage of Total
5.110
- **18-24: 5364 - 60.090%**
Program Headcount
433.000
Program Percentage of Total
67.760
- **25-39: 2101 - 23.600%**
Program Headcount
90.000
Program Percentage of Total
14.080

- **40 & Over: 931 - 10.440%**
Program Headcount
82.000
Program Percentage of Total
13.010
- **Unknown: 6 - 0.060%**
Program Headcount
2.000
Program Percentage of Total
0.270

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 35 - 0.390%**
Program Headcount
3.000
Program Percentage of Total
0.500
- **Asian: 3634 - 40.800%**
Program Headcount
277.000
Program Percentage of Total
43.460
- **Black or African American: 205 - 2.310%**
Program Headcount
11.000
Program Percentage of Total
1.810
- **Hawaiian/Pacific Islander: 33 - 0.360%**
Program Headcount
4.000
Program Percentage of Total
0.660
- **Latinx: 3608 - 40.490%**
Program Headcount
238.000
Program Percentage of Total
37.210
- **Two or More Races: 248 - 2.800%**
Program Headcount

20.000

Program Percentage of Total

3.120

- **Unknown: 598 - 6.590%**

Program Headcount

42.000

Program Percentage of Total

6.710

- **White: 556 - 6.260%**

Program Headcount

42.000

Program Percentage of Total

6.540

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

The overall headcount of our students has not dropped significantly, especially in light of the fact that we are recovering from a post-pandemic drop in enrollment overall.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

Our demographic percentages mirror that of EVC's overall demographics.

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

We don't see any gaps in enrollment; however, we are working to build our programs by offering a Ceramics program, additional sculpture classes, and growth in Digital Media and Art History.

Institutional Effectiveness (6.5 year average)

EVC Capacity: 61.69% EVC Productivity: 14.27

Program Capacity

64.34

Program Productivity

13.57

Is your capacity rate higher or lower then the campus?

Higher

Is your productivity goal higher or lower than the campus?

Slightly lower

If the program capacity and/or productivity is lower than the campus, please provide rationale

Please see attachment: **Program Productivity**

Program productivity is slightly lower than the campus. Class sizes are typically lower for “activity” classes such as studio art classes. Teachers work with students individually during the lab portion of the class. Also, there is unique furniture and equipment that limits the number of students that can safely be working in the labs. It is not expected that studio art classes, which are a combination of lecture and lab, will meet the productivity standards of lecture-only courses. The dip in productivity in Spring 2020 was a result of the COVID Pandemic. Productivity has been steadily treading upward since that time.

Curriculum

Related Assessments

AA Studio Arts- Created: 09/27/2023 New PLO Assessment Report Originator: Rachel Lazo

(/Form/Module/Index/3996)

Art 012 Fall 2023- Created: 02/12/2024 New Section Level SLO Assessment Report Originator: Mark Nobriga

(/Form/Module/Index/5279)

AA-T Studio Arts- Created: 09/24/2023 New PLO Assessment Report Originator: Rachel Lazo

(/Form/Module/Index/3951)

ART 24 SLOs F 2023- Created: 12/22/2023 New Section Level SLO Assessment Report Originator: Virginia

Miller-Bowen (/Form/Module/Index/5204)

ART 24 SLOs SP 2023- Created: 05/12/2023 New Section Level SLO Assessment Report Originator: Virginia

Miller-Bowen (/Form/Module/Index/3513)

Art 024 Spring 2023- Created: 09/13/2023 New Section Level SLO Assessment Report Originator: Mark

Nobriga (/Form/Module/Index/3817)

Art 024 Fall 2023- Created: 02/12/2024 New Section Level SLO Assessment Report Originator: Mark Nobriga

(/Form/Module/Index/5278)

ART 024 - Beginning Drawing (Nobriga, Mark)- Created: 09/08/2023 New Section Level SLO Assessment

Report Originator: Mark Nobriga (/Form/Module/Index/3785)

ART 024 - Beginning Drawing (Nobriga, Mark)- Created: 09/13/2023 New Section Level SLO Assessment

Report Originator: Mark Nobriga (/Form/Module/Index/3809)

Art 025- Created: 02/16/2023 New Section Level SLO Assessment Report Originator: Rachel Lazo

(/Form/Module/Index/3192)

Art 026A Representational Drawing- Created: 02/19/2024 New Section Level SLO Assessment Report

Originator: Rachel Lazo (/Form/Module/Index/5291)

Art 032 Photoshop SLO Assessments- Created: 03/06/2024 New Section Level SLO Assessment Report

Originator: Rachel Lazo (/Form/Module/Index/5387)

Art 035 Graphic Design SLO Assessments- Created: 03/06/2024 New Section Level SLO Assessment Report

Originator: Rachel Lazo (/Form/Module/Index/5388)

ART 035 - Graphic Design I - Created: 09/15/2023 New Section Level SLO Assessment Report Originator:

Sylvia Min (/Form/Module/Index/3848)

ART 035 - Graphic Design I - Created: 09/15/2023 New Section Level SLO Assessment Report Originator:

Sylvia Min (/Form/Module/Index/3849)

Spring 2023 Graphic Design 1- Created: 09/15/2023 New Section Level SLO Assessment Report Originator:

Sylvia Min (/Form/Module/Index/3851)

2022 Spring Art 35 Graphic Design 1- Created: 09/05/2022 New Section Level SLO Assessment Report

Originator: Sylvia Min (/Form/Module/Index/2798)

2021 Fall Art 35- Created: 09/05/2022 New Section Level SLO Assessment Report Originator: Sylvia Min (/Form/Module/Index/2802)

2021 Spring Art 38 Graphic Design 2- Created: 09/05/2022 New Section Level SLO Assessment Report Originator: Sylvia Min (/Form/Module/Index/2803)

ART 55A F23- Created: 12/22/2023 New Section Level SLO Assessment Report Originator: Virginia Miller-Bowen (/Form/Module/Index/5205)

ART 55A Sp 23- Created: 05/15/2023 New Section Level SLO Assessment Report Originator: Virginia Miller-Bowen (/Form/Module/Index/3514)

ART 55B Sp23 Life Drawing II- Created: 05/31/2023 New Section Level SLO Assessment Report Originator: Virginia Miller-Bowen (/Form/Module/Index/3527)

ART 55C Life Drawing III Sp23- Created: 05/31/2023 New Section Level SLO Assessment Report Originator: Virginia Miller-Bowen (/Form/Module/Index/3528)

Art 060B- Created: 02/20/2023 New Section Level SLO Assessment Report Originator: Rachel Lazo (/Form/Module/Index/3201)

Art 068 SLO Assessments- Created: 09/29/2023 New Section Level SLO Assessment Report Originator: Rachel Lazo (/Form/Module/Index/4003)

Art 075- Created: 09/26/2023 New Section Level SLO Assessment Report Originator: Rachel Lazo (/Form/Module/Index/3965)

2021Fall Art 76A- Created: 09/05/2022 New Section Level SLO Assessment Report Originator: Sylvia Min (/Form/Module/Index/2799)

ART 91-SP '22- Created: 10/02/2022 New Section Level SLO Assessment Report Originator: Mark Gonzales (/Form/Module/Index/2905)

92- Created: 10/06/2022 New Section Level SLO Assessment Report Originator: Deborah Gustlin (/Form/Module/Index/2934)

93- Created: 09/30/2022 New Section Level SLO Assessment Report Originator: Mark Gonzales (/Form/Module/Index/2898)

ART-93- Created: 09/30/2022 New Section Level SLO Assessment Report Originator: Mark Gonzales (/Form/Module/Index/2899)

ART-93- Created: 09/30/2022 New Section Level SLO Assessment Report Originator: Mark Gonzales (/Form/Module/Index/2900)

ART 93- Created: 09/30/2022 New Section Level SLO Assessment Report Originator: Mark Gonzales (/Form/Module/Index/2901)

asian- Created: 08/24/2023 New Section Level SLO Assessment Report Originator: Deborah Gustlin (/Form/Module/Index/3651)

Art 093- Created: 12/28/2022 New Section Level SLO Assessment Report Originator: Deborah Gustlin (/Form/Module/Index/3062)

Art 93- Created: 12/28/2022 New Section Level SLO Assessment Report Originator: Deborah Gustlin (/Form/Module/Index/3061)

Art 96- Created: 12/28/2022 New Section Level SLO Assessment Report Originator: Deborah Gustlin (/Form/Module/Index/3060)

CADD 130- Created: 12/28/2021 New Section Level SLO Assessment Report Originator: Manuel Rosas (/Form/Module/Index/2069)

CADD 130- Created: 10/04/2021 New Section Level SLO Assessment Report Originator: Manuel Rosas (/Form/Module/Index/1480)

CIT 40 102094 SLOs Spring 2020- Created: 10/05/2021 New Section Level SLO Assessment Report Originator: Loc Lam (/Form/Module/Index/1489)

PHOTO 022 F2023- Created: 03/15/2024 New Section Level SLO Assessment Report Originator: Ralph Nichols (/Form/Module/Index/5413)

Courses in the program

ART 012 - Two Dimensional Design - Active. Implemented on Dec 19 2022 12:00AM

(/Form/Course/index/5042)

ART 013 - Three Dimensional Design - Active. Implemented on Dec 19 2022 12:00AM

(/Form/Course/index/5090)

ART 024 - Beginning Drawing - Active. Implemented on Dec 19 2022 12:00AM (/Form/Course/index/5091)

ART 035 - Graphic Design I - Active. Implemented on Dec 9 2020 12:00AM (/Form/Course/index/4148)

ART 076A - Art and Design Portfolio Preparation - Active. Implemented on Nov 2 2020 12:00AM

(/Form/Course/index/4150)

ART 092 - Survey of Art History: Renaissance to the Present - Active. Implemented on Feb 23 2022 12:00AM

(/Form/Course/index/4500)

ART 091 - Survey of Art History: Prehistoric Through Gothic - Active. Implemented on Feb 23 2022 12:00AM

(/Form/Course/index/4499)

ART 093 - History of Modern Art - Active. Implemented on Jan 30 2019 12:00AM (/Form/Course/index/3545)

ART 096 - History of Asian Art - Active. Implemented on Feb 23 2022 12:00AM (/Form/Course/index/4501)

ART 025 - Expressive Drawing - Active. Implemented on Dec 19 2022 12:00AM (/Form/Course/index/5092)

ART 026A - Representational Drawing - Active. Implemented on Dec 19 2022 12:00AM

(/Form/Course/index/5093)

ART 055A - Life Drawing I - Active. Implemented on Dec 19 2022 12:00AM (/Form/Course/index/5096)

ART 055B - Life Drawing II - Active. Implemented on Dec 20 2022 12:00AM (/Form/Course/index/5097)

ART 060A - Painting I - Active. Implemented on Dec 21 2022 12:00AM (/Form/Course/index/5100)

ART 060B - Painting II - Active. Implemented on Dec 21 2022 12:00AM (/Form/Course/index/5101)

ART 032 - Photoshop 1 - Active. Implemented on Oct 12 2023 12:00AM (/Form/Course/index/5249)

ART 038 - Graphic Design II - Active. Implemented on Nov 2 2020 12:00AM (/Form/Course/index/4149)

ART 039 - Introduction to Digital Video - Active. Implemented on Mar 11 2023 12:00AM

(/Form/Course/index/5239)

CIT 040 - Web Design I: Internet Publishing - Active. Implemented on Jan 21 2016 12:00AM

(/Form/Course/index/2876)

ART 042 - Beginning Sculpture I - Active. Implemented on Dec 19 2022 12:00AM (/Form/Course/index/5094)

ART 043 - Sculpture II - Active. Implemented on Dec 19 2022 12:00AM (/Form/Course/index/5095)

ART 066 - Introduction to Metalsmithing - Active. Implemented on Dec 21 2022 12:00AM

(/Form/Course/index/5106)

ART 066 - Introduction to Metalsmithing - Active. Implemented on Dec 21 2022 12:00AM

(/Form/Course/index/5106)

ART 067 - Metalsmithing - Active. Implemented on Dec 21 2022 12:00AM (/Form/Course/index/5107)

ART 068 - Casting for Small Metals - Active. Implemented on Dec 21 2022 12:00AM

(/Form/Course/index/5108)

ART 055C - Life Drawing III - Active. Implemented on Dec 20 2022 12:00AM (/Form/Course/index/5098)

ART 060C - Painting III - Active. Implemented on Dec 21 2022 12:00AM (/Form/Course/index/5102)

ART 075 - Advanced Small Metals and Jewelry Techniques - Active. Implemented on Dec 21 2022 12:00AM

(/Form/Course/index/5109)

PHOTO 022 - Beginning Photography - Active. Implemented on Mar 17 2023 12:00AM

(/Form/Course/index/4892)

CADD 130 - Fundamentals of AutoCAD - Active. Implemented on Jun 29 2021 12:00AM

(/Form/Course/index/4414)

ART 062A - Watercolor Painting I - Active. Implemented on Dec 21 2022 12:00AM (/Form/Course/index/5104)

ART 062B - Watercolor Painting II - Active. Implemented on Dec 21 2022 12:00AM

(/Form/Course/index/5105)

ART 012 - Two Dimensional Design - Active. Implemented on Dec 19 2022 12:00AM (/Form/Course/index/5042)

ART 013 - Three Dimensional Design - Active. Implemented on Dec 19 2022 12:00AM (/Form/Course/index/5090)

ART 024 - Beginning Drawing - Active. Implemented on Dec 19 2022 12:00AM (/Form/Course/index/5091)

ART 092 - Survey of Art History: Renaissance to the Present - Active. Implemented on Feb 23 2022 12:00AM (/Form/Course/index/4500)

ART 091 - Survey of Art History: Prehistoric Through Gothic - Active. Implemented on Feb 23 2022 12:00AM (/Form/Course/index/4499)

ART 096 - History of Asian Art - Active. Implemented on Feb 23 2022 12:00AM (/Form/Course/index/4501)

ART 025 - Expressive Drawing - Active. Implemented on Dec 19 2022 12:00AM (/Form/Course/index/5092)

ART 055A - Life Drawing I - Active. Implemented on Dec 19 2022 12:00AM (/Form/Course/index/5096)

ART 042 - Beginning Sculpture I - Active. Implemented on Dec 19 2022 12:00AM (/Form/Course/index/5094)

ART 035 - Graphic Design I - Active. Implemented on Dec 9 2020 12:00AM (/Form/Course/index/4148)

PHOTO 022 - Beginning Photography - Active. Implemented on Mar 17 2023 12:00AM (/Form/Course/index/4892)

ART 026A - Representational Drawing - Active. Implemented on Dec 19 2022 12:00AM (/Form/Course/index/5093)

ART 060B - Painting II - Active. Implemented on Dec 21 2022 12:00AM (/Form/Course/index/5101)

ART 043 - Sculpture II - Active. Implemented on Dec 19 2022 12:00AM (/Form/Course/index/5095)

ART 066 - Introduction to Metalsmithing - Active. Implemented on Dec 21 2022 12:00AM (/Form/Course/index/5106)

ART 060A - Painting I - Active. Implemented on Dec 21 2022 12:00AM (/Form/Course/index/5100)

- **1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.**

Recent updates to curriculum:

- Created AA-T in Studio Arts
- Created AA in Studio Arts
- Created Certificate of Specialization in Small Metal Arts
- Created new AA-T in Art History (in review in curriculum process)
- Deactivated older AS in Studio Arts – 2D Emphasis, AS in Studio Arts – 3D Emphasis, AS in Studio Arts – Design Emphasis
- New course Art 032 Photoshop
- New courses pending in curriculum process: Art 094 History of African Art, Art 097 Women Artists in Art History, Art 500 Ceramics, Art 0510 Bridge to Arts, Art 562 Watercolor
- New courses in draft: Art 031 Digital Illustration, Art 034 Animation, Art 032 InDesign: Typography and Page Layout, Art 099 Art of the Ancient Americas

Below is the schedule for course outline revision:

Course #	Course Name	Last Modified	Next Revision

Art 012	2D Design	4/22/2021	Spring 2025
Art 013	3D Design	2/25/2021	Spring 2025
Art 024	Beg. Drawing	3/11/2021	Spring 2025
Art 025	Expressive Drawing	11/19/2020	Fall 2024
Art 026A	Representational Drawing	3/11/2021	Fall 2024
Art 032	Photoshop 1	5/9/2017	Fall 2023
Art 035	Graphic Design I	5/21/2015	Fall 2023
Art 038	Graphic Design II	4/24/2014	Fall 2023
Art 039	Intro to Digital Video	4/22/2021	Fall 2025
Art 042	Sculpture I	3/11/2021	Fall 2025
Art 043	Sculpture II	2/25/2021	Fall 2025
Art 055A	Life Drawing I	3/11/2021	Fall 2026
Art 055B	Life Drawing II	3/11/2021	Fall 2026
Art 055C	Life Drawing III	5/13/2021	Fall 2026
Art 055D	Life Drawing IV	5/13/2021	Fall 2026
Art 060A	Painting I	5/13/2021	Fall 2026
Art 060B	Painting II	5/13/2021	Fall 2026
Art 060C	Painting III	5/13/2021	Fall 2026
Art 060D	Painting IV	5/13/2021	Fall 2026
Art 062A	Watercolor I	4/22/2021	Fall 2026
Art 062B	Watercolor II	4/22/2021	Fall 2026
Art 066	Intro to Metalsmithing	3/11/2021	Fall 2025
Art 067	Metalsmithing	11/19/2020	Fall 2025
Art 068	Casting for Small Metals	4/22/2021	Fall 2025
Art 075	Advanced Small Metals and Jewelry Techniques	4/22/2021	Fall 2025
Art 076A	Portfolio Preparation	5/14/2013	Fall 2023
Art 090	Art Appreciation	9/23/2021	Spring 2024
Art 091	History of Art Prehistoric Through Gothic	10/28/2021	Spring 2024
Art 092	History of Art Renaissance to Present	10/28/2021	Spring 2024

Art 093	History of Modern Art	12/13/2018	Fall 2023
Art 096	History of Asian Art	10/14/2021	Spring 2024

- 2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).

Course #	Course Name	Course is part of lower division 4-year degree providing necessary skills for careers in the visual arts	Course provides in-depth study to strengthen competitiveness and/or enhance job skills	When Offered
Art 012	2D Design	X		Fall, Spring
Art 013	3D Design	X		Fall, Spring
Art 024	Beg. Drawing	X		Fall, Spring
Art 025	Expressive Drawing	X	X	Spring
Art 026A	Representational Drawing	X	X	Fall
Art 032	Photoshop 1	X	X	Fall, Spring
Art 035	Graphic Design I	X	X	Fall, Spring
Art 038	Graphic Design II		X	Fall, Spring
Art 039	Intro to Digital Video		X	Fall, Spring
Art 042	Sculpture I	X	X	Fall, Spring
Art 043	Sculpture II	X	X	Fall, Spring
Art 055A	Life Drawing I	X	X	Fall, Spring
Art 055B	Life Drawing II	X	X	Fall, Spring
Art 055C	Life Drawing III		X	Fall, Spring
Art 055D	Life Drawing IV		X	Fall, Spring
Art 060A	Painting I	X	X	Fall, Spring
Art 060B	Painting II	X	X	Fall, Spring
Art 060C	Painting III		X	Fall, Spring
Art 060D	Painting IV		X	Fall, Spring

Art 062A	Watercolor I	X	X	Fall, Spring
Art 062B	Watercolor II		X	Fall, Spring
Art 066	Intro to Metalsmithing	X	X	Fall, Spring
Art 067	Metalsmithing	X	X	Spring
Art 068	Casting for Small Metals	X	X	Fall
Art 075	Advanced Small Metals and Jewelry Techniques		X	Fall, Spring
Art 076A	Portfolio Preparation		X	Fall
Art 090	Art Appreciation	X	X	Fall, Spring, Summer, Intersession
Art 091	History of Art Prehistoric Through Gothic	X		Fall, Spring, Summer, Intersession
Art 092	History of Art Renaissance to Present	X		Fall, Spring, Summer, Intersession
Art 093	History of Modern Art	X	X	Fall, Spring
Art 096	History of Asian Art	X	X	Fall, Spring

All courses have been offered in the last two years.

- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

AA-T in Studio Arts – 60 Units

- First Semester
 - Art 012 2D Design
 - Art 024 Beginning Drawing
 - Engl 001A
 - Mathematics/Quantitative Reasoning
 - Lifelong Learning and Self Development
- Second Semester
 - Art 013 3D Design
 - Art 092 Art History: Renaissance through Present

- Studio Art – List B
- Critical Thinking
- Social Sciences
- Third Semester
 - List A Course
 - Studio Art – List B
 - Oral Communication
 - Physical Sciences
 - Social Sciences
- Fourth Semester
 - Studio Art – List B
 - Life Sciences with Lab
 - Humanities
 - Ethnic Studies
 - Transferable Electives

AA in Studio Arts – 63-65 Units

- First Semester
 - Art 012 2D Design
 - Art 013 3D Design
 - Art 024 Beginning Drawing
 - English 001A
 - Lifelong Learning and Self Development
- Second Semester
 - Art 035 Intro to Digital Media
 - Art 092 History of Art: Renaissance through Present
 - Oral Communication
 - Physical Science
 - US History
 - Physical Activity
- Third Semester
 - Art 076A Portfolio Preparation
 - Art 091 History of Art: Prehistoric through Gothic

- Studio Art Area of Specialization
- Critical Thinking
- Mathematics/Quantitative Reasoning
- Ethnic Studies
- Fourth Semester
 - Studio Arts – Area of Specialization
 - Studio Arts – Elective
 - Humanities
 - Life Science with Lab
 - US History, Constitution and American Ideals
- **4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**
 - **Multiple Modalities.** Studio art courses and art history courses now include multiple teaching modalities, providing more flexible options for students. For example, our Art History offerings have increased by 50% because of fully asynchronous options.
 - **No/Low-Cost Textbooks.** Many art courses have no-cost, low-cost and OER textbook options providing more access for students.
 - **Video Demonstrations.** Faculty film their own video demonstrations and embed them in their Canvas courses for both online and in-person classes. Students can watch, rewatch, pause and repeat learning materials to better understand multi-step processes.
 - **Library Workshops.** Library workshops are included in studio art courses to show students how to research art and art history topics related to art projects.
 - **Accessibility.** Faculty have redesigned courses to contain accessible content such as captioned videos, color contrast, and use of header levels.
 - **Collaborative Projects.** Group projects help students to more fully engage, collaborate and expand on each other's ideas.
 - **Real-World Experiences.** Faculty include projects that bring students out of the classroom, into nature or the professional environment to see how their learning adapts to real world scenarios.
 - **Guest Speakers.** Faculty include guest speakers and professionals to bring professional practices to the classroom.
- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

The Art Department has plans to develop curriculum and create:

- Re-activate Art 014 Color Theory

- Non-credit studio art courses in Ceramics, Bridge to Arts, and Watercolor (currently in curriculum review)
 - Courses in Art History
 - AA-T in Art History
 - Transfer-level beginning Ceramics class
 - Ceramics degree
 - STEAM courses
 - Digital Video to be part of EDIT certificate
 - Certificate of Achievement in Jewelry/Small Metal Arts
 - AA in Digital Media
 - New courses in Digital Media
 - The Art Department would like to host an orientation for incoming art majors to learn about career options, 4-year art program options, EVC art classes, and EVC pathways. This would be in collaboration with Counseling and Student Services. This will help students to understand, visualize and plan their options.
- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**
1. High School: n/a
 2. C-ID: All courses that can be C-ID aligned have been aligned, 13 classes in total
 3. Articulation: There are currently 31 courses in Art, 21 of which articulate to CSU.
- **7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

N/A

Student Learning Outcome and Assessment

Related Assessments

AA Studio Arts- Created: 09/27/2023 New PLO Assessment Report Originator: Rachel Lazo
(/Form/Module/Index/3996)

Art 012 Fall 2023- Created: 02/12/2024 New Section Level SLO Assessment Report Originator: Mark Nobriga
(/Form/Module/Index/5279)

AA-T Studio Arts- Created: 09/24/2023 New PLO Assessment Report Originator: Rachel Lazo
(/Form/Module/Index/3951)

ART 24 SLOs F 2023- Created: 12/22/2023 New Section Level SLO Assessment Report Originator: Virginia Miller-Bowen (/Form/Module/Index/5204)

ART 24 SLOs SP 2023- Created: 05/12/2023 New Section Level SLO Assessment Report Originator: Virginia Miller-Bowen (/Form/Module/Index/3513)

Art 024 Spring 2023- Created: 09/13/2023 New Section Level SLO Assessment Report Originator: Mark Nobriga (/Form/Module/Index/3817)

Art 024 Fall 2023- Created: 02/12/2024 New Section Level SLO Assessment Report Originator: Mark Nobriga (/Form/Module/Index/5278)

ART 024 - Beginning Drawing (Nobriga, Mark)- Created: 09/08/2023 New Section Level SLO Assessment Report Originator: Mark Nobriga (/Form/Module/Index/3785)

ART 024 - Beginning Drawing (Nobriga, Mark)- Created: 09/13/2023 New Section Level SLO Assessment Report Originator: Mark Nobriga (/Form/Module/Index/3809)

Art 025- Created: 02/16/2023 New Section Level SLO Assessment Report Originator: Rachel Lazo (/Form/Module/Index/3192)

Art 026A Representational Drawing- Created: 02/19/2024 New Section Level SLO Assessment Report Originator: Rachel Lazo (/Form/Module/Index/5291)

Art 032 Photoshop SLO Assessments- Created: 03/06/2024 New Section Level SLO Assessment Report Originator: Rachel Lazo (/Form/Module/Index/5387)

Art 035 Graphic Design SLO Assessments- Created: 03/06/2024 New Section Level SLO Assessment Report Originator: Rachel Lazo (/Form/Module/Index/5388)

ART 035 - Graphic Design I - Created: 09/15/2023 New Section Level SLO Assessment Report Originator: Sylvia Min (/Form/Module/Index/3848)

ART 035 - Graphic Design I - Created: 09/15/2023 New Section Level SLO Assessment Report Originator: Sylvia Min (/Form/Module/Index/3849)

Spring 2023 Graphic Design 1- Created: 09/15/2023 New Section Level SLO Assessment Report Originator: Sylvia Min (/Form/Module/Index/3851)

2022 Spring Art 35 Graphic Design 1- Created: 09/05/2022 New Section Level SLO Assessment Report Originator: Sylvia Min (/Form/Module/Index/2798)

2021 Fall Art 35- Created: 09/05/2022 New Section Level SLO Assessment Report Originator: Sylvia Min (/Form/Module/Index/2802)

2021 Spring Art 38 Graphic Design 2- Created: 09/05/2022 New Section Level SLO Assessment Report Originator: Sylvia Min (/Form/Module/Index/2803)

ART 55A F23- Created: 12/22/2023 New Section Level SLO Assessment Report Originator: Virginia Miller-Bowen (/Form/Module/Index/5205)

ART 55A Sp 23- Created: 05/15/2023 New Section Level SLO Assessment Report Originator: Virginia Miller-Bowen (/Form/Module/Index/3514)

ART 55B Sp23 Life Drawing II- Created: 05/31/2023 New Section Level SLO Assessment Report Originator: Virginia Miller-Bowen (/Form/Module/Index/3527)

ART 55C Life Drawing III Sp23- Created: 05/31/2023 New Section Level SLO Assessment Report Originator: Virginia Miller-Bowen (/Form/Module/Index/3528)

Art 060B- Created: 02/20/2023 New Section Level SLO Assessment Report Originator: Rachel Lazo (/Form/Module/Index/3201)

Art 068 SLO Assessments- Created: 09/29/2023 New Section Level SLO Assessment Report Originator: Rachel Lazo (/Form/Module/Index/4003)

Art 075- Created: 09/26/2023 New Section Level SLO Assessment Report Originator: Rachel Lazo (/Form/Module/Index/3965)

2021Fall Art 76A- Created: 09/05/2022 New Section Level SLO Assessment Report Originator: Sylvia Min (/Form/Module/Index/2799)

ART 91-SP '22- Created: 10/02/2022 New Section Level SLO Assessment Report Originator: Mark Gonzales (/Form/Module/Index/2905)

92- Created: 10/06/2022 New Section Level SLO Assessment Report Originator: Deborah Gustlin (/Form/Module/Index/2934)

93- Created: 09/30/2022 New Section Level SLO Assessment Report Originator: Mark Gonzales (/Form/Module/Index/2898)

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ART 93- Created: 09/30/2022 New Section Level SLO Assessment Report Originator: Mark Gonzales (/Form/Module/Index/2901)

asian- Created: 08/24/2023 New Section Level SLO Assessment Report Originator: Deborah Gustlin (/Form/Module/Index/3651)

Art 093- Created: 12/28/2022 New Section Level SLO Assessment Report Originator: Deborah Gustlin (/Form/Module/Index/3062)

Art 93- Created: 12/28/2022 New Section Level SLO Assessment Report Originator: Deborah Gustlin (/Form/Module/Index/3061)

Art 96- Created: 12/28/2022 New Section Level SLO Assessment Report Originator: Deborah Gustlin (/Form/Module/Index/3060)

CADD 130- Created: 12/28/2021 New Section Level SLO Assessment Report Originator: Manuel Rosas (/Form/Module/Index/2069)

CADD 130- Created: 10/04/2021 New Section Level SLO Assessment Report Originator: Manuel Rosas (/Form/Module/Index/1480)

CIT 40 102094 SLOs Spring 2020- Created: 10/05/2021 New Section Level SLO Assessment Report Originator: Loc Lam (/Form/Module/Index/1489)

PHOTO 022 F2023- Created: 03/15/2024 New Section Level SLO Assessment Report Originator: Ralph Nichols (/Form/Module/Index/5413)

Student Learning Outcomes

ART 012 - Two Dimensional Design - Produce design projects that demonstrate a working knowledge and understanding of the elements and principles of two-dimensional art, employing skillful use of a variety of artistic materials, techniques and tools. (Active)

ART 012 - Two Dimensional Design - Produce design projects that demonstrate a working knowledge and understanding of the elements and principles of two-dimensional art, employing skillful use of a variety of artistic materials, techniques and tools. (Historical)

ART 012 - Two Dimensional Design - Produce design projects that demonstrate a working knowledge and understanding of the elements and principles of two-dimensional art, employing skillful use of a variety of artistic materials, techniques and tools. (Active)

ART 012 - Two Dimensional Design - Apply a system of analytical and technical exploration, research and problem solving to develop individual aesthetic decisions which translate ideas and visual experience into images using both formal and conceptual approaches to two-dimensional design projects. (Active)

ART 012 - Two Dimensional Design - Apply a system of analytical and technical exploration, research and problem solving to develop individual aesthetic decisions which translate ideas and visual experience into images using both formal and conceptual approaches to two-dimensional design projects. (Historical)

ART 012 - Two Dimensional Design - Apply a system of analytical and technical exploration, research and problem solving to develop individual aesthetic decisions which translate ideas and visual experience into images using both formal and conceptual approaches to two-dimensional design projects. (Active)

ART 012 - Two Dimensional Design - Assess and critique projects in group, individual and written formats using terminology pertaining to the elements and organizational principles of two-dimensional art, evaluating historical and contemporary examples, the work of classmates, and one's own designs. (Active)

ART 012 - Two Dimensional Design - Assess and critique projects in group, individual and written formats using terminology pertaining to the elements and organizational principles of two-dimensional art, evaluating

historical and contemporary examples, the work of classmates, and one's own designs. (Historical)

ART 012 - Two Dimensional Design - Assess and critique projects in group, individual and written formats using terminology pertaining to the elements and organizational principles of two-dimensional art, evaluating historical and contemporary examples, the work of classmates, and one's own designs. (Active)

ART 013 - Three Dimensional Design - Create three-dimensional artworks which apply the elements and principles of three-dimensional design, using a variety of materials and techniques. (Active)

ART 013 - Three Dimensional Design - Apply a system of analytical and technical exploration, research and problem solving to develop personal aesthetic decisions that are formally and conceptually driven. (Active)

ART 013 - Three Dimensional Design - Assess and critique the subject, form, content, technique and material choices of three-dimensional projects in oral and written formats, using relevant terminology, evaluating historical and contemporary examples, the work of classmates, and one's own designs. (Active)

ART 024 - Beginning Drawing - Render three-dimensional objects on a two-dimensional surface and demonstrate the basic principles of spatial illusion through the application of accurate sighting and measuring techniques and perspective systems. (Draft)

ART 024 - Beginning Drawing - Render three-dimensional objects on a two-dimensional surface and demonstrate the basic principles of spatial illusion through the application of accurate sighting and measuring techniques and perspective systems. (Active)

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ART 024 - Beginning Drawing - Render three-dimensional objects on a two-dimensional surface and demonstrate the basic principles of spatial illusion through the application of accurate sighting and measuring techniques and perspective systems. (Active)

ART 024 - Beginning Drawing - Render three-dimensional objects on a two-dimensional surface and demonstrate the basic principles of spatial illusion through the application of accurate sighting and measuring techniques and perspective systems. (Draft)

ART 024 - Beginning Drawing - Create drawings with a variety of drawing media, applying techniques of contour, cross-contour, gesture, depiction of light and shadow, gradations of value, and simulated texture. (Draft)

ART 024 - Beginning Drawing - Create drawings with a variety of drawing media, applying techniques of contour, cross-contour, gesture, depiction of light and shadow, gradations of value, and simulated texture. (Active)

ART 024 - Beginning Drawing - Create drawings with a variety of drawing media, applying techniques of contour, cross-contour, gesture, depiction of light and shadow, gradations of value, and simulated texture. (Active)

ART 024 - Beginning Drawing - Create drawings with a variety of drawing media, applying techniques of contour, cross-contour, gesture, depiction of light and shadow, gradations of value, and simulated texture. (Active)

ART 024 - Beginning Drawing - Create drawings with a variety of drawing media, applying techniques of contour, cross-contour, gesture, depiction of light and shadow, gradations of value, and simulated texture.

(Active)

ART 024 - Beginning Drawing - Create drawings with a variety of drawing media, applying techniques of contour, cross-contour, gesture, depiction of light and shadow, gradations of value, and simulated texture.

(Active)

ART 024 - Beginning Drawing - Create drawings with a variety of drawing media, applying techniques of contour, cross-contour, gesture, depiction of light and shadow, gradations of value, and simulated texture.

(Active)

ART 024 - Beginning Drawing - Create drawings with a variety of drawing media, applying techniques of contour, cross-contour, gesture, depiction of light and shadow, gradations of value, and simulated texture.

(Draft)

ART 024 - Beginning Drawing - Develop expressive content and impactful compositions through manipulation of the elements and principles of design. (Draft)

ART 024 - Beginning Drawing - Develop expressive content and impactful compositions through manipulation of the elements and principles of design. (Active)

ART 024 - Beginning Drawing - Develop expressive content and impactful compositions through manipulation of the elements and principles of design. (Active)

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ART 024 - Beginning Drawing - Develop expressive content and impactful compositions through manipulation of the elements and principles of design. (Active)

ART 024 - Beginning Drawing - Develop expressive content and impactful compositions through manipulation of the elements and principles of design. (Draft)

ART 024 - Beginning Drawing - Assess and critique drawings in group, individual and written formats using relevant terminology, evaluating historical and contemporary examples, the work of classmates, and one's own drawings. (Draft)

ART 024 - Beginning Drawing - Assess and critique drawings in group, individual and written formats using relevant terminology, evaluating historical and contemporary examples, the work of classmates, and one's own drawings. (Active)

ART 024 - Beginning Drawing - Assess and critique drawings in group, individual and written formats using relevant terminology, evaluating historical and contemporary examples, the work of classmates, and one's own drawings. (Active)

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ART 024 - Beginning Drawing - Assess and critique drawings in group, individual and written formats using relevant terminology, evaluating historical and contemporary examples, the work of classmates, and one's

own drawings. (Draft)

ART 025 - Expressive Drawing - Produce drawings that creatively interpret and apply formal and symbolic design elements in a wide range of media, formats, and surfaces. (Active)

ART 025 - Expressive Drawing - Evaluate and critique one's own work and the work of others using relevant terminology. (Active)

ART 025 - Expressive Drawing - Establish and document a creative practice that includes creative problem solving (Active)

ART 025 - Expressive Drawing - Examine and describe historical and contemporary trends, materials, and approaches in expressive drawing utilizing the broader vocabulary of art and design as well as drawing terminology (Active)

ART 026A - Representational Drawing - Render objects representationally using line, value, color, texture, mass, and systems of linear perspective, using a variety of materials and techniques. (Active)

ART 026A - Representational Drawing - Establish personal content and aesthetic choices in representational drawings through a creative problem-solving practice that includes research, the collection of resources, preliminary drawings and editing/reworking. (Active)

ART 026A - Representational Drawing - Assess and critique drawings in group, individual and written formats using terminology pertaining to representational drawing, evaluating historical and contemporary examples, the work of classmates, and one's own designs. (Active)

ART 032 - Photoshop 1 - Create a portfolio of work demonstrating formal, conceptual, and technical development that applies the principles of graphic design for print and for the screen. (Active)

ART 032 - Photoshop 1 - Examine and describe contemporary and historical approaches and styles of image manipulation. (Active)

ART 032 - Photoshop 1 - Evaluate and critique work utilizing relevant terminology and concepts. (Active)

ART 035 - Graphic Design I - Create a portfolio of work demonstrating formal, conceptual, and technical development and applying the principles of graphic design to create print-based and time-based work. (C-ID #1, #2) (Active)

ART 035 - Graphic Design I - Create a portfolio of work demonstrating formal, conceptual, and technical development and applying the principles of graphic design to create print-based and time-based work. (C-ID #1, #2) (Draft)

ART 035 - Graphic Design I - Create a portfolio of work demonstrating formal, conceptual, and technical development and applying the principles of graphic design to create print-based and time-based work. (C-ID #1, #2) (Draft)

ART 035 - Graphic Design I - Create a portfolio of work demonstrating formal, conceptual, and technical development and applying the principles of graphic design to create print-based and time-based work. (C-ID #1, #2) (Draft)

ART 035 - Graphic Design I - Create a portfolio of work demonstrating formal, conceptual, and technical development and applying the principles of graphic design to create print-based and time-based work. (C-ID #1, #2) (Draft)

ART 035 - Graphic Design I - Create a portfolio of work demonstrating formal, conceptual, and technical development and applying the principles of graphic design to create print-based and time-based work. (C-ID #1, #2) (Active)

ART 035 - Graphic Design I - Create a portfolio of work demonstrating formal, conceptual, and technical development and applying the principles of graphic design to create print-based and time-based work. (C-ID #1, #2) (Active)

ART 035 - Graphic Design I - Examine and describe contemporary and historical approaches and styles in graphic design. (C-ID #4) (Active)

ART 035 - Graphic Design I - Examine and describe contemporary and historical approaches and styles in graphic design. (C-ID #4) (Active)

ART 035 - Graphic Design I - Examine and describe contemporary and historical approaches and styles in graphic design. (C-ID #4) (Draft)

ART 035 - Graphic Design I - Examine and describe contemporary and historical approaches and styles in graphic design. (C-ID #4) (Draft)

ART 035 - Graphic Design I - Examine and describe contemporary and historical approaches and styles in graphic design. (C-ID #4) (Draft)

ART 035 - Graphic Design I - Examine and describe contemporary and historical approaches and styles in graphic design. (C-ID #4) (Draft)

ART 035 - Graphic Design I - Examine and describe contemporary and historical approaches and styles in graphic design. (C-ID #4) (Active)

ART 035 - Graphic Design I - Display proficiency in utilizing graphic design software (vector and raster-based) and tools to solve graphic design problems, safely handling and maintaining digital imaging hardware and materials. (C-ID #1, #3, #5) (Active)

ART 035 - Graphic Design I - Display proficiency in utilizing graphic design software (vector and raster-based) and tools to solve graphic design problems, safely handling and maintaining digital imaging hardware and materials. (C-ID #1, #3, #5) (Draft)

ART 035 - Graphic Design I - Display proficiency in utilizing graphic design software (vector and raster-based) and tools to solve graphic design problems, safely handling and maintaining digital imaging hardware and materials. (C-ID #1, #3, #5) (Draft)

ART 035 - Graphic Design I - Display proficiency in utilizing graphic design software (vector and raster-based) and tools to solve graphic design problems, safely handling and maintaining digital imaging hardware and materials. (C-ID #1, #3, #5) (Draft)

ART 035 - Graphic Design I - Display proficiency in utilizing graphic design software (vector and raster-based) and tools to solve graphic design problems, safely handling and maintaining digital imaging hardware and materials. (C-ID #1, #3, #5) (Draft)

ART 035 - Graphic Design I - Display proficiency in utilizing graphic design software (vector and raster-based) and tools to solve graphic design problems, safely handling and maintaining digital imaging hardware and materials. (C-ID #1, #3, #5) (Active)

ART 035 - Graphic Design I - Display proficiency in utilizing graphic design software (vector and raster-based) and tools to solve graphic design problems, safely handling and maintaining digital imaging hardware and materials. (C-ID #1, #3, #5) (Active)

ART 035 - Graphic Design I - Evaluate and critique work utilizing relevant terminology and concepts. (C-ID #6) (Active)

ART 035 - Graphic Design I - Evaluate and critique work utilizing relevant terminology and concepts. (C-ID #6) (Active)

ART 035 - Graphic Design I - Evaluate and critique work utilizing relevant terminology and concepts. (C-ID #6) (Draft)

ART 035 - Graphic Design I - Evaluate and critique work utilizing relevant terminology and concepts. (C-ID #6) (Draft)

ART 035 - Graphic Design I - Evaluate and critique work utilizing relevant terminology and concepts. (C-ID #6) (Draft)

ART 035 - Graphic Design I - Evaluate and critique work utilizing relevant terminology and concepts. (C-ID #6) (Draft)

ART 035 - Graphic Design I - Evaluate and critique work utilizing relevant terminology and concepts. (C-ID #6) (Active)

ART 038 - Graphic Design II - Research and design visual communication, interface and experience design. (Active)

ART 038 - Graphic Design II - Create advertising, corporate identity design, Web, and interactive media for the global market. (Active)

ART 038 - Graphic Design II - Apply conceptual and visual communication skills and processes, including visual organizational theory, information theory and market research. (Active)

ART 038 - Graphic Design II - Make effective typographic choices using visual hierarchies that create a distinct aesthetic. (Active)

ART 038 - Graphic Design II - Demonstrate and employ advanced design software techniques. (Active)

ART 038 - Graphic Design II - Develop and maintain a professional digital visual design portfolio. (Active)

ART 042 - Beginning Sculpture I - Produce sculptures that express aesthetic and/or conceptual intents, applying traditional and contemporary sculptural methods (additive, subtractive, fabrication, assemblage, etc.) and materials (plaster, clay, wood, stone, concrete, metal, digital, etc.) covered in class. (Active)

ART 042 - Beginning Sculpture I - Conceptualize an idea through a creative problem-solving process, which may include research, sketches, maquettes, prototypes, sculptures, and editing/reworking of projects, which visually communicates the concept through the formal elements and principles of art. (Active)

ART 042 - Beginning Sculpture I - Assess and critique sculptural works in group, individual and written contexts using relevant terminology, including historical and contemporary examples, the work of peers, and one's own work. (Active)

ART 042 - Beginning Sculpture I - Observe health and safety practices, and demonstrate the ability to work cooperatively with others in lab setting. (Active)

ART 055A - Life Drawing I - Create observational drawings from live human models in a wide variety of drawing media exploring techniques to develop anatomy, proportion, sighting, foreshortening, line, value, mass, volume, space and planar analysis. (Active)

ART 055A - Life Drawing I - Create observational drawings from live human models in a wide variety of drawing media exploring techniques to develop anatomy, proportion, sighting, foreshortening, line, value, mass, volume, space and planar analysis. (Active)

ART 055A - Life Drawing I - Develop figurative compositions that evince expressive content through a design problem-solving approach. (Active)

ART 055A - Life Drawing I - Develop figurative compositions that evince expressive content through a design problem-solving approach. (Active)

ART 055A - Life Drawing I - Evaluate and critique class projects using relevant terminology in oral or written formats. (Active)

ART 055A - Life Drawing I - Evaluate and critique class projects using relevant terminology in oral or written formats. (Active)

ART 055A - Life Drawing I - Examine and describe the major historical, contemporary , and critical trends in figure drawing. (Active)

ART 055A - Life Drawing I - Examine and describe the major historical, contemporary , and critical trends in figure drawing. (Active)

ART 055B - Life Drawing II - Create observational drawings from the live figure model in a wide range of drawing media (black and white and color) that demonstrate accurate anatomy and structure of the human body, including proportion, sighting, measuring, and foreshortening. (Active)

ART 055B - Life Drawing II - Express naturalism in the human form, emotion and artistic intent through the use of various mark-making techniques, including gesture, contour, cross-contour, cross-hatching and tonal shading. (Active)

ART 055B - Life Drawing II - Assess and critique drawings in group, individual and written formats using relevant terminology, evaluating historical and contemporary examples, the work of classmates, and one's own drawings. (Active)

ART 055C - Life Drawing III - Create observational drawings from the live figure model in a wide range of drawing media that demonstrate intermediate level life drawing skills. (Active)

ART 055C - Life Drawing III - Develop expressive, symbolic and narrative content through manipulation of the elements and principles of art. (Active)

ART 055C - Life Drawing III - Assess and critique drawings in group, individual and written formats using relevant terminology, evaluating historical and contemporary examples, the work of classmates, and one's own drawings. (Active)

ART 060A - Painting I - Create paintings that evince a working knowledge of the physical properties of painting materials, and apply fundamental paintings techniques. (Historical)

ART 060A - Painting I - Create paintings that evince a working knowledge of the physical properties of painting materials, and apply fundamental paintings techniques. (Active)

ART 060A - Painting I - Develop expressive content in painting through a problem-solving process, applying the elements and principles of art, including application of color theory. (Historical)

ART 060A - Painting I - Develop expressive content in painting through a problem-solving process, applying the elements and principles of art, including application of color theory. (Active)

ART 060A - Painting I - Assess and critique paintings in group, individual and written formats using relevant terminology, evaluating historical and contemporary examples, the work of classmates, and one's own paintings. (Active)

ART 060A - Painting I - Assess and critique paintings in group, individual and written formats using relevant terminology, evaluating historical and contemporary examples, the work of classmates, and one's own paintings. (Historical)

ART 060A - Painting I - Use and care for traditional and experimental painting media, materials, and tools, while observing health and safety standards in a studio setting. (Historical)

ART 060A - Painting I - Use and care for traditional and experimental painting media, materials, and tools, while observing health and safety standards in a studio setting. (Active)

ART 060B - Painting II - Render still lifes, portraits, and landscapes representationally using accurate light and shadow, color, texture, atmospheric conditions, linear perspective and other compositional elements. (Active)

ART 060B - Painting II - Render still lifes, portraits, and landscapes representationally using accurate light and shadow, color, texture, atmospheric conditions, linear perspective and other compositional elements. (Historical)

ART 060B - Painting II - Render still lifes, portraits, and landscapes representationally using accurate light and shadow, color, texture, atmospheric conditions, linear perspective and other compositional elements. (Historical)

ART 060B - Painting II - Develop a personal approach to descriptive painting through a problem solving methodology, which includes initial research, brainstorming, sketching, collection of resources, planning compositional elements and principles, execution, editing, and final production. (Historical)

ART 060B - Painting II - Develop a personal approach to descriptive painting through a problem solving methodology, which includes initial research, brainstorming, sketching, collection of resources, planning compositional elements and principles, execution, editing, and final production. (Historical)

ART 060B - Painting II - Develop a personal approach to descriptive painting through a problem solving methodology, which includes initial research, brainstorming, sketching, collection of resources, planning compositional elements and principles, execution, editing, and final production. (Active)

ART 060B - Painting II - Assess and critique paintings in group, individual and written formats using relevant terminology, evaluating historical and contemporary examples, the work of classmates, and one's own paintings. (Active)

ART 060B - Painting II - Assess and critique paintings in group, individual and written formats using relevant terminology, evaluating historical and contemporary examples, the work of classmates, and one's own paintings. (Historical)

ART 060B - Painting II - Assess and critique paintings in group, individual and written formats using relevant terminology, evaluating historical and contemporary examples, the work of classmates, and one's own paintings. (Historical)

ART 060C - Painting III - Apply color theory principles, elements and principles of art, and skillful paint application to demonstrate deliberate and conscientious choices based on a working knowledge of how form

shapes content. (Historical)

ART 060C - Painting III - Apply color theory principles, elements and principles of art, and skillful paint application to demonstrate deliberate and conscientious choices based on a working knowledge of how form shapes content. (Active)

ART 060C - Painting III - Apply creative problem solving to develop a personal approach to a given assignment topic, including research, preliminary sketches, collection of resource materials, decisions regarding color choices, composition and painting technique, and self-evaluation/editing throughout the process. (Active)

ART 060C - Painting III - Apply creative problem solving to develop a personal approach to a given assignment topic, including research, preliminary sketches, collection of resource materials, decisions regarding color choices, composition and painting technique, and self-evaluation/editing throughout the process. (Historical)

ART 060C - Painting III - Analyze and appraise their own work and the work of others in terms of the relation between form and content using painting terminology. (Historical)

ART 060C - Painting III - Analyze and appraise their own work and the work of others in terms of the relation between form and content using painting terminology. (Active)

ART 062A - Watercolor Painting I - Create watercolor paintings that evince a working knowledge of fundamental watercolor techniques. (Active)

ART 062A - Watercolor Painting I - Create watercolor paintings that evince a working knowledge of fundamental watercolor techniques. (Historical)

ART 062A - Watercolor Painting I - Develop expressive content in watercolor painting through a problem-solving process, applying the elements and principles of art, including application of color theory. (Historical)

ART 062A - Watercolor Painting I - Develop expressive content in watercolor painting through a problem-solving process, applying the elements and principles of art, including application of color theory. (Active)

ART 062A - Watercolor Painting I - Assess and critique watercolor paintings in group, individual and written formats using relevant terminology, evaluating historical and contemporary examples, the work of classmates, and one's own watercolor paintings. (Active)

ART 062A - Watercolor Painting I - Assess and critique watercolor paintings in group, individual and written formats using relevant terminology, evaluating historical and contemporary examples, the work of classmates, and one's own watercolor paintings. (Historical)

ART 062B - Watercolor Painting II - Create watercolor paintings that evince a working knowledge of intermediate watercolor techniques. (Historical)

ART 062B - Watercolor Painting II - Create watercolor paintings that evince a working knowledge of intermediate watercolor techniques. (Active)

ART 062B - Watercolor Painting II - Develop a personal approach to watercolor painting demonstrating deliberate and conscientious choices based on a working knowledge of the expressive breadth of the watercolor medium. (Active)

ART 062B - Watercolor Painting II - Develop a personal approach to watercolor painting demonstrating deliberate and conscientious choices based on a working knowledge of the expressive breadth of the watercolor medium. (Historical)

ART 062B - Watercolor Painting II - Assess and critique watercolor paintings in group, individual and written formats using relevant terminology, evaluating historical and contemporary examples, the work of classmates, and one's own watercolor paintings. (Historical)

ART 062B - Watercolor Painting II - Assess and critique watercolor paintings in group, individual and written formats using relevant terminology, evaluating historical and contemporary examples, the work of classmates, and one's own watercolor paintings. (Active)

ART 066 - Introduction to Metalsmithing - Demonstrate basic knowledge of and proficiency with small metals tools and fabrication techniques to create utilitarian and non-utilitarian metal objects, adapting designs to the strengths and limitations of the processes being used. (Active)

ART 066 - Introduction to Metalsmithing - Apply a problem-solving approach to produce finished works that integrate traditional and contemporary design principles, demonstrating growth toward a personal artistic style. (Active)

ART 066 - Introduction to Metalsmithing - Assess and critique the subject, form, content, technique and material choices of small-metal arts projects in oral and written formats, using relevant terminology, evaluating historical and contemporary examples, the work of classmates, and one's own designs. (Active)

ART 066 - Introduction to Metalsmithing - Participate actively in a shared studio environment, demonstrating personal responsibility regarding safety procedures and proper equipment use. (Active)

ART 067 - Metalsmithing - Integrate traditional and contemporary design principles by applying a problem-solving processes, demonstrating growth toward a personal artistic style in small metal arts. (Active)

ART 067 - Metalsmithing - Apply metalsmithing techniques covered in class, such as raising, forging and chasing, to completed design projects that demonstrates an understanding of the working properties and limitations of the materials and techniques. (Active)

ART 067 - Metalsmithing - Present ideas and projects to the class, and evaluate (verbally and/or in writing) one's own work and the work of others in regards to the form and function of small metal arts, and the appropriateness or meaning evoked by material and technique choices. (Active)

ART 067 - Metalsmithing - Examine and describe contemporary trends, materials, and approaches in jewelry and metalsmithing. (Active)

ART 067 - Metalsmithing - Participate actively in a shared studio environment, demonstrating personal responsibility regarding safety procedures and proper equipment use. (Active)

ART 068 - Casting for Small Metals - Apply various casting processes in the production of unique artworks. (Active)

ART 068 - Casting for Small Metals - Apply a problem-solving approach to produce finished works that integrate traditional and contemporary design principles, demonstrating growth toward a personal artistic style. (Active)

ART 068 - Casting for Small Metals - Assess and critique the subject, form, content, technique and material choices of small-metal arts cast projects in oral and written formats, using relevant terminology, evaluating historical and contemporary examples, the work of classmates, and one's own designs. (Active)

ART 068 - Casting for Small Metals - Participate actively in a shared studio environment, demonstrating personal responsibility regarding safety procedures and proper equipment use. (Active)

ART 075 - Advanced Small Metals and Jewelry Techniques - Apply advanced metalsmithing techniques in the production of unique artworks. (Active)

ART 075 - Advanced Small Metals and Jewelry Techniques - Develop a body of work demonstrating a personal vision or style. (Active)

ART 075 - Advanced Small Metals and Jewelry Techniques - Assess and critique the subject, form, content, technique and material choices of small-metal arts projects in oral and written formats, using relevant terminology, evaluating historical and contemporary examples, the work of classmates, and one's own designs. (Active)

ART 076A - Art and Design Portfolio Preparation - Effectively research career opportunities, making directed and practical career choices, and determine educational and portfolio requirements in areas of concentration. (Active)

ART 076A - Art and Design Portfolio Preparation - Effectively research four-year colleges, universities and art programs and select programs that are a good fit for career goals and individual abilities. (Active)

ART 076A - Art and Design Portfolio Preparation - Perform a self-analysis determining skill strengths and deficits, and develop an action plan to achieve goals. (Active)

ART 076A - Art and Design Portfolio Preparation - Build a physical and/ or online portfolio of work, including promotional materials such as resume, cover letter and artist statement. (Active)

ART 076A - Art and Design Portfolio Preparation - Express aesthetic judgment about their own work and work of others in oral critique or written format. (Active)

ART 076A - Art and Design Portfolio Preparation - Construct proper presentation methods for artwork, which may include matting and framing, building pedestals and creating a digital archive or website. (Active)

ART 091 - Survey of Art History: Prehistoric Through Gothic - Identify, examine, and assess representative works of art and architecture from prehistory through the medieval period employing appropriate art historical terminology. (Historical)

ART 091 - Survey of Art History: Prehistoric Through Gothic - Identify, examine, and assess representative works of art and architecture from prehistory through the medieval period employing appropriate art historical terminology. (Historical)

ART 091 - Survey of Art History: Prehistoric Through Gothic - Identify, examine, and assess representative works of art and architecture from prehistory through the medieval period employing appropriate art historical terminology. (Active)

ART 091 - Survey of Art History: Prehistoric Through Gothic - Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values. (Active)

ART 091 - Survey of Art History: Prehistoric Through Gothic - Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values. (Historical)

ART 091 - Survey of Art History: Prehistoric Through Gothic - Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values. (Historical)

ART 091 - Survey of Art History: Prehistoric Through Gothic - Analyze, discuss, and differentiate the roles of art, architecture, and the artist from prehistory through the medieval period. (Historical)

ART 091 - Survey of Art History: Prehistoric Through Gothic - Analyze, discuss, and differentiate the roles of art, architecture, and the artist from prehistory through the medieval period. (Historical)

ART 091 - Survey of Art History: Prehistoric Through Gothic - Analyze, discuss, and differentiate the roles of art, architecture, and the artist from prehistory through the medieval period. (Active)

ART 092 - Survey of Art History: Renaissance to the Present - Identify, examine, and assess representative works of art and architecture from the Renaissance to the contemporary period employing appropriate art historical terminology. (Active)

ART 092 - Survey of Art History: Renaissance to the Present - Identify, examine, and assess representative works of art and architecture from the Renaissance to the contemporary period employing appropriate art historical terminology. (Historical)

ART 092 - Survey of Art History: Renaissance to the Present - Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values. (Historical)

ART 092 - Survey of Art History: Renaissance to the Present - Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values. (Active)

ART 092 - Survey of Art History: Renaissance to the Present - Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the Renaissance to the contemporary period. (Active)

ART 092 - Survey of Art History: Renaissance to the Present - Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the Renaissance to the contemporary period. (Historical)

ART 093 - History of Modern Art - Identify historically significant works of Modern Art by artist and stylistic movement, analyzing those attributes of form and content that link the work to that artist and stylistic movement, with the ability to differentiate between various artists and styles. (Active)

ART 093 - History of Modern Art - Identify historically significant works of Modern Art by artist and stylistic movement, analyzing those attributes of form and content that link the work to that artist and stylistic movement, with the ability to differentiate between various artists and styles. (Active)

ART 093 - History of Modern Art - Identify historically significant works of Modern Art by artist and stylistic movement, analyzing those attributes of form and content that link the work to that artist and stylistic movement, with the ability to differentiate between various artists and styles. (Active)

ART 093 - History of Modern Art - Describe a work of Modern Art in terms of the elements and principles of art, materials, methods and techniques, in order to evaluate the relationship between form, subject and content in the piece. (Active)

ART 093 - History of Modern Art - Describe a work of Modern Art in terms of the elements and principles of art, materials, methods and techniques, in order to evaluate the relationship between form, subject and content in the piece. (Active)

ART 093 - History of Modern Art - Describe a work of Modern Art in terms of the elements and principles of art, materials, methods and techniques, in order to evaluate the relationship between form, subject and content in the piece. (Active)

ART 093 - History of Modern Art - Discuss, distinguish and analyze the roles of art, architecture, and the artist from the art historical periods covered in this course. (Active)

ART 093 - History of Modern Art - Discuss, distinguish and analyze the roles of art, architecture, and the artist from the art historical periods covered in this course. (Active)

ART 093 - History of Modern Art - Discuss, distinguish and analyze the roles of art, architecture, and the artist from the art historical periods covered in this course. (Active)

ART 096 - History of Asian Art - Identify representative works of Asian art and architecture; evaluate and place them in the appropriate period and culture (Active)

ART 096 - History of Asian Art - Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values (Active)

ART 096 - History of Asian Art - Describe an art work using appropriate college level art vocabulary, including the elements and principles of art, form, content and mode of representation, materials, and techniques in order to interpret the subjective meaning or the artist's source of inspiration (Active)

ART 096 - History of Asian Art - Analyze, discuss and distinguish the roles of art, architecture, and the artist from the art historical periods covered in this course (Active)

CADD 130 - Fundamentals of AutoCAD - Apply the fundamental creation, modification and manipulation commands of AutoCAD software when drawing. (Historical)

CADD 130 - Fundamentals of AutoCAD - Apply the fundamental creation, modification and manipulation commands of AutoCAD software when drawing. (Active)

CADD 130 - Fundamentals of AutoCAD - Apply the fundamental creation, modification and manipulation commands of AutoCAD software when drawing. (Active)

CADD 130 - Fundamentals of AutoCAD - Apply the fundamental creation, modification and manipulation commands of AutoCAD software when drawing. (Historical)

CADD 130 - Fundamentals of AutoCAD - Apply the fundamental creation, modification and manipulation commands of AutoCAD software when drawing. (Historical)

CADD 130 - Fundamentals of AutoCAD - Apply the fundamental creation, modification and manipulation commands of AutoCAD software when drawing. (Historical)

CADD 130 - Fundamentals of AutoCAD - Apply the fundamental creation, modification and manipulation commands of AutoCAD software when drawing. (Active)

CADD 130 - Fundamentals of AutoCAD - Analyze a drawing problem to determine an efficient CAD approach to take when creating the drawing. (Active)

CADD 130 - Fundamentals of AutoCAD - Analyze a drawing problem to determine an efficient CAD approach to take when creating the drawing. (Historical)

CADD 130 - Fundamentals of AutoCAD - Analyze a drawing problem to determine an efficient CAD approach to take when creating the drawing. (Historical)

CADD 130 - Fundamentals of AutoCAD - Analyze a drawing problem to determine an efficient CAD approach to take when creating the drawing. (Historical)

CADD 130 - Fundamentals of AutoCAD - Analyze a drawing problem to determine an efficient CAD approach to take when creating the drawing. (Active)

CADD 130 - Fundamentals of AutoCAD - Analyze a drawing problem to determine an efficient CAD approach to take when creating the drawing. (Active)

CADD 130 - Fundamentals of AutoCAD - Analyze a drawing problem to determine an efficient CAD approach to take when creating the drawing. (Historical)

CADD 130 - Fundamentals of AutoCAD - Lay out and accurately construct typical technical drawings/designs using AutoCAD software. (Historical)

CADD 130 - Fundamentals of AutoCAD - Lay out and accurately construct typical technical drawings/designs using AutoCAD software. (Active)

CADD 130 - Fundamentals of AutoCAD - Lay out and accurately construct typical technical drawings/designs using AutoCAD software. (Active)

CADD 130 - Fundamentals of AutoCAD - Lay out and accurately construct typical technical drawings/designs using AutoCAD software. (Historical)

CADD 130 - Fundamentals of AutoCAD - Lay out and accurately construct typical technical drawings/designs using AutoCAD software. (Historical)

CADD 130 - Fundamentals of AutoCAD - Lay out and accurately construct typical technical drawings/designs using AutoCAD software. (Historical)

CADD 130 - Fundamentals of AutoCAD - Lay out and accurately construct typical technical drawings/designs using AutoCAD software. (Active)

CADD 130 - Fundamentals of AutoCAD - Operate a PC workstation and peripheral devices in conjunction with CAD software (Active)

CADD 130 - Fundamentals of AutoCAD - Operate a PC workstation and peripheral devices in conjunction with CAD software (Historical)

CADD 130 - Fundamentals of AutoCAD - Operate a PC workstation and peripheral devices in conjunction with CAD software (Historical)

CADD 130 - Fundamentals of AutoCAD - Operate a PC workstation and peripheral devices in conjunction with CAD software (Historical)

CADD 130 - Fundamentals of AutoCAD - Operate a PC workstation and peripheral devices in conjunction with CAD software (Active)

CADD 130 - Fundamentals of AutoCAD - Operate a PC workstation and peripheral devices in conjunction with CAD software (Active)

CADD 130 - Fundamentals of AutoCAD - Operate a PC workstation and peripheral devices in conjunction with CAD software (Historical)

CADD 130 - Fundamentals of AutoCAD - Perform organized CAD techniques when setting up and constructing drawings. (Historical)

CADD 130 - Fundamentals of AutoCAD - Perform organized CAD techniques when setting up and constructing drawings. (Active)

CADD 130 - Fundamentals of AutoCAD - Perform organized CAD techniques when setting up and constructing drawings. (Active)

CADD 130 - Fundamentals of AutoCAD - Perform organized CAD techniques when setting up and constructing drawings. (Historical)

CADD 130 - Fundamentals of AutoCAD - Perform organized CAD techniques when setting up and constructing drawings. (Historical)

CADD 130 - Fundamentals of AutoCAD - Perform organized CAD techniques when setting up and constructing drawings. (Historical)

CADD 130 - Fundamentals of AutoCAD - Perform organized CAD techniques when setting up and constructing drawings. (Active)

CADD 130 - Fundamentals of AutoCAD - Configure AutoCAD system variables, apply dimensions and tolerances, create and work with blocks and plot a drawing. (Active)

CADD 130 - Fundamentals of AutoCAD - Configure AutoCAD system variables, apply dimensions and tolerances, create and work with blocks and plot a drawing. (Historical)

CADD 130 - Fundamentals of AutoCAD - Configure AutoCAD system variables, apply dimensions and tolerances, create and work with blocks and plot a drawing. (Historical)

CADD 130 - Fundamentals of AutoCAD - Configure AutoCAD system variables, apply dimensions and tolerances, create and work with blocks and plot a drawing. (Historical)

CADD 130 - Fundamentals of AutoCAD - Configure AutoCAD system variables, apply dimensions and tolerances, create and work with blocks and plot a drawing. (Active)

CADD 130 - Fundamentals of AutoCAD - Configure AutoCAD system variables, apply dimensions and tolerances, create and work with blocks and plot a drawing. (Active)

CADD 130 - Fundamentals of AutoCAD - Configure AutoCAD system variables, apply dimensions and tolerances, create and work with blocks and plot a drawing. (Historical)

CIT 040 - Web Design I: Internet Publishing - Use written specifications to create a corresponding valid HTML document. (Active)

CIT 040 - Web Design I: Internet Publishing - Use written specifications to create a corresponding valid HTML document. (Historical)

CIT 040 - Web Design I: Internet Publishing - Create simple and nested numbered and/or bulleted lists (Historical)

CIT 040 - Web Design I: Internet Publishing - Create simple and nested numbered and/or bulleted lists (Active)

CIT 040 - Web Design I: Internet Publishing - Modify presentation of text size and color by use of CSS (Active)

CIT 040 - Web Design I: Internet Publishing - Modify presentation of text size and color by use of CSS (Historical)

CIT 040 - Web Design I: Internet Publishing - Create links to external sites or other web pages within the student's own site (Historical)

CIT 040 - Web Design I: Internet Publishing - Create links to external sites or other web pages within the student's own site (Active)

CIT 040 - Web Design I: Internet Publishing - Apply styles to all elements on a single page via internal style sheets or to an entire web site via external style sheets. (Active)

CIT 040 - Web Design I: Internet Publishing - Apply styles to all elements on a single page via internal style sheets or to an entire web site via external style sheets. (Historical)

CIT 040 - Web Design I: Internet Publishing - Use the HTML table element to present tabular data that may span rows and columns (Historical)

CIT 040 - Web Design I: Internet Publishing - Use the HTML table element to present tabular data that may span rows and columns (Active)

CIT 040 - Web Design I: Internet Publishing - Use CSS to produce multi-column layout on a Web page. (Active)

CIT 040 - Web Design I: Internet Publishing - Use CSS to produce multi-column layout on a Web page. (Historical)

CIT 040 - Web Design I: Internet Publishing - Construct Web forms using text input, radio buttons, checkboxes, and drop-down menus. (Historical)

CIT 040 - Web Design I: Internet Publishing - Construct Web forms using text input, radio buttons, checkboxes, and drop-down menus. (Active)

CIT 040 - Web Design I: Internet Publishing - Construct a multi-page Web site that uses all the concepts covered in the course (Active)

CIT 040 - Web Design I: Internet Publishing - Construct a multi-page Web site that uses all the concepts covered in the course (Historical)

PHOTO 022 - Beginning Photography - Demonstrate comprehensive and professional use of camera settings and shooting technique to effectively communicate their intent and vision. (Draft)

PHOTO 022 - Beginning Photography - Demonstrate comprehensive and professional use of camera settings and shooting technique to effectively communicate their intent and vision. (Active)

PHOTO 022 - Beginning Photography - Demonstrate comprehensive and professional use of camera settings and shooting technique to effectively communicate their intent and vision. (Active)

PHOTO 022 - Beginning Photography - Employ a range of film and darkroom strategies to manipulate the image toward excellence in black and white printing. (Active)

PHOTO 022 - Beginning Photography - Employ a range of film and darkroom strategies to manipulate the image toward excellence in black and white printing. (Active)

PHOTO 022 - Beginning Photography - Employ a range of film and darkroom strategies to manipulate the image toward excellence in black and white printing. (Draft)

PHOTO 022 - Beginning Photography - Create compositions using subject placement, lighting, tonal range and principles of design. (Draft)

PHOTO 022 - Beginning Photography - Create compositions using subject placement, lighting, tonal range and principles of design. (Active)

PHOTO 022 - Beginning Photography - Create compositions using subject placement, lighting, tonal range and principles of design. (Active)

PHOTO 022 - Beginning Photography - Demonstrate safety in handling photographic equipment and processes, and maintain a high standard of personal responsibility to photograph, develop, and print images to efficiently archive and present their body of work in a portfolio of work demonstrating formal, conceptual, and technical development. (Active)

PHOTO 022 - Beginning Photography - Demonstrate safety in handling photographic equipment and processes, and maintain a high standard of personal responsibility to photograph, develop, and print images to efficiently archive and present their body of work in a portfolio of work demonstrating formal, conceptual, and technical development. (Active)

PHOTO 022 - Beginning Photography - Demonstrate safety in handling photographic equipment and processes, and maintain a high standard of personal responsibility to photograph, develop, and print images to efficiently archive and present their body of work in a portfolio of work demonstrating formal, conceptual, and technical development. (Draft)

PHOTO 022 - Beginning Photography - Discuss and write knowledgeably, using relevant terminology and concepts, of the history of the medium, and analyze its use by established photographers (past and present) to communicate within commerce, social justice, environmental awareness or art. (Draft)

PHOTO 022 - Beginning Photography - Discuss and write knowledgeably, using relevant terminology and concepts, of the history of the medium, and analyze its use by established photographers (past and present) to communicate within commerce, social justice, environmental awareness or art. (Active)

PHOTO 022 - Beginning Photography - Discuss and write knowledgeably, using relevant terminology and concepts, of the history of the medium, and analyze its use by established photographers (past and present) to communicate within commerce, social justice, environmental awareness or art. (Active)

Program Learning Outcomes

AA in Studio Arts - Associate in Arts: Associate in Arts - Evaluate works of art and design through critical discussion and written assignments, using vocabulary specific to the visual arts. ()

AA in Studio Arts - Associate in Arts: Associate in Arts - Apply the elements and principles of art, and demonstrate skillful command in a variety of materials and techniques, both traditional and contemporary, to construct works of art and design that are impactful mediums of visual communication. ()

AA in Studio Arts - Associate in Arts: Associate in Arts - Analyze, discuss, and interpret historically important works of art, architecture and design in terms of historical context and cultural values. ()

AA in Studio Arts - Associate in Arts: Associate in Arts - Apply design problem-solving processes, including various research techniques, brainstorming, thumbnail sketches, maquettes, prototypes, comps, safe and ethical use of materials and shared studio space, self-evaluations, and resulting in a final portfolio of art and design solutions. ()

AA in Studio Arts - Associate in Arts: Associate in Arts - Evaluate works of art and design through critical discussion and written assignments, using vocabulary specific to the visual arts. ()

AA in Studio Arts - Associate in Arts: Associate in Arts - Apply the elements and principles of art, and demonstrate skillful command in a variety of materials and techniques, both traditional and contemporary, to construct works of art and design that are impactful mediums of visual communication. ()

AA in Studio Arts - Associate in Arts: Associate in Arts - Analyze, discuss, and interpret historically important works of art, architecture and design in terms of historical context and cultural values. ()

AA in Studio Arts - Associate in Arts: Associate in Arts - Apply design problem-solving processes, including various research techniques, brainstorming, thumbnail sketches, maquettes, prototypes, comps, safe and ethical use of materials and shared studio space, self-evaluations, and resulting in a final portfolio of art and design solutions. ()

AA in Studio Arts - Associate in Arts: Associate in Arts - Evaluate works of art and design through critical discussion and written assignments, using vocabulary specific to the visual arts. ()

AA in Studio Arts - Associate in Arts: Associate in Arts - Apply the elements and principles of art, and demonstrate skillful command in a variety of materials and techniques, both traditional and contemporary, to construct works of art and design that are impactful mediums of visual communication. ()

AA in Studio Arts - Associate in Arts: Associate in Arts - Analyze, discuss, and interpret historically important works of art, architecture and design in terms of historical context and cultural values. ()

AA in Studio Arts - Associate in Arts: Associate in Arts - Apply design problem-solving processes, including various research techniques, brainstorming, thumbnail sketches, maquettes, prototypes, comps, safe and ethical use of materials and shared studio space, self-evaluations, and resulting in a final portfolio of art and design solutions. ()

Studio Arts - Associate in Arts for Transfer: Associate in Arts for Transfer - Display competence in the use of tools, materials, techniques, and concepts by completing a portfolio of original art and design projects.

(Active)

Studio Arts - Associate in Arts for Transfer: Associate in Arts for Transfer - Evaluate works of art and design through critical discussion and written assignments. (Active)

Studio Arts - Associate in Arts for Transfer: Associate in Arts for Transfer - Demonstrate, through the analysis of aesthetic and cultural values, an understanding of the contribution of art and design to human experience.

(Active)

AA in Studio Arts - Associate in Arts: Associate in Arts - Evaluate works of art and design through critical discussion and written assignments, using vocabulary specific to the visual arts. (Active)

AA in Studio Arts - Associate in Arts: Associate in Arts - Apply the elements and principles of art, and demonstrate skillful command in a variety of materials and techniques, both traditional and contemporary, to construct works of art and design that are impactful mediums of visual communication. (Active)

AA in Studio Arts - Associate in Arts: Associate in Arts - Analyze, discuss, and interpret historically important works of art, architecture and design in terms of historical context and cultural values. (Active)

AA in Studio Arts - Associate in Arts: Associate in Arts - Apply design problem-solving processes, including various research techniques, brainstorming, thumbnail sketches, maquettes, prototypes, comps, safe and ethical use of materials and shared studio space, self-evaluations, and resulting in a final portfolio of art and design solutions. (Active)

- **1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs. Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.**

AA-T in Studio Arts:

1. Display competence in the use of tools, materials, techniques, and concepts by completing a portfolio of original art and design projects. Information Competency and Personal Development are supported by this PLO. Students take information they learn and create tangible art and design projects. While doing so, they develop their personal voice in art.
2. Demonstrate, through the analysis of aesthetic and cultural values, an understanding of the contribution of art and design to human experience. Information Competency, Inquiry and Reasoning, and Social Responsibility are supported by this PLO as students learn to compare and make connections between works of art across cultures and time periods.
3. Evaluate works of art and design through critical discussion and written assignments. Communication, Inquiry and Reasoning, and Social Responsibility are supported by this PLO. Students evaluate each other's work, articulating how they interpret images in a helpful manner while keeping an open mind for critique of their work. Through dialogue and communication, we learn how our art impacts those around us.

AA in Studio Arts:

1. Apply the elements and principles of art and demonstrate skillful command in a variety of materials and techniques, both traditional and contemporary, to construct works of art and design that are impactful mediums of visual communication. Information Competency and Personal Development are supported by this PLO. Students take information they learn and create tangible art and design projects. While doing so, they develop their personal voice in art.
2. Apply design problem-solving processes, including various research techniques, brainstorming, thumbnail sketches, maquettes, prototypes, comps, safe and ethical use of materials and shared studio space, self-evaluations, and resulting in a final portfolio of art and design solutions. Information competency, Inquiry and Reasoning, Personal Development, and Social Responsibility are supported by this SLO. Students research and gather information, they synthesize their ideas and resources, reworking their designs throughout the process. They work in a shared studio environment where collaboration and consideration of others is intrinsic to the process. As students work through the design process they develop personally.
3. Evaluate works of art and design through critical discussion and written assignments, using vocabulary specific to the visual arts. Communication, Inquiry and Reasoning, and Social Responsibility are supported by this PLO. Students evaluate each other's work, articulating how they interpret images in a helpful manner while keeping an open mind for critique of their work. Through dialogue and communication, we learn how our art impacts those around us.
4. Analyze, discuss, and interpret historically important works of art, architecture and design in terms of historical context and cultural values. Information Competency, Inquiry and Reasoning, and Social Responsibility are supported by this PLO as students learn to compare and make connections between works of art across cultures and time periods.

All SLOs in all courses that are a part of these programs have been mapped to PLOs.

- **2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.**

All SLO and PLO assessments have been accessed within the last two years.

The Art Department meets monthly to discuss curriculum development and SLO assessment results and what innovative strategies faculty apply in their courses to improve student achievement of SLOs. During our Nov 20, 2023 meeting, art faculty shared how they have implemented new strategies to address SLO assessments.

- **3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

Recent faculty strategies include:

- Hiring student tutors to help translate for English-language learners
- Include Canvas Discussions for in-person classes to help students feel more comfortable expressing their ideas to their classmates and to boost student engagement
- Include more videos that reinforce course content
- Include more diverse examples of artists and artworks to foster an inclusive culture in the classroom
- Offering more hybrid and online-asynchronous classes
- Include field trips and guest speakers
- Offer real-world assignments in the way of competitions and commission calls.
- Adopt OER options
- Include more formulative assignments vs summative assignments (scaffolding)
- Create liquid syllabi
- Faculty have consulted with the SLO coordinator to create a flow chart of the process of assessment recording. Work was divided between full-time faculty according to areas of expertise.

Mark Gonzales scaffolds his projects in his 2-Dimensional Design course, breaking down the assignments into smaller parts to test student skills and knowledge building up to a finished project. This has increased student engagement and had helped them to achieve their SLOs with great success. More students are completing projects on time and scoring higher on their grades.

Rachel Lazo has created a liquid syllabus for her classes, which she sends out two weeks prior to the class start date. Students can email the instructor questions before the class starts and pre-purchase their materials. This helps students to be better prepared for their first assignment and there is higher

engagement and completion rates when students have their supplies.

Faculty and Staff

Part D: Faculty and Staff

- 1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.

The outstanding faculty in the Art Department are committed to ardent professional development activities that keep our department relevant, future-forward, accessible, flexible and equitable for all students.

Areas of expertise are specialized FSAs. Similar to the sciences (Biology, Chemistry, Physics), faculty are qualified to teach within their area of expertise and are not necessarily qualified to teach in the other areas of expertise.

We have three full-time faculty and ten part-time faculty. **Our current FTES is 886%** which equals 8.86 full-time faculty positions. The Art Department would like new full-time positions in Sculpture (replacement position) and Art History. In addition, if we develop a Ceramics program, we will need a full-time faculty to lead that program as well.

We are currently in the process of interviewing for a new classified staff position, Instructional Laboratory Technician, IV (Art). Should we acquire the facilities to develop a Ceramics program, we will need another technician specific to Ceramics.

	Areas of Expertise						Position Contribution
	2D Arts	3D Arts	Metal-smith-ing	Digital Media	Art History	Ceramics	
Full-Time Faculty							
Mark Gonzales	X				X		Excellence in teaching, department oversight, upkeep of curriculum and programs, shared governance, program development, community liaison, ongoing professional development, innovative strategies, student advising, mentoring of faculty
Rachel Lazo	X				X		
Sylvia Min	X			X			
Part-Time Faculty							

Mark Nobriga	X			X			Excellence in teaching, student support outside of classroom, department contributions, innovative strategies, ongoing professional development
Virginia Miller-Bowen	X						
Masako Miki	X				X		
Lei Chi	X				X		
Jeremiah Jenkins					X		
Deborah Gustlin					X		
Jackie Baxton			X				
Kelley O'Leary				X			
Jennifer Cannon		X					
Volga Solak				X			

- 2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

Professional Development Needs		
Activity	Needed Resources	Timeline
DE training	Training provided by the campus. For required trainings, faculty should be paid for their time if not part of their contract	Ongoing
Equity and diversity training	Training provided by the campus. For required trainings, faculty should be paid for their time if not part of their contract	Ongoing
Art Department trainings for use of current equipment	Training provided by Art Department faculty and staff. Funding for part-time faculty to attend would be needed.	Would like to institute an annual trainings session

Art Department working retreats - to share innovative teaching strategies, discuss SLO assessments, plan and implement equity and access strategies and develop program future growth.	Organized by the Art Department. Funding for part-time faculty to attend and for supplies and lunch.	Would like to institute an annual retreat
Breakout sessions during PDD to do SLO assessment as a department	Part of the regular PDD scheduled offerings	Annually or biannually

Budget Planning

Part E: Budget Planning

- 1. **With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

Current operational costs:

- Instructional supplies, Fund 17-25, \$6,000
- Art model budget, Fund 10, \$4,273

Adequacy of the Budget:

Due to inflation, the high cost of art materials and increased need, these amounts are no longer sufficient. We have currently used up our entire instructional supply budget for the year. Additionally, the Art Department has identified other areas of need with regard to operational costs as follows:

1. **Instructional supply budget to remain at \$6,000.** This funding source has been indispensable for any teaching to occur in this materials-driven field of study. Students cannot achieve SLOs without the availability of art supplies. We have used up our entire instructional supply budget for the year and request the same amount for next year.
2. **Art model budget increase to \$5,460.** Art models are professionals that specialize in posing for life drawing classes. Life drawing is a course that is required for all animation, illustration, studio art, fashion design and industrial design majors. We have consistently offered this class every semester for years. Art models are an extremely important resource for art students. The current allocation has been the same for many years, however, life drawing models have recently had a wage increase to \$35 per hour. They work 3-hour sessions, 52 sessions per year, totaling \$5,460.
3. **Art Gallery operational expenses budget of \$2,500 per year.** The Art Gallery has been a valuable resource to art students, the entire campus and the greater community. The Art Gallery has no operational budget. The Art Department would like to see institutional support for this valuable teaching and learning resource that provides opportunity, builds partnership, engenders community and nurtures cultural value of the college.

4. **Regular computer refresh in digital lab.** Our current computers are not part of the regular computer refresh cycle of the college. The computers are required for students to achieve their SLOs and are used by students daily in instructional lab spaces and should therefore be maintained by the campus and not a separate budget item for the Art Department to incur. Other instructional labs on campus are part of the regular campus refresh cycle and these digital art labs should also be a part. During the pandemic, the MacBook Pros were plugged in 24/7 and were used by other departments e.g. Engineering to serve as remote desktops to facilitate student learning. If we cannot get our lab computers on the regular refresh schedule, then we request new MacBook Pros in our digital lab **\$110,000**.
 5. **New equipment \$54,999.** Our programs are growing, and we need to include updated equipment for students to acquire industry-standard skills.
 6. **New technology \$36,060.** To remain relevant and provide students with industry-standard education, we need to invest in new technologies.
 7. **New full-time faculty in 3D/Sculpture.** This is a replacement position from 2010. There are no full-time faculty with an FSA in Sculpture. This department is growing, has specialized equipment and is acquiring more equipment. As safety is of primary importance, a full-time faculty person is needed to oversee the department labs and future growth.
 5. **New full-time faculty in Art History.** Our Art History offerings have grown from 10 sections per semester in Fall 2018, to 15 sections per semester in Fall 2023. The department needs the direction and oversight of a full-time faculty person with an FSA in Art History.
 6. **NIA for Art Department Coordinator 20%.** Coordination of SLO assessments, planning of department meetings, curriculum and program development, oversight of facilities, oversight of budget, faculty mentoring, student advising, and many other duties are covered by this position.
 7. **NIA for Art Gallery Coordinator 20%.** The Art Gallery is of value to the entire EVC community and beyond. Planning, coordination, installation, promoting, marketing, and management of the Art Gallery is a time-consuming job that requires dedicated focus.
 8. **Student equity art materials budget \$13,000.** Studio art classes require that students purchase art supplies to achieve the SLOs for their courses. Many students cannot afford to purchase supplies. Our instructional supply budget can help fill the gaps while students await their financial aid. However, there are more and more students who simply cannot purchase materials at all. This is an issue of equity and access. The campus is making strides in offering OER options and textbook grants for students. However, that leaves art students at a financial disadvantage. We would like to see institutional support for providing equity funding for art materials. This item is also listed in Fund 17 below as it can be provided as an outside grant.
- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

The Art Department's current instructional supply budget of \$6,000 is Fund 17 lottery money.

The Art Department would also like to pursue student equity funds in the amount of \$13,000. Studio art classes require that students purchase art supplies to achieve the SLOs for their courses. Many students cannot afford to purchase supplies. Our instructional supply budget can help fill the gaps while students await their financial aid. However, there are more and more students who simply cannot purchase materials at all. This is an issue of equity and access. The campus is making strides

in offering OER options and textbook grants for students. However, that leaves art students at a financial disadvantage. We would like to see institutional support for providing equity funding for art materials.

Technology and Equipment

Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

Changes since last Program Review:

- **District adoption of Adobe Creative Cloud.** This solved a huge budgetary problem for the Art Department. Without access to Illustrator, Photoshop, InDesign, Premiere and other Adobe products, we simply could not offer any of our Digital Media classes, and we would have no digital arts courses.
- **MacBook Pro laptop computers in digital media lab.** Without computers that can run Adobe CC programs, we would not be able to offer any of our Digital Media classes.
- **Acquired 3D printers and Glowforge laser cutter.** Students acquired new knowledge that elevates their skill sets to include industry standard equipment. This technology also supports remote learning and was acquired through a HEERF (Higher Education Emergency Relief Fund) grant.

To keep up with developing technologies and to provide an education that prepares students for ongoing education in art and design careers and for the workforce, we would like to obtain the following technology and equipment:

- **Replace MacBook Pro laptops in digital media lab with updated MacBook Pros.** Our old laptops no longer hold a charge and cannot keep pace with the current software processing needs. We ask for 30 laptops to replace the aged-out ones in the digital media lab.
- **2 new MacBook Pro laptop computers for use in Sculpture lab.** With our recent acquisition of two 3D printers and a Glowforge laser cutting machine, we are in need of two laptop computers for students to access the equipment.
- **2 new 3D printers in Sculpture lab.** We acquired two 3D printers 8 months ago and they are in constant use by students. 2 more 3D printers are needed.
- **30 iPads with Apple Pencil II, cases and security cart.** The iPad has become a standard tool in art and design fields. This portable security cart would be shared amongst several art classes for use in class only (no student take-home) to provide training in art concepts and skills on the iPad.
- **Vinyl cutter.** This tool is a digital cutting machine that can cut paper, cardboard, vinyl, fabric, leather and other materials.
- **Spray booth.** For safety reasons, a spray booth is needed for spray paint, fixatives and other volatile sprays.

- **Logan mat cutters.** Mat cutters are used in matting and framing student work.
- **Floodlight kit.** Portable lighting is needed to illuminate still life objects for students in drawing classes.
- **Art digital projector with stands.** Students need to project their sketches onto canvas and other surfaces to trace and change the scale of their work.
- **Light boxes.** Students use light boxes as part of the art and design-making process.

To grow in new directions that will serve our community, new program developments include Ceramics and Digital Fabrication / Maker Space, which require new equipment, infrastructure, and staffing.

Additional Information

Part G: Additional Information

- **Please provide any other pertinent information about the program that these questions did not give you an opportunity to answer.**

Science and Art Center. Several departments, including Biology, Astronomy, Physics, Art, and Anthropology, have a vision for a multidisciplinary Science Center to be built on the 27 acres of EVC's undeveloped land. The Science and Art Center would contain exhibits, a state-of-the-art planetarium, and instructional spaces for K-12 STEAM education and for EVC students, including ceramics studios and a makerspace lab.

New Ceramics Program. The Art Department would like to start a new suite of classes and programs in Ceramics. This will require institutional support in regard to facilities, equipment and staffing. New facilities can be a part of a new Science Center.

EVC Art Gallery. The Art Gallery has existed since 2009 and has never had institutional support in the form of an operational budget. The Art Gallery provides several exhibitions per year that feature student work, faculty work, EVC community work, and professional artists and designers from the Bay Area and beyond. The Art Gallery has partnered with community programs such as Chop Sticks Alley and the Bay Area Jewelry Guild, as well as intercampus groups such as Black History Month Committee and Women's HERstory Month Committee. The Art Gallery provides educational opportunity for the entire campus, builds partnerships, fosters community and nurtures culture. Funding has come from Art Club fundraising, ASG grants, and personal donations from individuals. The Art Department would like the campus to acknowledge the contributions of the Art Gallery and support the Art Gallery with a modest annual operational budget of \$2,500 per year.

Art Gallery Coordinator NIA. Planning, curation, coordination and promotion of the Art Gallery requires time, expertise and vision. These duties have been part of the Art Department Coordinator NIA position. However, the duties merit a 20% load all their own.

Convert room to Art Instructional Lab Space. VA-209 was being used as a digital music room but has been sitting idle for years. The Music Department is no longer supporting that class and the equipment is too old to run on current software. The Art Department is in need of classroom space

and the room is located in the Visual Arts building and not the Performing Arts building, so we would like to use the space for studio art classes. Conversion will require new furniture and storage cabinet. New equipment such as a spray booth, vinyl cutter and laser engraver can be located in this room.

Photo Darkroom. The Art Department supports the Photo Department's need to update the equipment in the darkroom. The photo enlargers are over 40 years old and need repair or replacement. Photo 022 is part of the AA in Studio Arts degree. With a functioning darkroom we can develop more classes that bridge Art and Photo, as the departments are related. We also request that the darkroom be relocated. This room was originally part of the Sculpture area. Several years ago, the room was underused, the Roble building was torn down, and so the darkroom which was housed in Roble was moved into the Sculpture lab. The Sculpture area is growing, and we are acquiring more equipment and need space to house it. New buildings are being built on campus and we are hoping that there is a perfect space for the photo darkroom in another building so that Sculpture can reclaim the space.

Art Department Faculty Trainings and Retreats. To implement many of our ideas for improvement and growth, faculty need the time and resources to gather for trainings and working retreats.

Building Upkeep, Modifications and Repairs. The Visual Arts building is 14 years old and needs repairs and modifications to keep the spaces safe and useful. Items include repair hallway display cases, convert VA-205 to lab classroom, doorstops installed on all doors, repairs to carts and tables, locking cabinet doors to be put on existing cabinets, install hood in metalsmithing area, bolt down equipment in sculpture area, move gas lines from indoors to outdoors, repair plumbing in sink in outdoor sculpture area, put in gas line and furnace for small forge. Costs are unknown but we believe the costs should be from the general upkeep fund for the campus and not the burden of the Art Department.

Future Needs and Resource Allocation Request

Total Cost

Attach Files

Attached File

Productivity Online F2F.jpg (/Form/Module/_DownloadFile/5095/43692?fileId=404)

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Art Additional Information for PR revision Feb 2024.docx (/Form/Module/_DownloadFile/5095/43692?fileId=463)

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