

**INSTITUTIONAL PROGRAM REVIEW 2010-11**  
**Program Efficacy Phase, Spring, 2011**

**Purpose of Institutional Program Review**

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs, and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

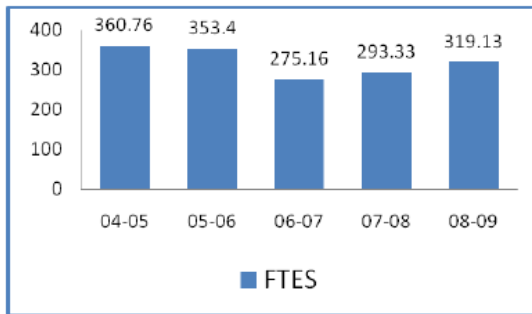
An efficacy team of two disinterested committee members will meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is included with this e-mail

When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

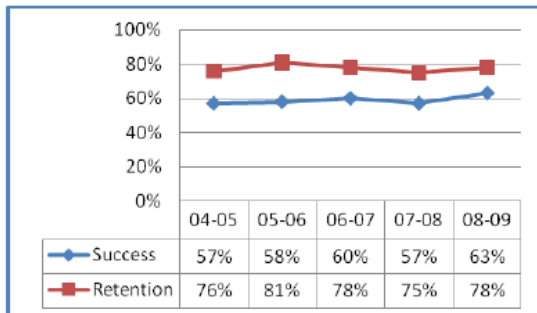
Forms are due back to the Committee Chairs, Efficacy Team and Division Dean by **March 17, 2011**.  
*It is the writer's responsibility to be sure the Committee receives the forms on time.*

In response to campus wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will interviews and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

## Art



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	2,681	2,464	2,022	2,082	2,266
FTEF	20.18	20.25	19.77	19.65	20.93
WSCH per FTEF	536	524	836	448	457



	04-05	05-06	06-07	07-08	08-09
Sections	89	91	90	88	94
% of online enrollment	9%	6%	4%	6%	8%
Degrees awarded	2	6	13	2	9
Certificates awarded	4	6	7	8	3

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### Description:

The Art Department provides quality art education to a diverse community of learners. Courses in Art are designed to serve lower division, transfer and general education students at the two-year college level, students interested in careers in graphic design, web design, and computer animation, the personal interests of our community members and to provide critical thinking skills and multicultural experiences that can be usefully applied in other areas of education and life.

### Assessment:

- Enrollment in art classes increased 9% from 2007-2008 to 2008-2009
- WSCH per FTE were stable during 2004-2005, increased by 62% in 2006-2007, and decreased by 53% in 2007-2008
- WSCH per FTE have been relatively stable during the last two years
- Success Rate has increased by 9% from 2004-2005
- Retention Rate is relatively stable

### Program Goals:

- Update curriculum and submit to the Curriculum Committee
- Delete Art 158 and Art 164 and develop an Intermediate Photography course
- Articulate Art 185 and Art 186, Beginning and Intermediate Web and Multimedia Design, with CSU
- Separate stacked classes by increasing enrollment in each class. Art 148/Art 149, Art 180/181 and Art 185/186 are currently offered as stacked classes
- Increase number of degrees and certificates awarded
- Evaluate and implement changes to the SLOs as necessary
- Develop additional online classes

### Challenges and Opportunities:

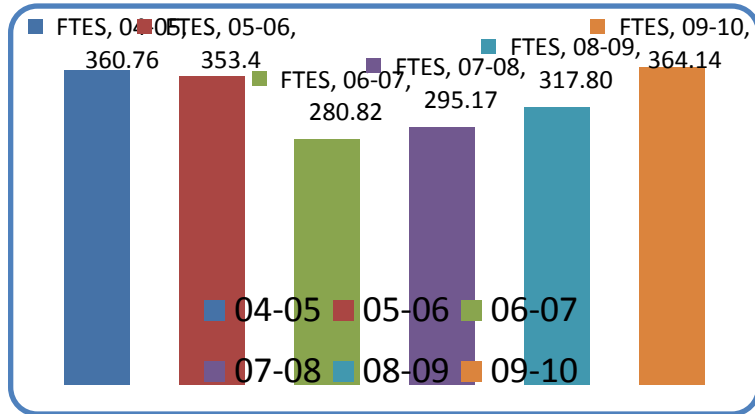
- Develop strategies to maintain growth during times of decreased funding
- Develop a plan to update and input curriculum for content review
- Develop a plan to periodically review and update SLOs
- Develop strategies to increase the number of degrees and certificates awarded

### Action Plan:

- Regular Department meetings to discuss maintaining departmental growth during budget cuts
- Develop a calendar for content review
- Identify potential outside funding sources
- Develop a calendar for the review and implementation of SLOs
- Survey students about their future educational and career plans

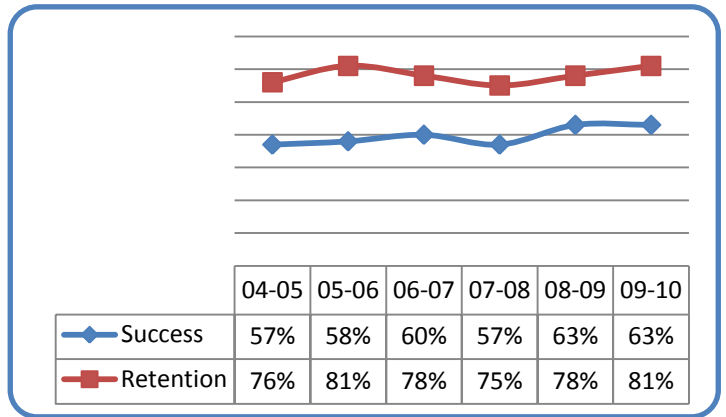
Updated EIS Data: Art 2004-2010

Year	FTEF	WSCH
04-05	20.18	536
05-06	20.25	524
06-07	20.31	415
07-08	19.92	445
08-09	20.66	461
09-10	20.26	539



	04-05	05-06	06-07	07-08	08-09	09-10
Duplicated Enrollment	2,681	2,464	2,056	2,093	2,258	2,583
FTEF	20.18	20.25	20.31	19.92	20.66	20.26
WSCH per FTEF	536	524	415	445	461	539

Year	Success	Retention
04-05	57%	76%
05-06	58%	81%
06-07	60%	78%
07-08	57%	75%
08-09	63%	78%
09-10	63%	81%



	04-05	05-06	06-07	07-08	08-09	09-10
Sections	89	91	90	88	93	95
% of online enrollment	9%	6%	2%	5%	8%	4
Degrees awarded	2	6	13	2	9	6
Certificates awarded	4	6	7	8	3	2

Data includes: SBVC, SOFF and SBBHS

### Program Efficacy, Spring 2011

Complete and attach this cover sheet as the first page of your report.

#### Program Being Evaluated

Art

#### Name of Division

Arts and Humanities

#### Name of Person Preparing this Report

Mandi Batalo

#### Extension

8937

#### Name of Department Members Consulted

David Rosales, James Stewart

#### Name of Reviewers

Michael Mayne; Damon Bell; Yolanda Simental

#### Program Review Committee Representatives

Paula Ferri-Milligan; Jose Recinos; Edward Jones

Work Flow	Due Date	Date Submitted
Date of initial meeting with department	2/16/11	3/28/11
Final draft sent to the dean	3/28/11	3/28/11
Report submitted to Program Review Team	3/28/11	3/28/11
Meeting with Review Team		

#### Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	0		
Faculty	3		20
Classified Staff		1	
<b>Total</b>	3	1	20

**Part I. Questions Related to Strategic Initiative: Access**

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below. **Demographic Information Art 2007-2010**

**Gender**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid blank	152	1.0	1.0	1.0
F	8375	55.3	55.3	56.3
M	6630	43.7	43.7	100.0
Total	15157	100.0	100.0	

**Ethnicity**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid blank	2114	13.9	13.9	13.9
A	530	3.5	3.5	17.4
B	1741	11.5	11.5	28.9
F	211	1.4	1.4	30.3
H	6477	42.7	42.7	73.1
N	172	1.1	1.1	74.2
O	105	.7	.7	74.9
P	85	.6	.6	75.4
W	3080	20.3	20.3	95.8
X	642	4.2	4.2	100.0
Total	15157	100.0	100.0	

Disability	Frequency	Dept. Percent	Campus Pct.
No disability	13877	91.6%	95.5%
Disabled	1280	8.4%	4.5%
Total	15157	100%	100%

Average Age	N	Youngest	Oldest	Avg. Age Dept.	Avg. Age Campus
	15,157	12	79	26.60	29.1

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

**Gender**

The gender population of the art department closely mirrors the college's gender population. The female population is .7% less than the college's population and the male population of the .7% above the college's male population.

**Ethnicity**

The ethnic categories of the Art Department's population for Asian, Filipino, Hispanic, Native American, Other, and Pacific Islander students are within a range of +1 to -1.7, closely reflecting the college's population. However, within the Black population there is a 10.5% gap between the Art Department and the college. The Black population for the Art Department is 11.5%, and the same population for the college is 22%. This spring our first show in the Art Gallery was a group exhibition by Black artists. It is too soon access if this may have increased interest and awareness of the Art Department to a more diverse population. We are currently considering art shows that may appeal to younger Black population, much as the Day of the Dead show does each year to the Hispanic population.

**Disabled**

The disabled population of the Art Department is 3.9% above the college's population. While the Art Department may have a slightly higher percentage of disabled students, this is not an area of concern.

**Average Age**

The average age of the art department's population is 26.6 and the average age of the campus population is 29.1. The 2.5 years age difference is not an area of concern.

**Pattern of Service**

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include as appropriate hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The course offerings of the Art Department provide an even distribution of hours and days of operation to serve the needs of the community. The Art Department offers approximately 48 course sections during the fall and spring semesters. Nineteen sections (40%) are offered on Mondays and Wednesdays, and 18 sections (38%) are offered on Tuesday and Thursdays. One section (.02%) is offered on Friday morning. There are 14 (29%) morning sections, 12 (25%) afternoon sections, and 12 (25%) evening sections. Nine (19%) sections are 13-week classes.

Alternative delivery methods include two Friday evening/Saturday morning sections (.04%), and four

(.08%) Saturday morning sections. One (.02%) online course and two (.04%) hybrid courses also offer access to those students who may need greater flexibility in their schedules. One (.02%) off-campus class at Big Bear is generally offered each semester.

A program goal for the Art Department is to develop additional online classes. Moving to that goal, Art 100, 102, 103, 107, 108, have been submitted for approval to the Curriculum Committee for Distributed Education delivery.

## **Part II: Questions Related to Strategic Initiative: Student Success**

Provide a brief analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the second two charts of the EMP One-Sheet on page 2 of this form)

FTES showed a slight decrease in 2005-2006 and dipped to a low of 280.82 in 2006-2007. In 2007-2008 FTES began to slowly increase, followed by growth in 2008-2009 and 2009-2010. Comparing 2004-2005 with 209-2010 FTES have increased by 3.38. The program shows a slight growth of .08 in FTEF from 2004-2005 to 2009-2010. The WSCH per FTEF has increase by 3 from 2004-2005 to 2009-2010. The number for WSCH per FTEF increase by 78 from 2008-2009 to 2009-2010.

Retention rates have remained relatively stable, with a 5% increase from 2004-2005 to 2008-2009. Success rate has increased from 57% in 2004-05 to 63% in 2008-09. Percentage of online enrollment has decreased fro 9% in 2004-05 to 8% in 2008-2009. Once the Art history courses are approved for online delivery, this number may increase. Degrees awarded has increased from two in 2004-05 to nine in 2008-2009, with a decrease in Certificates awarded by one during the same time period. An area of concern in the decrease in the number of Certificates awarded from 2007-2008 to 2008-2009 by five. A program goal of surveying students about their educational and career plans may help with the analysis of the number of Degrees and Certificates awarded. Considerations include the number of students in the art program transferring to four-year institutions to complete their degrees, the number of students taking art courses to fulfill IGETC and CSUSB General Breadth Requirements, and the number of students taking art classes for personal development rather than for an educational goal.

## **Supplemental Data**

Provide any additional information such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

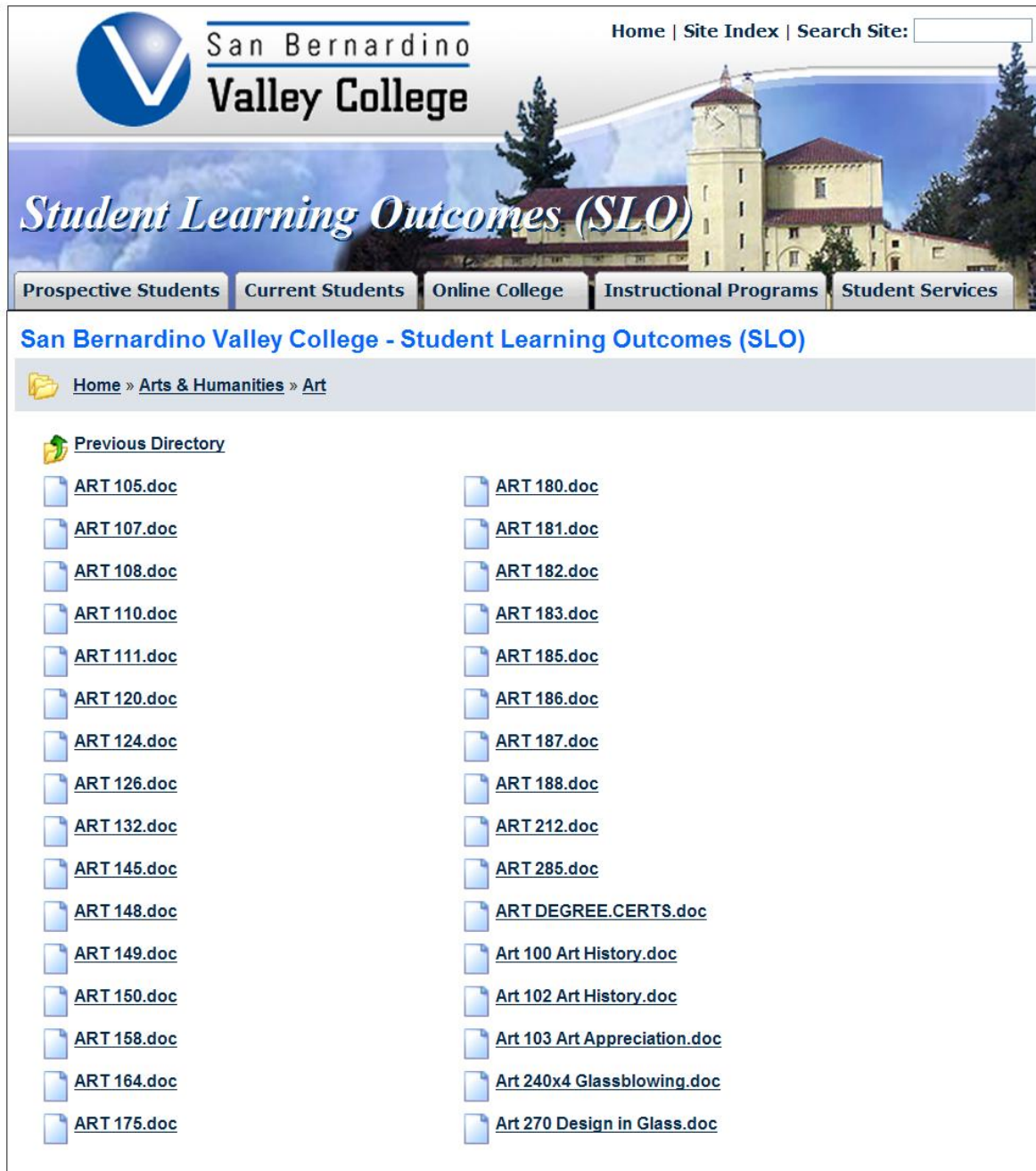
An Associate Degree in Graphic Design, a Certificate in Graphic Design, and a Certificate in Multimedia/Animation may contribute to the success rate of students. According to the 2008-2018 Inland Empire Area Labor Market Information the median hourly salary for a graphic designer is \$19.45 and the median annual salary is \$40,471. The estimated number of graphic designers employed in the Inland Empire is 1,510. A high unemployment rate may limit the growth of available jobs. Additional openings due to net replacements are predicted at 460.

The same Labor Market information indicates that the median hourly salary for multimedia designers/animations is \$26.00 and the median annual salary is \$54,084. The estimated number of multimedia designer/animations employed in the Inland Empire is 180. Additional openings due to net replace are predicted at 40.

According to the 2010-2011 Perkins IV Core Indicators of Performance the Graphic Design/Multimedia Programs in the Art Department are above the State's performance goals in all but one area. The program is 3.25% above the State's performance goal for Skill Attainment, 12.72% above the State's goal for Certificates or Degrees awarded, 1.67% above the State's performance goal for Persistence, 28.01% above the State's performance goal for non-traditional participation, and 38.61 above the state's performance goal for training leading to non-traditional employment. The State's Goal for Employment performance is 80.33% and the Program's performance rate for 2010-2011 was 66.67%, 13.66% below the State's goal. Strategies to increase the Employment Performance Goal may include educating students on career skills and portfolio development, encouraging networking opportunities with industry professionals, and working with the College's Career Center. It should be noted that according to the December 2010 Bureau of Labor Statistic's report the unemployment rate in California was 12.4%, and the unemployment rate in the San Bernardino/Riverside area was 13.9%.



## Student Learning Outcomes



The screenshot shows the San Bernardino Valley College website. At the top left is the college logo, a blue circle with a white 'V'. To its right is the text "San Bernardino Valley College". Further right are links for "Home | Site Index | Search Site:" followed by a search box. Below this is a banner image of a building with a clock tower. Overlaid on the banner is the text "Student Learning Outcomes (SLO)" in a large, stylized font. Below the banner is a navigation menu with buttons for "Prospective Students", "Current Students", "Online College", "Instructional Programs", and "Student Services". Below the menu is the page title "San Bernardino Valley College - Student Learning Outcomes (SLO)". Underneath is a breadcrumb trail: "Home » Arts & Humanities » Art". A "Previous Directory" link is shown with a folder icon. Below this is a two-column list of document links, each with a small blue folder icon. The links are: ART 105.doc, ART 107.doc, ART 108.doc, ART 110.doc, ART 111.doc, ART 120.doc, ART 124.doc, ART 126.doc, ART 132.doc, ART 145.doc, ART 148.doc, ART 149.doc, ART 150.doc, ART 158.doc, ART 164.doc, ART 175.doc, ART 180.doc, ART 181.doc, ART 182.doc, ART 183.doc, ART 185.doc, ART 186.doc, ART 187.doc, ART 188.doc, ART 212.doc, ART 285.doc, ART DEGREE.CERTS.doc, Art 100 Art History.doc, Art 102 Art History.doc, Art 103 Art Appreciation.doc, Art 240x4 Glassblowing.doc, and Art 270 Design in Glass.doc.

**The list above shows the courses that have SLOs on file with the Office of Instruction.**

If you have courses for which SLOs have not been developed, explain why. What are your plans to remedy this?

Student Learning Outcomes have been developed for all of the courses.

**Attach your three-year plan for assessing SLOs.**

What progress has the program made in its three-year plan? Have you implemented any program changes based on assessment results?

The individual courses in the Graphic Design AA Degree, Graphic Design Certificate, and Web and Multimedia Design Certificate have been assessed according to the three-year plan, with the exception of Art 102. Art 102 is scheduled for assessment this spring. The next step in the process is to assess the Associate Degree in Art, the Associate Degree in Graphic Design, and the two Certificate programs.

A collaborative pilot project between the Division Dean, Professional Development and the Art Department for ELumen may be a beginning step in the assessment of the Associate Degree in Graphic Design and the Certificate Programs. The Student Learning Outcomes for Art 100, 102, 105, 120, 124, 126, 132, 145, 148, 149, 150, 161, 180, 185 were linked with Program Outcomes, Core Competencies and Assessment Rubrics. To date there have been no formal departmental analysis or discussions of the assessment results and the results of the pilot program, and we have not yet incorporated the data into program development. A new department goal is to begin an analysis of Student Learning Outcomes during the 2011-2012 academic year.

**Part III. Questions Related to Strategic Initiative: Institutional Effectiveness**

**Mission and Purpose:**

*SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.*

What is the purpose of the program?

The Art Department provides quality art education to a diverse community of learners. Art courses are designed to serve lower division, transfer, and general education students at the two-year college level, students interested in careers in graphic design, web design, and computer animation, the personal interests of our community members and to provide critical thinking skills and multicultural experiences that can be usefully applied in other areas of education and life.

How does this purpose relate to the college mission?

The Art Department serves a diverse community of learners, with populations that closely reflect the college's populations. Full-time and adjunct instructors are committed to helping students succeed in their education and career goals. We provide access to our courses by scheduling classes throughout the day and evening, on weekends, and online. We work to align with articulation standards for transferring students and with industry standards for students seeking retraining and employment in the graphic design and multimedia fields. We integrate technology into our curriculum through the on-going study and use of state-of-the art technologies. This includes not only computer and software technology, but also other technologies that are important in the areas of glassblowing, ceramics, painting, drawing, and design.

### **Productivity**

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from the first two charts of the EMP One-Sheet on page 2 of this form)

The Art Department experienced a decline in FTES in 2005-2006, and the numbers began to increase again during 2007-2008. FTES for 2009-2010 indicate the growth from the previous period was by 46.34 FTES. While there may be no single answer for the growth, possible reasons may be the move to a new facility in 2006-2007 and an increase in college enrollment.

When analyzing WSCH per FTEF, limited space, equipment, and safety must all be considered in the studio and lab classes. The section caps for most studio classes are at 30. Art History courses have a higher cap of 45. WSCH per FTEF in 2009-2010 was 539 and indicates an increase in program productivity from previous years. Strategies to increase the ratio during an ongoing challenge in a time of decreased funding.

## Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the following questions.

The Content Review Summary from Curricunet indicates the programs current curriculum status. If curriculum is out of date, explain the circumstances surrounding the error and plans to remedy the discrepancy.

<b>Arts &amp; Humanities</b>				
<b>Art</b>				
	<b>Course</b>	<b>Status</b>	<b>Last Content Review</b>	<b>Next Review Date</b>
	ART098 Art Work Experience	Active	11/23/2009	11/23/2015
	ART100 Art History: The Stone Age to the Middle Ages	Active	04/15/2002	04/15/2008
	ART102 Art History: The Renaissance through the 20th Century	Active	04/15/2003	04/15/2009
	ART103 Art Appreciation	Active	04/15/2000	04/15/2006
	ART105 History of Modern Art	Active	11/15/2003	11/15/2009
	ART107 Art History: Africa, Asia, the Americas, and Oceania	Active	11/15/2003	11/15/2009
	ART108 Mexican Art History	Active	04/15/2002	04/15/2008
	ART110 History of American Cinema	Active	04/15/2003	04/15/2009
	ART111 Studies in Film Appreciation	Active	11/15/2001	11/15/2007
	ART120 Two-Dimensional Design	Active	04/15/2003	04/15/2009
	ART124X4 Drawing	Active	04/15/2003	04/15/2009
	ART126X4 Painting	Active	04/15/2003	04/15/2009
	ART132X4 Life Drawing	Active	11/15/2003	11/15/2009
	ART145 Graphic Design	Active	04/15/2001	04/15/2007
	ART148 Beginning Computer Graphics	Active	04/15/2001	04/15/2007
	ART149 Intermediate Computer Graphics	Active	04/15/2001	04/15/2007
	ART150 Advanced Computer Graphics	Active	04/15/2001	04/15/2007
	ART158X4 Basic Photography	Active	11/15/2003	11/15/2009
	ART161 Digital Photography	Active	11/15/2000	11/15/2006
	ART175X4 Sculpture	Active	04/15/2003	04/15/2009

	ART180 Beginning Computer Animation	Active	04/15/2001	04/15/2007
	ART181 Intermediate Computer Animation	Active	04/15/2001	04/15/2007
	ART182 Beginning Digital Video Editing	Active	04/15/2001	04/15/2007
	ART183 Computer Animation: Advanced	Active	04/15/2001	04/15/2007
	ART185 Beginning Web and Multimedia Design	Active	11/15/2003	11/15/2009
	ART187 Advanced Web and Multimedia Design	Active	04/15/2001	04/15/2007
	ART188 Portfolio Web and Multimedia Design	Active	04/15/2001	04/15/2007
	ART212X4 Ceramics	Active	11/15/2003	11/15/2009
	ART240X4 Glassblowing	Active	11/15/2003	11/15/2009
	ART270X4 Design in glass	Active	11/15/2003	11/15/2009
	ART100 Art History: The Stone Age to the Middle Ages	Pending	04/15/2002	04/15/2008
	ART102 Art History: The Renaissance through the 21st Century	Pending	04/15/2003	04/15/2009
	ART103 Art Appreciation	Pending	04/15/2000	04/15/2006
	ART105 History of Modern and Contemporary Art	Pending	04/15/2003	04/15/2009
	ART105 History of Modern Art	Pending	11/15/2003	11/15/2009
	ART107 Art History: Africa, Asia, the Americas, and Oceania	Pending	11/15/2003	11/15/2009
	ART108 Art of Mexico and Mesoamerica	Pending	04/15/2002	04/15/2008
	ART110 History of American Cinema	Pending	04/15/2003	04/15/2009
	ART111 Studies in Film Appreciation	Pending	11/15/2001	11/15/2007
	ART120 Two-Dimensional Design	Pending	04/15/2003	04/15/2009
	ART124X4 Drawing	Pending	04/15/2003	04/15/2009
	ART126X4 Painting	Pending	04/15/2003	04/15/2009
	ART132X4 Life Drawing	Pending	11/15/2003	11/15/2009
	ART145 Fundamentals of Graphic Design	Pending	04/15/2001	04/15/2007
	ART148 Beginning Computer	Pending	04/15/2001	04/15/2007

	Graphic Design			
	ART149 Intermediate Computer Graphic Design	Pending	04/15/2001	04/15/2007
	ART158X4 Basic Photography	Pending	11/15/2003	11/15/2009
	ART161 Digital Photography	Pending	11/15/2000	11/15/2006
	ART175X4 Sculpture	Pending	04/15/2003	04/15/2009
	ART180 Beginning Computer Animation	Pending	04/15/2001	04/15/2007
	ART181 Intermediate Computer Animation	Pending	04/15/2001	04/15/2007
	ART185 Beginning Web and Multimedia Design	Pending	11/15/2003	11/15/2009
	ART212X4 Ceramics	Pending	11/15/2003	11/15/2009
	ART240X4 Glassblowing	Pending	11/15/2003	11/15/2009
	ART270X4 Design in Glass	Pending	11/15/2003	11/15/2009

All of the courses in the art department are due for content review, and with the exception of Art 105, 185 and 186, have been submitted to the Curriculum Committee. Art 105 will replace Art 285 as the honors course and the course outline is being rewritten to reflect the change. Content changes for Art 185 and 186 a near completion and the courses will be submitted to the Curriculum Committee during the first part of April. Art 150, 158, 159, 164 are being deleted, as they have not be offered in several years. Art 100, 102, 103, 107, 108, have been submitted for approval to the Curriculum Committee for Distributed Education delivery. Currently the courses are at the technical review stage.



San Bernardino Valley's  
**CurricUNET**

San Bernardino  
Valley College

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**Links**

- [Curriculum Handbook 2009-2010](#)
- [Independent Study Template 3/08](#)
- [Approval Process](#)
- [Course Modification and Content Review Guide](#)
- [Launching a Proposal](#)
- [New Course Guide](#)
- [New Program Guide](#)
- [Sample Language for Course Objectives](#)

**All Proposals**

	Courses
<b>Check Status</b>	ART100 Art History: The Stone Age to the Middle Ages Modification: Type A With Distance Education
<b>Check Status</b>	ART102 Art History: The Renaissance through the 21st Century Modification: Type A With Distance Education
<b>Check Status</b>	ART103 Art Appreciation Modification: Type A With Distance Education
<b>Check Status</b>	ART107 Art History: Africa, Asia, the Americas, and Oceania Modification: Type A With Distance Education
<b>Check Status</b>	ART108 Art of Mexico and Mesoamerica Modification: Type A With Distance Education
<b>Check Status</b>	ART110 History of American Cinema Modification: Type A With Distance Education
<b>Check Status</b>	ART111 Studies in Film Appreciation Modification: Type A With Distance Education
<b>Check Status</b>	ART120 Two-Dimensional Design Modification: Type A
<b>Check Status</b>	ART121 Three-Dimensional Design New Course
<b>Check Status</b>	ART124X4 Drawing Modification: Type A
<b>Check Status</b>	ART126X4 Painting Modification: Type A
<b>Check Status</b>	ART132X4 Life Drawing Modification: Type A
<b>Check Status</b>	ART148 Beginning Computer Graphic Design Modification: Type A
<b>Check Status</b>	ART149 Intermediate Computer Graphic Design Modification: Type A
<b>Check Status</b>	ART150 Advanced Computer Graphics Course Deletion
<b>Check Status</b>	ART158X4 Basic Photography Course Deletion
<b>Check Status</b>	ART159X4 Adv Photo Course Deletion
<b>Check Status</b>	ART161 Digital Photography Modification: Type A

**Help**

There is currently no help available for this page.

[More](#)

<b>Check Status</b>	ART164X4 Creative Filmmaking Course Deletion
<b>Check Status</b>	ART175X4 Sculpture Modification: Type A
<b>Check Status</b>	ART180 Beginning Computer Animation Modification: Type A
<b>Check Status</b>	ART181 Intermediate Computer Animation Modification: Type A
<b>Check Status</b>	ART212X4 Ceramics Modification: Type A
<b>Check Status</b>	ART240X4 Glassblowing Modification: Type A
<b>Check Status</b>	ART270X4 Design in Glass Modification: Type A
<b>Programs</b>	
No Programs.	
<b>Packages</b>	
No Packages.	

Governet



### Articulation

List Courses above 100 where articulation is <b>not</b> occurring	With CSU	With UC
Art 108	X	X
Art 161	X	X
Art 180	X	X
Art 181	X	X
Art 186	X	X
Art 270	X	X

Describe your plan to articulate these classes.

The revised course outlines have been submitted to the Curriculum Committee for content review and with the assistance of College Articulation Office we may be able obtain articulation agreements for the courses. We will continue to seek the advice of the Articulation Officer on transfer agreements with CSU and UC systems. Cindy Parish, Articulation Coordinator, has expressed her concern that Art 181 is currently a stand-alone course. Her comments have been taken into consideration, and will be acted upon after further research by the Art Department Chair.

### Currency

Review the last college catalogue data given below. **OR**

Follow the link below and review the last college catalog data. Art begins on page 53.

[http://www.valleycollege.edu/Instruction/Files/Catalog/2010-2011/SBVC\\_Catalog\\_1011\\_Complete.pdf](http://www.valleycollege.edu/Instruction/Files/Catalog/2010-2011/SBVC_Catalog_1011_Complete.pdf)

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If not, how does the program plan to remedy the discrepancy?

The following courses are no longer offered and have been submitted to the Curriculum Committee for deletion:

Art 150 Advanced Computer Graphics  
Art 158 Basic Photography  
Art 159  
Art 164 Creative Filmmaking

The plan to remedy the discrepancy is to replace Art 164 Creative Filmmaking with Art 161 Digital Photography as a required course for the Associate of Art Degree – Art. For the Associate of Arts Degree

– Graphic Design, the plan is to replace Art 158 Basic Photography with Art 161 Digital Photography as a required course. The removal of Art 150 Advance Computer Graphics and Art 164 Creative Filmmaking as recommended courses will have minimal impact on the degree course offerings. The students need only three units from the recommended course list, and four courses will remain on the list. The course deletions do not affect the Graphic Design and Web/Multimedia Design Certificates. The Associate of Arts Degrees in Art and Graphic Design will be revised and submitted to the Curriculum Committee.

## Planning

What are the trends, external to the institution, impacting your student enrollment/service utilization? How will these trends impact program planning?

Trends external to the institution that may impact student enrollment/service utilization are the state's budget and funding challenges and enrollment pressures due to fewer course offerings, unemployment, returning veteran's seeking career training, displaced CSU and UC students and high school graduation rates.

Another trend is that of not replacing retiring faculty. In 2010 the program's Art history instructor retired and was not replaced. Within two years, another faculty member may retire. This will leave only two full-time faculty for a program that has the FTEs for 10 faculty.

These trends impact program planning by reducing the number sections available to the students, and the frequency in which courses may be offered. It is difficult to plan for growth with fewer courses and fewer full and perhaps adjunct instructors.

## Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The Art department shows strength in fill rates for the classes and strong retention rates. Our community outreach is strong, and with the help of community arts organizations and exhibiting artists expand cultural awareness to our students. Industry professionals provide guidance to our career programs. Our students are given the opportunity to sell their work through the Art Club and to display and sell their work during the annual Student Art Show. The Friends of the Gallery assists in fundraising for student scholarships and helps to increase an awareness of the program to the local

community.

The program curriculum has been updated and submitted to the Curriculum Committee. All of the Art history classes and the Art appreciation class have been submitted for Distributed Education. While the enrollment in stacked classes has increased it may not be a wise decision to separate the classes until more is known about the state budget.

We hold monthly departmental meetings for planning and to discuss concerns. We are fortunate to have stable and committed adjunct faculty who participate in the meetings. Monthly Friends of the Gallery meetings are an opportunity for faculty to discuss integrating community support and student learning. Community is a large part of the Art program, and events such as the Raku Dinner, Art Gallery receptions, bus trips to museums, and student art sales reinforce a sense of community within the department. We have online presence on Facebook, and Tumblr, again to reinforce the feeling of community so important in the support of our students.

#### Weaknesses

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

The Art program needs a plan to regularly review and update curriculum, and to work more closely with four-years institutions and the college Articulation Office on transferrable courses. All of the courses in the program were due for content review. Reviewing the courses in smaller “chunks” and more frequently may not be as overwhelming a task.

We also need to gain a clearer picture of the goals of the students enrolled in the Art program to help address the number of Degrees and Certificates awarded. Career related programs may require internships and we need to explore how to develop and maintain internship opportunities.

## **V. Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships.**

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships.

The use of current technologies is critical in the areas of computer graphic and multimedia design and we strive to keep the computers and software up-to-date. Design students participate in outside design competitions and intern both on and off campus to gain experience in the industry.

The technologies in the ceramics and glassblowing studios are state-of-the art, and among the best in the state. Partnerships with the California Glass Exchange, workshops, and guest speakers gives students networking and learning experiences valuable to their education.

The Art Gallery, and the continuing presence of outside artists and exhibits provide a culturally rich learning environment for our students. We work with arts organizations, industry, and other educational institutions to bring new knowledge and diverse perspectives to our students. Our students are comfortable in the environment and participate in the various art activities throughout the year.