

# Program Review/Follow-up Transmittal

## General Information

The attached report is (check one):  Program Review (published every 4<sup>th</sup> year)  
 Program Review Follow-up (submitted annually)

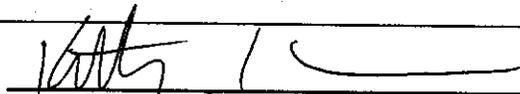
The report is submitted for the Academic Year (select one): 2009-10

The report contains information on the follow unit(s) (enter names of all units/programs):

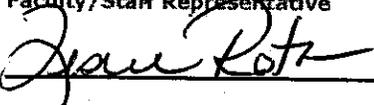
Art

## Report Abstract:

The art department has 4 full time faculty and, on average, 8 adjunct faculty. The schedule includes full term and short term courses which are offered during the day, evening and weekend. A variety of classes that fulfill GE requirements are offered not only at the main campus, but the Vacaville and Vallejo centers and TAFB. The program exhibits slow but deliberate expansion; choosing to carefully consider the impact of new courses on fill rate and retention. Indicators for the stability of the program are enrollment, retention and fill rate. The analysis provided in this report shows that the art department has seen a 1% average increase in enrollment, an 85% average retention rate, and a 82%-87% fill rate. A drop in fill rate occurred in 2007-2008, due to the opening of the Vallejo Center. Students from all aspects of the art programs continue on to transfer to four year colleges. Students commute from greater and greater distances; often passing one or more community colleges to study art at Solano. The art department is financially solvent. Apportionment income has grown in the last 5 years while expenditures have declined. The art department has been strengthened by intra-departmental (art history and studio art) and inter-departmental (art and science) collaboration. The department has also been strengthened by the use of technology. The creation of Thoth server to house art history database of lectures, images, and video securely, and the creation of "eCompanion" allows faculty and student instant access from any networked computer in the department. Additionally, the art department has developed an independent website--solanocollegearts.org which has become an important aspect to the visibility of the program. Solano Land Trust has asked for a direct partnership with our Fine Arts Department for activities in and access to their new Environmental Center at Rush Ranch. The department also is vigorous in its fund raising efforts. Lab fees for studio arts classes and bi-annual fine arts sales provide additional monies to support students at conferences and fund the Visiting Artist Workshop Program. The 1300 building is scheduled for remodeling in the spring of 2011 which will provide updated facilities for students.

Signature:  Date: 052410

Kathy Kearns  
Faculty/Staff Representative

Signature:  Date: 6/14/10

Dean/Director

Signature: Thom Watkins Date: 17 JUNE 2010

President, Academic Senate

Signature: Alyce Date: 7/9/10

Vice President

Signature: [Signature] Date: 10-23-10

Superintendent/President

## Program Review and Analysis

### Part I Outcomes

1. **What are the Student Learning Outcomes (SLOs) and Institutional-Level Outcomes (“Core Four”) of the program? List each along with descriptions of the appropriate indicators of program success (i.e., measures of outcomes). Include both quantitative and qualitative measures.**

Outcome(s)	Qualitative Measure(s)	Quantitative Measure(s)
<b>Art History Major:</b> Analyze and compare the formal qualities of art and relate form to cultural function.	In-class exercises and discussions demonstrating understanding of lecture and reading material.	Written rubric to evaluate writing assignments utilizing scholarly resources and critical thinking skills.  Two comprehensive exams per course to demonstrate mastery of concepts and critical thinking skills.
<b>Art History Major:</b> Relate the artwork of disparate periods and cultures to historical events, cultural values, and belief systems.	In-class exercises and discussions demonstrating understanding of lecture and reading material.	Written rubric to evaluate writing assignments utilizing scholarly resources and critical thinking skills.  Two comprehensive exams per course to demonstrate mastery of concepts and critical thinking skills.
<b>2D, 3D, and Graphic Design Majors:</b> Demonstrate visual literacy through the artistic expression of diverse subject matter.	In-class verbal critiques by both instructor and classmates.	Performance rubric utilized to measure observable competence in the completion of 6-10 projects.
<b>2D, 3D, and Graphic Design Majors:</b> Identify and distinguish creative components of a visual image within its context.	In-class verbal critiques by both instructor and classmates.  Written critiques and self-evaluations.  Journal-keeping	Performance rubric utilized to measure observable competence in the completion of 6-10 projects.

2. **The specific SCC Strategic Direction and Goal(s) supported by this program:**

- Goal 1:** Ob 1.1, 1.2, 1.3, 1.4
- Goal 2:** Ob 2.1, 2.2, 2.3, 2.4
- Goal 3:** Ob 3.1, 3.2
- Goal 4:** Ob 4.1, 4.3
- Goal 5:** Ob 5.3, 5.5
- Goal 7:** Ob 7.1, 7.2, 7.3

### Part II Analysis

1. **Identify and explain the trends in:**

**Enrollment**—The enrollment numbers of the last 5 years have stayed stable, with modest growth for a few terms. Enrollment trends shifted during 2007-2008 due, in part, to the

opening of the Vallejo Center. Banner computer complications and resulting errors in data gathering may be an additional reason for the change in overall enrollment for 2007-2008. The growth and strength of the Art History program has acted as a “feeder” to all studio courses including the Graphic Arts Program. In addition there is an increase of studio art students enrolled in all art history courses. Lastly, after years of flat enrollment, the Graphic Arts Program has had growth due to the offering of the computer graphics class.

**Retention/Fill Rate**—Over the last five years we have good **retention** averaging 84.4% while our average percentage of **fill** is 82.5%. This is because of quality program design and innovative scheduling. One consideration to some of the high retention is the offering of 10-12 week courses which encourages student engagement in project completion and success in longer class times.

**Other Factors**—At first glance the enrollment data appears to be erroneous, as the number of sections recorded by Banner does not equal the actual number of discrete classes taught by faculty. Many studio courses have stacked sections (i.e. a beginning, intermediate, and advanced level all meeting together). These courses result in a higher number of reported sections and, consequently, the percentage of enrollment is lower than the actual fill rate in the classroom.

**Outcomes**—Students from all aspects of our art programs continue on to transfer to four year colleges. SCC Art Students have become vital members of the local and regional art community, often assuming leadership roles in city and county art organizations. They have received awards in exhibitions and continue to be active citizens in the support of the arts. We are drawing students who are commuting from greater and greater distances; often passing one or more community colleges to study art at Solano. Another indicator of the Art Department’s growing success and reputation is that more students enrolled in neighboring four year institutions are choosing to pursue some of their studio art course load at Solano Community College. Lastly our apportionment income has grown in the last 5 years while our costs have declined. The cost decline may be attributed to a recent full-time faculty retirement in Spring 08 as well as reduction of supply and materials budgets. We are also looking forward to the 1300 remodel to provide higher quality and updated facilities for our students.

## **2. How do the above trends relate to the factors and outcomes identified during the last review?**

A commitment to the art department by the institution will result in greater community support for the arts. There is a positive correlation between the college’s support for the art and the community’s willingness to support the arts and provide resources for art programs in local schools and community centers. We are currently seeing this trend in Solano County in their commitment of 1% funds to public art on any county project over \$100,000. One of our adjunct faculty has been the recipient of one of the counties’ largest public art projects. Young students, as well as returning adult students, seek out our fine arts program as a gateway to related disciplines.

## **Part III Conclusions and Recommendations**

### **1. What are the major accomplishments of the program during the past four years?**

#### **Art History Major:**

- Creation and full implementation of Art 3: World Art, offering students greater opportunity to study diverse arts, including the traditional arts of Africa, Asia, the Americas, and Oceania.

- Building content of courses on themes and concepts, challenging students to think more critically about interrelated issues, rather than having them study a linear sequence of course material.
- Shifting readings from textbooks to scholarly journal articles and primary sources, allowing students to seek out, analyze and respond to diverse, contemporary perspectives and issues, rather than simply consume information.
- Increased partnership with the Studio Art program, through synchronized scheduling, complementary themes and topics, and effective communication among faculty. Students in studio courses are encouraged to take art history classes to expand their understanding, strengthening the quality of both programs, and assuring strong enrollment.
- Increased interdisciplinary emphasis, including art history faculty teaching Humanities 1, "Humans as Creators" unit for the past two years--raising awareness of art history's broad scope and relevance for students outside the program, and encouraging greater enrollment.
- Expansion of field trip opportunities, including lectures conducted in Sacramento, San Francisco, and Oakland art museums, to connect students to the wider community
- Establishing Study Abroad/Travel Study program to support the creation of a Travel Study Art History course: In preparation for expanding course offerings to include a Travel Study course in the program, the SATS committee (founded and currently chaired by art history faculty) was created as an official subcommittee of the Academic Senate. Faculty have met with the founders of CLIDA (Centro Linguistico Italiano Dante Alighieri) in Florence, Italy, to lay groundwork for future Florence Art History program.
- Pedagogically-sound integration of multimedia in the classroom: faculty as well as students routinely use PowerPoint and streaming video to enhance the quality, efficacy, and depth of presentations.
- Creation of Thoth server to house art history database of lectures, images, and video securely, and allow instant access from any networked computer in the department.
- Creation of "eCompanion" sites for each art history class, so that students can freely download lecture materials and readings, track their grades, and post materials to aid fellow students' study.

## **2-D Art Major:**

The 2-D Fine Arts Program and its foundation art courses are integrated across campus disciplines, and act as a pathway which enriches study in not only the two-dimensional and three dimensional Fine Arts majors, but also in Graphic Design, Illustration, Animation, Photography, Interior Design, Art History and Theatre. Students learn to cross reference concepts and ideas to other fields such as sociology, psychology, natural history, biology, architectural design and drafting. Internships, residences and student collaborative activities are constantly arising. For instance:

- The establishment of fully transferable foundation coursework in black/white design and color has allowed students to be highly prepared for all their future art studies.
- University of California, Berkeley adopts our Art Department Foundations programs structure, and models their curriculum after it.
- Former Solano Art Department students have been successful in transferring to local, regional, and out of State public and private institutions to complete their art studies. Examples include U.C. Berkeley, U.C. Davis, Sonoma State, CCA.

- Solano Land Trust has asked for a direct partnership with our Fine Arts Department for activities in and access to their new Environmental Center at Rush Ranch.
- The Solano Art Department participated in assisting the development of county wide exhibits of students and faculty work. These included both public and private venues. We can expect this to continue in the future.
- Faculty members are regularly asked to jury regional show and to share their expertise to benefit various community endeavors. - Faculty member sits on Solano County public arts commission.
- Expanded collaboration with the 2-D program and the SCC Mesa program.
- The hiring of a full time faculty member to replace a retiring instructor in printmaking and painting further develops and expands printmaking offerings as well as continues painting and foundations program.
- Regaining dedicated access to classroom 1305 has given us greater flexibility in the various offering of our 2-D program.\Students have continued opportunities to exhibit artwork in the campus gallery including satellite campuses.
- Faculty members have solicited venues for student art work in the greater community of Solano County (Tapioca Express, Fairfield Visual Arts Association, and Vacaville Art Association) -Thirty three students exhibited art work at the annual Fairfield juried show. Many Solano students won awards including Best in Show.
- Faculty continues to mentor professional activities through exhibitions and visiting artist opportunities. Napa museum, U.C. Davis, Occidental College, Kala Art Institute in Berkeley are a few of the opportunities.

### **3-D Art Major:**

The establishment of fully transferable foundation core work in black/white, color, and three dimensional design has allowed students to be highly prepared for all their future art studies.

The 3-D Fine Arts Program and its foundation art courses are integrated across campus disciplines, and act as a pathway which enriches study in not only the two-dimensional and three dimensional Fine Arts majors, but also in Graphic Design, Illustration, Animation, Photography, Interior Design, Art History and Theatre. Students learn to cross reference concepts and ideas to other fields such as sociology, psychology, natural history, biology, architectural design and drafting. Internships, residences and student collaborative activities are constantly arising.

Specific Recent Accomplishments include:

- The development of a Professional Practices in the Arts curriculum which is designed to maximize student success in transferring to four year and graduate degree programs as well and facilitate their successful research, design, development and implementation of a professional art career. Courses developed for the Professional Practices in the Arts curriculum include:
  - Art 46 A (P) (D) (S) (C) (PR) (GA) - Portfolio Development – Artist Inquiry
  - Art 46 B (P) (D) (S) (C) (PR) (GA) - Portfolio Development – Documentation
  - Art 47 A - Professional Practices for Artists
  - Art 47B – Art on Site
- The Three Dimensional Program which is well respected throughout Northern California has been further enhanced with new course offerings which include:
  - Art 36 – Ceramic Surfaces – Drawing and Painting on Clay

- Art 44 -- Kiln Design and Operation
  - Art 30 -- Architectural Ceramics, Murals and Tiles
- The filling of the long needed full time art lab technician has dramatically increased quality and effectiveness of instruction throughout the department.
  - The Solano Art Department participated in assisting the development of county wide exhibits of students and faculty work. These included both public and private venues. We can expect this to continue in the future.
  - Faculty members are regularly asked to jury regional show and to share their expertise to benefit various community endeavors. - Faculty member sits on Solano County public arts commission. Faculty member served on public art panel for the Sacramento Metropolitan Art Commission, selecting artists for Sacramento International Airport Art Commissions.
  - Greater emphasis on our exhibition design program has produced a vital professional training ground for students while producing exhibitions at our home campus as well as the new campuses in Vallejo and Vacaville. Students are provided numerous opportunities to exhibit artwork in the campus gallery and these new sites. Non gallery sites have also been developed by the exhibition design course including the President's Office, various administrative offices and the library.
  - Faculty members have solicited venues for student art work in the greater community of Solano County (Tapioca Express, Fairfield Visual Arts Association, and Vacaville Art Association) -Thirty three students exhibited art work at the annual Fairfield juried show. Many Solano students won awards including Best in Show. Students and alumnus have also exhibited work at the Pence Gallery, Davis, CA; Arts Benicia; Kala Art Institute in Berkeley, CA; Trax Gallery, Berkeley, CA; Japonaise, San Francisco; CA
  - Faculty continues to mentor professional activities and engage in outreach through exhibitions and visiting artist opportunities. Asian Art Museum, San Francisco; Trax Gallery, Berkeley, CA; Pence Gallery, Davis, CA; John Natsoulas Gallery, Davis, CA; Sierra Nevada College, Incline Village, NV; Mendocino Art Center; Sacramento State University; are a few of the opportunities.
  - Development of a Web Presence for Solano College Art Department –Solano College Arts.org. While this web site is in its infancy, it is already becoming an important part of our program. The Gallery program used this web site in administering an nation-wide Juried Art exhibition in spring 2010.
  - Developing the Lab Fee for Studio Art Courses –researched the policy and process for instituting the long needed lab fees for our expensive studio courses. This has helped us survive a consistently shrinking budget in the face of a growing program and rising costs.
  - Fund Raising Efforts with Solano Educational Foundation and the Ceramics and Print Department –Support the Ed Foundations effort to raise money across campus two years running. The fine art department organized numerous donations. Pottery and print sales bringing much needed dollars into the program to support student fellowships, student conference attendance, visiting artists and studio equipment purchases.
  - Organizing Visiting Artist Workshop Program –Developed and coordinate a program that brings one to two nationally or internationally acclaimed artists to offer workshops to Solano Community College Students. Most recently she organized visiting artist workshops with Sarah Jaeger (featured in the PBS special on American Crafts) and Forest Lesch-Middleton who we later hired as adjunct Faculty.

- Ceramic Departments involvement with the California Conference for the Advancement of Ceramic Art (CCACA) – Twenty first year of coordinating a Solano Community College student exhibition and raising money to grant Student fellowships to the California Conference for the Advancement of Ceramic Art.
- Attendance at CCACA – For twenty one years running the department has raised money to take a delegation of students to the California Conference for the Advancement of Ceramic Arts. This conference has proven to be an excellent launching platform for our students who have gone on to pursue four year and graduate degrees as well as those who become professional artists.
- Raising Funds to Add Equipment to Our Facility Fundraising efforts have allowed us to purchase much needed equipment for the studio. Most recently we were able to purchase an expensive slab roller with funds raised.
- Donating Artwork to Department and Campus Fundraising Efforts –Donate countless works of ceramic art to every Campus organization that requests our support. Most recently the Haiti effort, the Ed Foundation Auction, The Administration Assistants Event, the Faculty Tenure Mugs.
- Designing a recycle strategy for glaze and clay scrap – Ceramics department experimented and developed a formula for a low fire clay body made of our glaze and clay scrap. This clay body is cast into tiles which are laid to create a walk way on the side of the Dancing Fire Wood-kiln. This is an ideal project, that solves the problem of how best to recycle scrap glaze while creating facilities enhancing tiles that add to the beauty and function of the facility.

### **Graphic Arts Major:**

The commercial art classes (Graphic Design) offer fundamental education for students who intend to transfer to programs offering continuing study, and education for students who will enter into business upon completion of the graphic design program at Solano College. The student's decision to transfer to a four year program or to enter into business at the conclusion of the AA program depends upon intent and confidence with ability to function successfully in either pursuit.

- The loss of the Graphic Design computer lab in room 1305 several years ago, when the drafting department sequestered the graphic design classroom space, has been positively reversed with the return of the space to the art and graphic design programs. The newly added computer graphics course and the hope of our new Mac Lab from our upcoming building remodel will give great opportunities to upcoming semesters.
- Permission and access to offer our Computer Graphic Design course in the computer lab facility of the Business Division as well as hire an adjunct instructor to teach software applications, the AA Graphic Design / Illustration degree program is now meeting its current design to be complete.
- After completing fundamental classes in Art, Graphic Design and Illustration, the students may choose either a graphic design or illustration emphasis, or both to complete the program.
- Some anecdotal tracking of students suggest that one to three percent choose to enter directly into business after completing courses in Art and Graphic Design with or without finishing the AA degree. Six to ten percent have indicated a transfer to either an art school offering a four year program or to a college with an art department offering a four year graphic design program. The remaining percent are either majors in other disciplines and will transfer to four year institutions, or are undecided about further study.

- A new industry standard computer Mac Lab allocated solely for the graphic design/arts program is included with the remodeling project of the art building which is taking place in 2011-2012. The new lab facility will secure the program for future growth in the industry with the possible addition of specialized courses in animation, web design, various media arts as well interactive media that may include digital media production that come from an art based origin.

**2. Based on the analysis above, are there any changes needed in order to meet program goals or to improve program effectiveness? Explain.**

**Art History Major:**

- Creation and successful implementation of a UC/CSU-transferable Travel Art History course.
- Creation and successful implementation of a Mural Painting course, to connect art historical content to practical aesthetic, conceptual, and logistical issues related to public mural painting; such a course would also connect students to community issues and concerns.
- Increased funding for instructional support:
  - Funding to build and expand field trip opportunities and Travel Study courses, including Professional Development funds.
  - Support for expanded use of technology, including replacement of supplies and equipment (as projectors, screens, video players, and computers age, and new media supplants older technology) and personnel to troubleshoot technological issues.
- Space and resources: plans for the 1300 building remodel include the following changes, which will enhance the quality of instruction and learning:
  - Direct access to expanded Gallery: the door to the art history classroom will be directly across from the hall entrance of the expanded Gallery, ensuring increased student awareness of the facility as well as increased use (for lecture, discussion, etc.) by faculty.
  - Enhanced audio-visual equipment in art history classroom, ensuring clearly-articulated video sound and sharp, accurate reproductions of artwork.
  - Replacement of existing classroom furniture, changing to mobile office chairs and tables in the classroom--to enhance physical comfort of larger students, and allow students to gather more effectively for group work and facilitate discussion.
  - Wi-fi throughout building, so that students can more effectively integrate internet technology into classroom discussions and presentations.

**2-D Art Major:**

The renovation of the lecture rooms and labs of building 1300 will greatly increase program effectiveness. Meeting pedagogical technological standards will promote excellent teaching and learning and prepare students for the future.

- Creating a department wide iMac lab in room 1305 with state of the art software, printers and scanners will allow students to develop digital literacy within graphic arts industry standards.
- Full-time instructor dealing with multi-media in conjunction with photography, arts, graphics, web design, journalism, etc.

- Continued equipment support and ongoing funding to purchase technological equipment and software.
- Continued revision and expansion of existing course to encompass multimedia trends.

### **3-D Art Major:**

- The renovation of the lecture rooms and labs of building 1300 will greatly increase program effectiveness. Meeting pedagogical technological standards will promote excellent teaching and learning and prepare students for the future.
- A second Full-time instructor in 3 dimensional art could be supported by the current course offerings.
- Continued equipment support and ongoing funding to purchase technological equipment and software.
- Continued revision and expansion of existing course to encompass multimedia trends.
- Specialty kilns and wood working equipment need to be built or purchased to enhance the quality of course offerings.
- Electric welding equipment needs to be purchased and installed to bring sculpture course offerings up to date with industrial standards.
- Several components of the measure G remodel of the 1300 building will address issues of health and safety that have long needed attention.
- The Sculpture Ceramics Kiln Yard is in great need of expansion. Plans are in the works to wrap the fencing around the east side of the building encompassing the area between the existing sculpture yard and the walkway into the building.

### **Graphic Design Major:**

- Beyond the concern for specific study of art and design, emphasis is placed upon obtaining a well rounded liberal arts education. A general education with breadth of study in many disciplines is required for advancement in today's media market. It is a very competitive market and career profession. Students must be made aware of the challenge and be fully engaged in the classroom in order to achieve the skills level needed.
- Lastly it is important to note once again that the upcoming remodel of the 1300 art building and construction of the computer lab will be a huge boost to the Graphic Design/Illustration Program. This new lab is a lynch pin to bring the program up to date with current standards of the profession(s) and the implementation of new media type course offerings. It will also be directly involved in the cross disciplinary program possibilities between Print making in the arts and various aspects of the Photography program. It is the link between these that shows great promise for a very vital, progressive, creative and innovative program in the future.