Program Review 2014-15 - Art

PR 2A - Enrollment Data:
From 2011-2012 to 2013-2014, the Art Program annual enrollment decreased by 3.76%, however there was a substantially larger 22.5% decrease in class sections severely limiting student access to classes. Additional class sections and the possibility of summer studio courses would help students increase completions and achieve their educational goals.

As a Program and a Department we encourage scheduling that takes into consideration schedules of students who work during the day, rely on public transportation to arrive on campus or have limited child care options. These conditions are often an invisible factor in low enrollments.

Based on the Spring 2014 Art Program Student survey, we found that for the most part students were able to get the classes they need, but there is a strong desire, based on student comments, to offer more variety in both day and night time course offerings. Additionally there is a need to consider the enrollment impacts incurred since the loss of course repeatability.

The program recognizes that the ability for students to reach their educational goals relies heavily on building their art portfolios regardless of discipline. With the loss of repeatability, the ability for students to create competitive portfolios for transfer has been drastically diminished. Portfolio development in the arts is the result of hours of time working in the studio, developing an artistic practice or approach for making art. Students working closely with our faculty of professional artists learn new technical and conceptual strategies for making art in a dynamic studio environment. There is a need to pursue additional curriculum strategies that will enhance the ability for students to create portfolios so they can transfer in to the Art Programs of their choice. Of the students surveyed, 66% are looking to transfer to another school. A well developed portfolio is a requirement to get into any college or university Art Program. The GEO survey reflects 72% of students are planning to transfer. By creating new curriculum that will allow students to develop their portfolio will require more studio art sections to be offered. This would allow the Art Program to schedule classes to with a wider variety of offerings for our diverse population of students, increasing student success and student access at the same time.

Photo
Photography had a staggering change from 2011 – 2014 with a total enrollment drop from 1190 before discontinuance, 805 during that year and last year we were at 365 which is almost a 70% decrease. On the positive side, we have focused on the quality of the fewer classes, have strong retention rates (78-81%) and have brought our success rates up from 59% to 72%, which is ironic considering the discontinuance history at the college.

PR 2B - Achievement Data:
The Art Program success rate and retention rate for 2013-2014 matched the college wide levels at 66% and 85% respectively. It is evident that there is a link between student success and the numbers of class sections available. During the 2011-2014 period, along with the decrease of 22.5% in number of sections, there was a corresponding 5% drop in the success rate from 71% to 66%.

Over the past three years, the Art Program conferred 12 degrees.

2013-2014
1 Art AA Degrees
1 Art AA Degrees Computer Graphics option

2012-2013
4 Art AA Degrees
1 Art AA Degrees Painting and Drawing option

2011-12
1 Art AA Degrees Applied Design option
4 Art AA Degrees

There is an opportunity to increase the number of awards in 2014-2015 with new Digital Media certificates and the new ADT’s in Art History and Studio Art (narratives will go through AD/GE in Spring 2015)

As discussed in the Social Sciences and the Arts School plan, the numbers of awards indicate those students who have earned a certificate or degree, although they do not reflect students who complete courses but transfer before earning an award. This is an immediate concern the school wishes to address. This number is significant in the Visual and Performing Arts where students are encouraged to begin building portfolios upon entering Long Beach City College and often will transfer into a private arts school or other program at a nearby university. This also aligns with the Academic State Senate’s recently passed resolution at their plenary session to Broaden the Definitions of Success and Completion.

With regard to Career Technical programs, this number also does not reflect those students who do not finish a program but are hired immediately into the workplace. As a school, we need to develop a mechanism whereby we can more completely track these students as part of our overall data collection.

2013-14 Art Program accomplishments
Art History
A second full-time faculty member in Art History, Dr. Wendy Koenig, was hired to teach in the Visual and Media Arts Department. On behalf of the Art Department, Art History was awarded an LBCC Auxiliary Pepsi Student Success Grant for $7830 to continue funding the Artstor Digital Image Library database. This grant supports an additional 3-year (fall 2014-spring 2017) subscription to Artstor which provides over one million high-resolution images from the visual and decorative arts, architecture, humanities and social sciences spanning works from prehistoric to contemporary times. Because Artstor is managed through the LBCC library, it is accessible to the entire college community of faculty, students, and staff.

Assoc. Prof. Sarah Vure organized two field trips with bus transportation to the J. Paul Getty Villa and the J. Paul Getty Museum in spring 2014 to provide students in Art 1 and Art 2 access to the outstanding art resources in the region without charge. For some LBCC students, it afforded them a first time experience attending an art museum and for all students, viewing works of art in person and having a guided tour greatly enhanced learning in art history.

Supplemental Learning for Art History was piloted in two sections of Art 1 in spring 2014. Directed Learning Activities (DLAs) were developed by the full-time and adjunct Art History faculty Sarah Vure and Karen Roberts, in collaboration with the Learning and Academic Resources Specialists Heidi Neu and Emily Gehman, for students to work on at the Multi-Disciplinary Student Success Centers. Assessment of the activities and student learning was done at the end of the term.

Online SLO Data Collection Forms were created for Art History classes and implemented beginning in spring 2014.

Digital Media / Computer Graphics
The new certificate Fundamentals of Digital Media Arts passed through our curriculum committee and the Los Angeles and Orange County Regional Consortium.
DMA 201 Introduction to Digital Media Arts passed through our curriculum committee and is running for the first time in Fall 2014
City Magazine published a Spring 2014 issue
City Magazine Spring 2013 received a General Excellence award at the 2013 JACC SoCal Conference
Two students received first prize and runner up status in the World Trade Week poster competition. The winner received a scholarship.
K127 was upgraded with new computers through VTEA funding for the new DMA program. A new whiteboard was installed.

Drawing and Painting:
Professor Linda King was awarded a sabbatical leave for 2014-15.
Professors Chinn and Orlovski were on sabbatical leaves for 2013-14.
Admissions representatives from various art programs including SAIC, SFAI, and Otis presented and reviewed portfolios for transferring students.
Local and national artists lectured on issues and themes related to contemporary drawing and painting practices.

Drawing and Painting area acquired stools and taborets for use in K144 and K137

Jewelry/ Metalwork:
Twenty students from Beginning and Intermediate classes drove to San Diego State University for a studio tour and lecture by Dutch artist Ruudt Peters.
Twenty students went on a field trip to CSULB for a studio tour and talks with current and former students about their program and experiences there. Students have re-newed the Jewelry Club and are becoming involved in various fund-raising opportunities as well as creating other opportunities for their fellow students.
Three current students have started their own co-operative jewelry studio in downtown Long Beach to share the expenses involved with growing in their discipline.
The Jewelry program has also had great success with internet based studio visits. Using digital media available in the department and Skype technology, we were able to host a virtual studio visit with Andy Cooperman. This was a visit of over an hour in which students were able to ask direct questions to the artists and get virtual tours of their studios, all during class time without any travel expenses.
Fall 2013 and Spring 2014 saw the introduction of complete course websites for all Jewelry and Metalwork courses affording greater access to course information, images, suppliers and and other related connections.
One student attended the Yuma Symposium on a Symposium scholarship.
Amy Frankenburger successfully transferred to CSULB and into the Jewelry program there.

The LBCC Art Gallery:
The LBCC gallery held 6 shows in the 2013-14 school year.

Sculpture:
Sculpture area acquired a new 20" band saw from the LBCC Fine Art Associates.
Admissions representatives from various programs including SAIC, SFAI, Otis College of Art and Design, and Art Center College of Design presented and reviewed portfolios for transferring students.
Local and national artists lectured on issues and themes related to contemporary sculpture.
Sculpture students continue to initiate and participate in off-campus art exhibitions.
Sean Cully completed our sculpture program in Spring 2010, transferred to UCLA and graduated in Sp. 2012. He returned to work with us on his graduate portfolio and was accepted to Otis College of Art and Design for Fall 2013. This is yet another example of the high standards and student success accomplishments of the LBCC sculpture program.
Five students are currently working on sculpture portfolios for transfer.

Photography:
Spring Photography Lecture series featured 5 artists lecturing to our classes.
Freestyle Photographic: Inkjet Paper Seminars
Group exhibition, ArtX, Long Beach featuring projects from all our classes. This end of the year exhibition drew packed crowds the entire reception and featured 3 generations of student’s families.

LBCC Foundation Grant: Intersect Conference - this interdisciplinary conference is being developed by Film, Graphics, Photo and Art and will featuring both industry intersections as well as educational. The conference will run during Spring 2015.

Creation of the LUX gallery space at PCC
Development of two DLAs in visual design elements and written critique skills. These are being accessed by students in Art and Phot classes - and the Art History faculty are considering incorporating them as well.

Development of the DMA Foundation Certificate and the DMA 201 class.

Photographic lending library at PCC through donations from Nazrelli Press.

2012-2013 Program Accomplishments:

Art History:
1. Three field trips with bus transportation were organized to the J. Paul Getty Museum and the Los Angeles County Museum of Art in 2012-2013 to provide students access to the outstanding art resources in the region without charge. For some LBCC students, it afforded them a first time experience attending an art museum and for all students, viewing works of art in person and having a guided tour greatly enhanced learning in art history.
2. On behalf of the Art Department, Art History was awarded a $1500 grant from the Associated Student Body (ASB) to continue funding the Artstor Digital Image Library database. Additional funds were obtained from the LBCC Foundation Fine Arts Associates and the Art Department to support the 2013-2014 Artstor database subscription. Artstor provides over one million high-resolution images from the visual and decorative arts, architecture, humanities and social sciences spanning works from prehistoric to contemporary times. Because Artstor is managed through the LBCC library, it is accessible to the entire college community of faculty, students, and staff.

Computer Art / Digital Media:
Received VTEA funding for upgrading the K127 computer lab with new iMacs and Software upgrades. City Magazine Students in Computer Art (graphic design) received 2 awards, 2nd place for Illustration, 2nd place for magazine cover. City Magazine 2.0 initiative was successful and an online version of city Magazine is online at lbcitymag.com

Received an upgraded digital projector to replace the old projector in K127

Jewelry/ Metalwork:
1. Our area collaborated with the Metal Arts Society of Southern California for community outreach. We hosted Demo Day, September 21, a day-long event drawing over 175 artists, students and educators in the field for a series of lectures and demonstrations of jewelry and metalwork techniques. Seven student volunteers assisted coordinators and attended the lectures.
2. Our studio hosted internationally renowned jewelry artist Jillian Moore in a weekend workshop on resin techniques for jewelry for MASSC members. Four student volunteers for the event were able to attend the workshop for free.
3. Production and Professional Practices were taught both Spring and Fall semesters. This new class provides a basis for students who are interested in pursuing careers as contemporary jewelers. Students coordinated with outsourcing locations to produce a body of work for sale, as well as completing a portfolio which could be used to market that work.

In conjunction with the course, there were two visiting artist lectures by leading international artists, Amy Tavern and Jillian Moore.

Painting and Drawing:
Acquired 6 of the requested 50 stools, 30 new drawing benches and 10 new artist taborets for K137 and K144 to ensure student safety and success.

Printmaking:
Obtained a Multi Rack IV to upgrade the lab and give students room to store their work.

Sculpture:
Acquired 4 Ryobi 18v cordless drill kits, 2 Neiko solar power Welding Helmets with MIG/TIG switch, and 1 Argon tank to upgrade the lab.

Gallery Accomplishments
2012 – 2013 LBCC Gallery Exhibits
September 5 – October 13
Anthology a one-person exhibit by Sandow Birk
October 30 – December 8
Trilogy: 1980 to Present, a one-person exhibit by Michiel Daniel Laborious Drawings by Hyung Mo Lee (Accomplished LBCC student)
February 12 – March 16
Printed Matter, a one-person exhibit by Roger Herman
Copernican Et Cetera, a one-person exhibit by Jonathon Hornedo (LBCC Alumni)
March 27 – May 4
Gravity, a group exhibit with artists Daniel Aksten, Nena Amsler, Zach Bucek, Margaret Honda, Lorenzo Hurtado Segovia, Carmine Iannaccone, Maya Lujan, Carolie Parker.

Stability, a one-person exhibit by Tamara Mason (LBCC Alumni)
May 15 – 30
2013 LBCC Art Student Exhibit
2012 – 2013 Lecture Series
Sandow Birk (Thursday, September 20) Michiel Daniel (Thursday, December 6)
Artists in Exhibit Gravity (Wednesday, May 1)
Zach Bucek, Margaret Honda, Lorenzo Hurtado Segovia, Carmine Iannaccone, Carolie Parker

2011-2012 Program Accomplishments:
Art History: Sarah Vure organized 3 field trips with bus transportation for Art History classes to the J. Paul Getty Museum and the Los Angeles County Museum of Art in 2011-2012 to provide students access to the outstanding art resources in the region without charge. Along with the LBCC library, she...
Art History was selected to participate in the institutional level GEO assessment for Civic Engagement: Cultural Sensitivity and Diversity. To accomplish this, a survey was developed as the assessment instrument and conducted in the randomly selected Art History classes.

Ceramics: Rodney Tsukashima found possible funding for the correction of 208 volt circuit to 220 volts. One Ceramics student was accepted to the School of the Art Institute of Chicago.

Computer Art Digital Media: Morgan Barnard coordinated student projections at the spring 2012 Student Art Show in the LBCC Art Gallery.

Digital Media acquired LCD displays for student work and Microsoft Kinect devices for creating computer driven Interactive Digital Art projects in the Computer Art curriculum. City Magazine received Honorable Mention for Magazine Layout and an award for general excellence from JACC Journalism Association of Community Colleges.

Drawing and Painting: The Department acquired five media carts with computers and digital projectors for use in the classrooms. This has immensely helped all of the Drawing and Painting classes with modernizing lectures by enabling faculty and students to access digital libraries during class time. The equipment has also enabled the students to make presentations and project their images for required projects thus improving analytical abilities and furthering student success. The also acquired drawing benches and tabolets to improve student access and safety in the studio.

Jewelry and Metalwork: Faculty developed and adopted revised curriculum for all courses in this area changing them from 3 unit lecture/lab to 4 units. This increases the amount of time that students will have access to the lab for completion of their assignments. It also allows for an increased use of adjunct faculty as lab instructors to provide in-lab guidance. The Jewelry program has become the new home for Demo Day for the Metal Arts Society of Southern California. This is a day-long event which brings artists, students and educators from the Southern California area for a series of lectures, demonstrations and workshops on jewelry and metalwork techniques. This year the program hosted Lora Hart, Jeanie Pratt, Cheryl Lommatsch, Karen Hung in the Art Department studios and was attended by approximately 160 participants. We will continue to host this annual event for the foreseeable future.

The Jewelry program also hosted Arizona artist Jeanne McAninch for a workshop on Chain Making in March 2011. This workshop served 25 participants, both students and professional artists, from across Southern California. The LBCC students have become deeply involved with the Metal Arts Society of Southern California. Diane Weimer is organization President, Laverne Christensen is Treasurer and James McAulliffe is in charge of newsletter distribution. This puts our students directly in communication with the approximately 720 members of the organization.

The Jewelry program has also had great success with internet based studio visits. Using digital media available in the department and Skype technology, we were able to host virtual studio visits with Francesca Gabrielli in New York, Amie Plante also in New York and Todd Reed in Colorado. These were visits of over an hour each in which students were able to ask direct questions to the artists and get virtual tours of their studios, all during class time without any travel expenses.

The LBCC Art Gallery was suspended for a fiscal year but reinstated in spring 2012. Gallery Director Habib Kheradyar organized three exhibits and two lectures including:
1) LBCC Art Faculty Exhibit, January 24 - February 16, 2012
2) Candor: In honor of Mike Kelley Exhibit, March 7 - April 6, 2012

A lecture on Mike Kelley by Noëllie Roussel was on Thursday, April 5, 7:00 ? 8:00 PM. She is an independent curator and writer based in Los Angeles who obtained her Ph.D. from the Sorbonne in 2003, with a dissertation on Mike Kelley’s work.

Stephanie Taylor lectured on her work on Wednesday, March 28, 7:00 - 8:00 PM. The Stephanie Taylor Songbook, the premier performance of 8 songs by this Los Angeles artist, is on view in the LBCC Gallery. Taylor is a sound artist who creates environments using rhyme to generate sculptures, songs and photographs. She writes melodies using found texts and she creates installations in which each object rhymes with the material with which it is made. Taylor has exhibited and performed her work internationally and is represented by Gallery Christian Nagel, Berlin-Antwerp and Marc Jancou Contemporary, New York.

2011-12 accomplishments
Printmaking: The Printmaking area acquired a storage rack and mat cutter to enable students to safely store their work and learn professional presentation skills.

Sculpture: A permanent covering roof of 20 x 24 ft. was put up over the open space behind the sculpture lab K 113 to provide a safer workspace for students. This weatherproofed working environment protects equipment and student projects while providing space to install new, unused foundry equipment (purchased in 1995), provide more storage space for student work and equipment; and increase enrollment and potential for grants and partnerships with industry.

Photography: The Photography Program upgraded their instructional abilities through the continued integration of digital technologies (and skills) throughout all their courses. To resolve the inadequate facilities at the temporary PCC location they brought computers into the classrooms and shooting studio. They initiated a LBCC Photography Guest Lecture series and are in their 5th year of producing the PhotoFest@LBCC. The festival is part of their community outreach and incorporates both fine art and commercial photography.

Numerous photographic exhibitions of student art have been mounted in the community providing students with professional experience and exposure as well as promoting the LBCC Art Department within the larger Long Beach region. The Photo Club members have an ongoing exhibition at the CCA office on East Village Road. Five students exhibited their art at Speakeasy on Beech Street in Long Beach. Phantom Galleries on East Third Street...
Creativity and Aesthetics. Overall the Art program provides students with these abilities and a high degree of professionalism in the art they produce.

Students and the Art and Photography Department as only 8% of applicants for transfer are accepted. It is the equivalent of an LBCC business major transferring to Harvard! In addition, two students transferred to the MFA program at the School of the Art Institute of Chicago. Four of these transfer students received scholarships, plus one student received a national scholarship from the Women's Jewelry Association (second year in a row, larger amount) and one received a scholarship to study at Haystack Mountain School of Craft in Maine.

In response to feedback from student evaluations: $14,000 of cap outlay was spent to support current curriculum (casting and fabrication) and add tools and equipment for new curriculum (enameling and production practices).

2012-2013 Accomplishments:

See the Visual and Media Arts Program Plan for more information on Faculty Accomplishments.

**PR 2C - HR (Staffing) Data:**

The Art Program faculty members comprise our program’s most valuable instructional resource.

- Two Art History retirees have been replaced by new hires (Sarah Vure and Wendy Koenig)
- Two Painting and Drawing retirees with only one new hire (Chris Chinn)
- One Computer Graphic retiree was replaced with a new hire (Morgan Barnard)
- One Ceramics retiree has not been replaced yet.

We are still down by two full-time faculty members since 2005. When we factor in the increased administrative load that faculty are now asked to do (double the amount of Program Reviews in addition to Class, Program and Division SLOs) it is essential to increase the amount of full time faculty in the program.

We will have two new hires for the Fall 2015 semester. Hiring Committees will be conducted in the Spring 2015 semester for one Drawing and Painting and one Ceramics Instructor. In the coming years we will need and additional hire as the Digital Media are grows.

At the PCC facility, which services the Film Program, the Art AA and the Foundations of Digital Media Certificate we are still missing any staffing for the evening in the lab. This means we are forced to reduce the Instructional Associate staffing during the day at LAC. We also need to make sure our staffing can work for both photo and film since we now share the facility. Specialized staffing is needed to support the new Digital Media area.

Faculty & Staff:

The Art Program is comprised of 11 full-time faculty, 49 active adjunct faculty teaching in Fall 2014, and 2 staff members within the department including a new LBCC Gallery Director, 3 Instructional Lab Technicians (1 in power tools and 2 in photography/graphic arts) and 3 student workers.

The School of Social Sciences and the Arts has provided us with access to 2 Administrative Assistants that support our department under the direction and supervision of the area Dean.

Morgan Barnard, Department Chair and Assoc Professor Computer Art / Digital Media
Kristin Beeler, Professor Jewelry/Metalwork
Chris Chin, Assoc Professor Drawing & Painting
Brian Doan, Assoc Professor Photography - on sabbatical 2014-15
Linda King, Professor Painting & Drawing - on sabbatical 2014-15
Wendy Koenig, Assistant Professor Art History
Ann Mitchell, Professor Photography
Stas Orlovski, Professor Painting & Drawing
Coleen Sterritt, Professor Sculpture
Rodney Tsukashima, Assoc Professor Ceramics - due for upcoming retirement
Sarah Vure, Assoc Professor Art History

In order to help our students reach their educational goals of transferring to CSUs, Universities, private and out of state institutions while simultaneously preparing students for the workforce, it is important that our program is staffed appropriately. We are in need of additional instructional aids in several areas such as Jewelry & Metalwork, Sculpture and Ceramics to increase access to facilities so students can build the portfolios they need to succeed in their goals. Additionally, we see the need for an in-house counselor to help draw students to the program and shepherd them through the curriculum properly, prepare them to transfer by portfolio development, provide support for transfer and for entrepreneurial assistance. It is also important to develop a system to extend contact with students after they have left the program to track their success by means other than normal accounting practices.

**PR 3A - SLO - summary of collected program data:**

For Program Level SLO 1, faculty analyzed student work exhibited in the annual student show. Through extended dialogue following the 2012, 2013 and 2014 annual student exhibitions in the LBCC Art Gallery, faculty determined that students are able to engage knowledgably in an interpretive dialogue with their various mediums, taking multiple interpretations into account. Not only can they develop a logical, consistent plan to solve problem, but also recognize consequences of a solution and can articulate reason for choosing that solution. They develop the ability to extend a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries. These factors meet institutional criteria for success in Creativity and Aesthetics. Overall the Art program provides students with these abilities and a high degree of professionalism in the art they produce.
The LBCC Art Gallery is a critical aspect for assessing and displaying outcomes for course and program SLOs.

SLO 2 data was derived from two surveys. The first was disaggregated data from the Institutional GEO survey for Creativity and Aesthetics given to all students taking GEO courses in this area in Spring 2014. Results of this survey, provided by Institutional Research, are uploaded into Tracdat Program Documents. These results show the contribution of the Visual and Media Arts to the Institutional Outcomes, particularly in Critical Thinking. The second survey, an in-house survey conducted Fall 2014, provided direct student feedback from all areas of the department and queried students on their specific goals and how the department is able to meet them. A pdf of the survey is included in the documents folder.

SLO 3 data came directly from scores of Critical Thinking assignments in Art History courses, Art 1 and Art 2. A spreadsheet of the aggregated data from the years available has been uploaded to Tracdat Program Documents.

In addition, Art faculty continuously keep abreast of the latest information, pedagogical changes and important innovations in the visual arts, art history, and commercial application of art skills through a variety of means. These include attending workshops, conferences, symposia, and lectures, maintaining memberships in professional organizations, reading professional journals and magazines and maintaining connections with other experts and educators in their fields. All art faculty keep in regular contact with their comparable areas of study at four-year institutions so that they are aware of changes or developments that would affect our students’ abilities or opportunities for eventual transfer to these institutions.

Also important are the faculty members own professional work including publishing, freelance work, studio practices, public art installations and gallery exhibitions. Frequently, the faculty use their updated knowledge to revise their teaching in the classroom, to advise students concerning employment possibilities and changes in opportunities for eventual transfer to four-year institutions. In addition, the faculty continually enhance their methods of delivery and enliven their classes with innovative projects.

**PR 3B - SLO - uses in program improvement:**

The Art program-level and course-level SLOs were created through a series of department wide meetings and assessment plans were submitted on time or in advance of college deadlines. Each year partial SLO data is gathered for all classes taught and full data is gathered on individual classes scheduled for Routine Review each year. The information gathered is analyzed by each specific discipline. It should be noted that full time art faculty are continually assessing their courses based on student achievement and their own experience. While SLO data can be helpful, in general, it is not as useful as the individual expertise of the area faculty.

All Visual and Media Arts course SLOs have assessment plans and are tied to the regular course review schedule for submission of data and actions.

Course level SLO assessments generally show that, while students are faring well, their success is impeded by lack of access to faculty and studio facilities. Course attrition rates can be high where students must drop a class due to an inability attend lab during limited hours.

A survey of Institutional GEOs for Aesthetics and Creativity, including a large portion of respondents from Visual and Media Arts, clearly shows that the students feel that the primary key to their success is contact with the instructor. When prompted, “Which of the following aspects were most supportive for your success in this course?”, 71% responded “Consistent feedback from the instructor” and 65% responded “Help from the instructor when I was struggling with an aspect of the course”.

Further, when asked “What may have interfered with you doing your best in this course?”, the largest obstacle was students’ work schedules (37%).

Art History faculty have consistently been teaching students critical thinking in Art History. Furthermore, we have been working with the Learning Specialists since spring 2013 to develop and pilot Supplemental Learning in Art 1 in response to SLO outcomes with the goal of improving student learning outcomes and student success.

From Fall 2012 to spring 2014 the students’ grades rose from 64.5% to 73% getting C or better on a written paper focused on critical thinking and analysis of visual forms.

The creation and piloting of supplemental learning DLAs in Art 1 has been useful and faculty will continue to move forward to implement the supplemental learning in all Art 1 sections and developing DLAs for Art 2.

**PR 3C - SLO - action/change based on results:**

Faculty experience coupled with survey data leads us to conclude that providing students with as much focused contact time as possible is critical. Furthermore, providing more and varied hours for access to studio tools and equipment is also critical to accommodate our students who are juggling jobs and families.

Most faculty have added web-based course supplementation to streamline teaching time and make access to course materials easier. Web-based tools to smooth work flow for faculty duties such SLO maintenance have been implemented. Where possible, curriculum changes to add increased lab times to courses have opened some access. However, this solution adds units to students’ loads and doesn’t address the basic issue of staffing. Although our SLO results have been largely positive, faculty continue to evaluate and modify courses as needed even though the actual SLO is not modified.

Increased administrative workloads on faculty cut into time for developing lectures, lesson plans, maintaining equipment, ordering supplies and dealing directly with students and their needs.

Therefore, department plans in the last several years have reflected the need for more instructional assistance, although in most cases those needs have yet to be met.

Based on SLO data we have emphasised the use of campus resources such as the library and discipline specific DLA’s. We have changed assessment tasks to get more accurate results. In some cases assessments have been turned into scantron tests to make collecting and assessing data more efficient. Acquiring and keeping instructional assistants to maintain studio and diminish attrition. Courses have been scheduled at different times to increase enrollment to increase student success although, based on the 2014 student survey, there is more work to be done in this area. All of these actions are
PR 4A - Projects/ Strategies-development & change:

Our projects and strategies respond to needs we have identified through SLO data collection and assessment as well as student surveys and a professional perspective on the arts. We are constantly looking for ways to improve the program based on data received. Our plans and strategies change based on the immediate needs of students and administrative changes beyond our control.

Over the past three years there have been several significant changes to Art Program. The discontinuance of the Photography Program and the subsequent department reorganization have created several challenges and opportunities. The original foundation of the Digital Media Art program started before discontinuance, but with the loss of the recording program we have developed new cross disciplinary projects and strategies to account for the loss of sound based classes. The new Fundamentals of Digital Media Arts certificate is attached to the Art AA and folds in Photo classes from the discontinued Photography Program. A new project to create an advanced certificate in Digital Media will allow students to choose from a range of advanced courses, enabling them to build a specific set of skills to match their industry needs and build a competitive portfolio. The projects and strategies continue to focus on areas of increased access to studio art facilities and support. The Ceramics, Jewelry & Metalwork and Sculpture are all in need of additional support in the form of instructional associates. This is reflected in existing and new projects and strategies.

PR 4B - Projects/ Strategies - results:

The projects and strategies proposed and implemented are aligned with these 5 goals.

Goal #1 Improve and Increase Student Access, Quality, Safety and Effectiveness

Based on data collected from student surveys and faculty evaluation of Department resources and facilities, it is obvious that fulfilling the goal of increased student access, quality, safety and effectiveness is not fully possible without increased funds for the purchase of tools and equipment as well as repairing K building facilities. Moreover, due to reduced class sections, class size has increased and additional instructional work space is required for all art classes. Thus, many of the strategies for this goal remain the same.

Improved safety requires the following resources:

Strategies to improved access and effectiveness:
K111 needs updated casting equipment to replace old, worn equipment. A new buffing machine is needed to replace a machine that has a faulty switch.
With increased student enrollment, the studio needs various re-configurations to safely accommodate more students in a tight space. Most importantly, an instructional assistant is needed to provide access to tools and equipment for students.
To implement a tool crib checkout policy in K112, a student assistant or lab tech is needed.
To improve student access to digital visual resources for research, learning and art production resources include computer workstations in K102A.
Replacement of skylight covers in K130, K135, K136, K137, K143 and K144 would improve lab effectiveness as would the acquisition of a counter-balanced model stand.
Two wheelchair accessible easels would improve access for disabled students in painting classes.

To improve student access and quality of instruction, the Department hired a new full-time faculty member in Digital Media/Computer Graphics and a new full-time faculty member in Art History. There is still a need for full time faculty in: Painting and Drawing, Ceramics to replace retired and retiring faculty. Increasing the budget for artist model pay would also provide greater access to life drawing and life painting classes and the opportunity to implement a new course in life sculpture.

Since our previous Program Review we also were able to hire a new Gallery Director, Habib Kheradyar, who upgraded the lighting and created the exhibitions we have listed under our accomplishments heading. Our current Director retired in Spring 2014 and we just successfully hired a replacement Trevor Norris who immediately held a faculty show to get the gallery active with short notice.

The following accomplishments demonstrate ways that faculty and staff have fulfilled this goal.
1) The completion of assessment plans and their implementation through collecting data.
2) The use of innovative teaching methods, gained in part through attending Faculty Teaching and Learning Center programs, and the use of new instructional resources such as Lynda.com and the acquisition of the Artstor Digital Library.
3) The newly developed course in the History of Photography, which has been through the process of receiving UC and CSU approval for GE transfer credit, was offered in fall 2014.
4) As for resources, an electric kiln was purchased for the ceramics lab enabling students to have access to equipment essential to learning and fulfilling transfer requirements.
6) One LBCC Art Gallery catalog, funded with grant support, was produced.
7) The Sculpture studio/lab was made safer with the installment of a permanent roof.
8) The acquisition of mobile digital work stations improved the quality and effectiveness of studio instruction in painting and drawing by enabling the projection of images onto canvas and drawing surfaces, as well as providing access for internet research and student presentations. Since the need to project images can’t be planned for, constant access to the equipment is essential. Having the digital work stations has increased student success, as well as student access to the internet and lab.

PCC Facility Development:
The PCC facility has been strongly personalized to create a visual learning environment for students. One of the unexpected consequences of the removal of traditional media at PCC is that it has become more difficult to schedule multiple discipline courses at the same time - and we lose that cross-pollination for students.
A visual arts gallery at the entryway of the facility which showcases both still and (soon) motion imagery. In using alumni work, we give our students a broader understanding of their potential as well as they make job connection through the gallery receptions.
A photo lending library funded by Nazraii Press and many of the LA working photography community. We now are able to lend students a range of photo-related books and videos.
Every year we participate in the Department Planning process and include projects and strategies that support the fulfillment of Student Learning.

Goal #5 Increase Transfer Degree and Certificate Attainment
To fully capture the educational goals expressed by Art students nearly 60-70% of whom intend to transfer, we have initiated the ADT degrees for Studio Art and Art History. These should be completed in Spring 2015.

PR 4C - Projects/Strategies - future plans:
Based on data collected in student surveys and SLOs, the Art program plans indicate that the LBCC Art Gallery should also be expanded through more opportunities for student involvement, a larger budget for more varied and complex exhibitions, and additional visiting artist and scholar lectures. Other strategies for increasing the awareness of the Gallery on campus and in the community are by installing an electronic sign outside the building and through the production of exhibition catalogs.

Art faculty plan to engage in community outreach, beyond the accomplishments listed above, through increasing exposure of student artwork in websites, exhibitions and print media. Another strategy will be to develop collaborative programs with Long Beach area art museums, community centers, and the Long Beach. These strategies are currently under way and all already creating exciting partnerships that will enhance the student experience.

With the inclusion of the new Digital Media certificate, efforts to continually modernize the department are underway. As we look at our two new hires in Drawing & Painting and Ceramics we seek candidates with experience working with digital technology. This modernization includes creating a visual resource room in K102A with workstations and instructional technology for Art History students. We are also looking to increase student equity and access to technology by creating a small computer lab in our Illustration classroom K136. We received VTEA funding for a 3D printer to be used in the Digital Media. This is the first step towards developing a Digital Technology hub including a 3D printer and vinyl cutter. We have plans to expand this technology hub with a laser cutter and additional 3D printers. There is a constant need to upgrade and expand access to technology. We have several projects and strategies that directly address these needs.

Continued efforts will be made to increase the number of Art majors who transfer to 4-year universities and art schools. The process of keeping Program records of transferring Art majors and their scholarship achievement will provide an important network and resource for future students who seek to transfer.

Every year we participate in the Department Planning process and include projects and strategies that support the fulfillment of Student Learning.
Outcomes and our program mission. Additional projects and strategies will be written and implemented as funds become available for increased class sections, new faculty and technicians, essential tools, equipment, and facilities maintenance, repairs, and upgrades.

**PR 5 - Dept - how does it fit into big picture?:**
Art Program SLOs result in students’ ability to analyze, interpret and exercise critical judgment in the evaluation of visual art forms; develop a foundation of skills in craft, traditional and digital technologies; and ultimately produce professional quality artwork. Department goals, projects and strategies further student access, safety, quality and effectiveness as well as improve their critical thinking, and transfer attainment. The Visual and Media Arts Department also seeks to engage in community outreach. These outcomes and goals complement the following institutional goals.

**LBCC Education Plan:**
The Art Program supports the goals of Aesthetics, Critical and Creative Thinking, Computer Literacy, and Goal Attainment. It supports the college Mission Statement in providing affordable access to quality education leading to transfer readiness, career preparation, and AA degree attainment. It further supports equity and access to high quality faculty, equipment and facilities.

**Board Goals:**
1. **Improve student success in transfer and areas of Career Technical Education:**
   Art students’ access to faculty, lab instructors and shop technicians enable them to complete their courses.
   In Computer Graphics, students train on industry standard equipment and can work in a range of skilled jobs. The development of the new Digital Media Certificate gives students a clear direction to enhance their employment opportunities in emerging digital fields.

2. **Improve organizational function and engage in more community outreach:**
   We work with local and regional art institutions to provide opportunities for our students to show work and receive grant money for making their art.

**President’s Agenda:**
**Student Success**
The Art program provides opportunities to meet and exceed lower division requirements within a specific art discipline for successful transfer to CSU, UC and other four-year institutions.
The Art program provides a curriculum leading to an Associate Degree in which students develop critical thinking and problem solving skills to successfully express themselves visually and verbally, using art as a creative language to interpret, express, and invent.

**Planning and Governance**
The Art Program has integrated assessment plans and SLOs into all courses and program-level plans.
In keeping with the goal of preserving core permanent classified positions, it is essential to keep all Visual and Media Arts Department Shop Technicians, Lab Instructors, and the LBCC Art Gallery Director as these are critical to student success in the arts, as well as to Department and program goals.

**Economic and Workforce Development**
Creating a vocational program with a technical certificate in Digital Media can address workforce preparation and increase job training and employment opportunities for LBCC students.
The LBCC Art Gallery is an important means of community outreach and connection by highlighting the vital role of artistic expression in creating 21st century knowledge-based skills and in building a democratic society.
The Art Program increases awareness of LBCC in the community through student participation in local, regional, and national art exhibitions.

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**Projects/ Strategies and Resources Needed**