

Art (Art, Art History, Ceramics, Drawing, Multimedia, Painting, Photography) Program Review

2011-2012

1. Program Description

A. Description

The Art program offers beginning and intermediate courses that provide students with the knowledge and experience for a broad understanding of the visual arts. The beginning (foundation) courses are based in the belief that a strong foundation is the building block to insure student success in each of the art discipline areas. The foundation courses are; Color and Design, Drawing, Life Drawing, Three-Dimensional Design, Color Theory, and Art History. Upon completion of foundation courses students are encouraged to focus on one or more concentrated areas in, Painting, Photography, Ceramics, Sculpture, Printmaking, Graphic Design, Multimedia, or Art History. The combination of the foundation courses in the visual arts and focused arts curriculum prepares students for transfer to universities and art schools and for gaining necessary skills to enter the arts workforce. In all courses we expect students in the arts to think creatively and critically. To assist students in gaining insight in creative and critical thinking the department maintains two professional art galleries bringing work by a variety of nationally established artists to our campus. The galleries also provide students with the opportunity to develop gallery management skills. We are proud of our notoriety as one of the top art programs in southern California. The Ventura College Art program has a long tradition of producing many of the region's most important artists. Career opportunities for arts majors includes exhibiting artist, art teacher, graphic designer, photographer, illustrator, art technician, art historian, commercial artist, gallery and museum exhibitions assistance and management, arts organizations employment, and other professions in creative endeavor areas. Those wishing to teach at a College level must earn a Masters or Masters of Fine Arts degree. Those wishing to teach Art History at the University level must earn a Ph.D.

B. Program Student Learning Outcomes - Successful students in the program are able to:

1. Demonstrate basic drawing skills, color manipulation and design principles in areas of emphasis.
2. Demonstrate three-dimensional techniques in creating objects in selected areas of emphasis.
3. Demonstrate an understanding of the camera and of the basic techniques of analog and digital photography in selected areas of emphasis.
4. Critically evaluate multimedia and graphic communication design and production techniques and their use in selected areas of emphasis.
5. Analyze works of art in terms of their historical contexts and social and cultural values.
6. Employ critical thinking skills to one's own work and the work of others.

C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

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D. Estimated Costs (Required for Certificate of Achievement ONLY)

Fine Arts	Cost	Photography	Cost	Ceramics	Cost	Commercial Art	Cost
Enrollment Fees	\$2,376.	Enrollment Fees	\$2,376.	Enrollment Fees	\$2,448.	Enrollment Fees	\$2,448.
Books	200.	Books	200.	Books	200.	Books	200.
Supplies	400.	Supplies	400.	Supplies	200.	Supplies	200.
Total	2,976	Total	2,976	Total	2,776	Total	2,776

E. Criteria Used for Admission

Open admission with no pre-requisites.

F. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

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H. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.

Associate in Arts Degree

Certificate of Achievement:

Ceramics

Commercial Art

Fine Art

Photography

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J. Program Strengths, Successes, and Significant Events

- Articulation status with other colleges or universities
- Auction fundraiser is a biennial event which raises money to support student awards and scholarships.
- Student or program awards, \$7,500 in awards.
- Visibility of the program in the community
- Cooperative efforts with other departments, One Book, Interactive Installations
- Innovations in the areas of curriculum development, teaching techniques, and/or the use of technology
- We have a strong art faculty although our full-time ranks have been and continue to be drastically diminished. Talented adjuncts have worked hard to maintain our tradition of excellence. **We have been recognized by The Otis College of Art and Design for having the best community college art program in Southern California.** Our students' portfolios are strong because their education has been rooted in fundamentals while our wide range of classes at different levels has allowed students to gain the skills they need to be competitive at the next level. The faculty is made up of practicing exhibiting artists who bring valuable studio and gallery experience to the classroom. We enjoy having an unusually broad curriculum offering more different kinds of classes than most schools. As a group our faculty works well together.
- We have one of the largest traditional photography programs in the region and the biggest in the two county area. Students learn in the tradition of working with film and developing photographs in the darkroom. We have kept this link to the history of photography alive so that our students would be firmly rooted in basics of the discipline. They are then better equipped and prepared to incorporate digital tools and software into their image making. There is currently a resurgence of interest in rebuilding wet labs where they have been eliminated. Our photography area has been ahead of the curve.
- The college art galleries have continued to present exhibitions of nationally known artists which provide our students and the community the opportunity to see what is going on in the art world outside of our region.
- The art faculty continues to be awarded grants that enhance student learning.

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K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Gwendolyn Lewis Huddleston

Department Chair: **Robert Moskowitz**

Instructors and Staff

Name	Robert Moskowitz
Classification	Professor
Year Hired	1998
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.F.A.

Name	Dorothy Orr
Classification	Professor
Year Hired	1985
Years of Work-Related Experience	
Degrees/Credentials	B.F.A., M.A.

Name	Sharla Fell
Classification	Professor
Year Hired	2004
Years of Work-Related Experience	
Degrees/Credentials	A.A., B.F.A., M.F.A.

Name	Jenchi Wu
Classification	Assistant Professor
Year Hired	2010
Years of Work-Related Experience	
Degrees/Credentials	B.F.A., M.F.A.

Name	William Hendricks
Classification	Professor
Year Hired	1990
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.S.

Name	Ann Bittl
Classification	Associate Professor
Year Hired	2007
Years of Work-Related Experience	
Degrees/Credentials	A.A., B.A., M.A.

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2. Performance Expectations

A. Program Student Learning Outcomes - Successful students in the program are able to:

1. Demonstrate basic drawing skills, color manipulation and design principles in areas of emphasis.
2. Demonstrate three-dimensional techniques in creating objects in selected areas of emphasis.
3. Demonstrate an understanding of the camera and of the basic techniques of analog and digital photography in selected areas of emphasis.
4. Critically evaluate multimedia and graphic communication design and production techniques and their use in selected areas of emphasis.
5. Analyze works of art in terms of their historical contexts and social and cultural values.
6. Employ critical thinking skills to one's own work and the work of others.

B. Student Success Outcomes

1. The program will increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of c or better.
4. The program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.
5. Students will complete the program earning certificates and/or degrees.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the 525 goal set by the district.
2. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5,000 will be budgeted if funds are available.

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D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)

I: This program-level student learning outcome is **INTRODUCED** in this course.

P: This program-level student learning outcome is **PRACTICED** in this course.

M: This program-level student learning outcome is **MASTERED** in this course.

Leave blank if program-level student learning outcome is not addressed.

Courses	PLSLO #1	PLSLO #2	PLSLO #3	PLSLO #4	PLSLO #5	PLSLO #6
ART VO1					P	P
ART VO2A					M	P
ART VO2B					M	P
ART VO2C					M	P
ART VO3						
ART VO4					M	P
ART VO5					M	P
ART VO6					M	P
ART VO7					M	P
ART VO8					M	P
ART VO9					M	P
ART V10					P	P
ART V11A	M					M
ART V11B	M					M
ART V12A	M					M
ART V12B	M					M
ART V13A	M					P
ART V13B	M					M
ART V13C	M					M
ART V15A	M					P
ART V15B	M					M
ART V15C	M					M
ART V16A	M					M
ART V16B	M					M
ART V17						
ART V18A	M					P
ART V18B	M					M
ART V19	M					M
ART V20A	M					M
ART V20B	M					M

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ART V20C	M				M
ART V21					
ART V24					
ART V25A		M			P
ART V25B		M			M
ART V26A		M			M
ART V26B		M			M
ART V27		P			P
ART V28A					
ART V28B					
ART V28C					
ART V29A		M			P
ART V29B		M			M
ART V29C					
ART V31A	M				P
ART V31A					
ART V31B	M				M
ART V32A	M				M
ART V32B	M				M
ART V33A	M				M
ART V33B	M				M
ART V34A					
ART V34B					
ART V34C	P				P
ART V36A	P				P
ART V36B	M				M
ART V37A	M				M
ART V37B	M				M
ART V38	M				M
ART V39A	M				M
ART V39B	M				M
ART V40A	M				M
ART V40B	M				M
ART V41A	M				P
ART V41B	M				M
ART V42A	M				P
ART V42B	M				M
ART V43A	P				P
ART V43B	M				M

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ART V44A	P				P
ART V44B	M				M
ART V44C	M				M
ART V45A	M				M
ART V45B	M				M
ART V46A	M				M
ART V46B	M				M
ART V47A	M				M
ART V47B	M				M
ART V48	P				P
ART V49					
ART V51A		M			M
ART V51B		M			M
ART V52A		M			M
ART V52B		M			M
ART V53A					
ART V53B					
ART V53C					
ART V54A					
ART V54B					
ART V55A		M			M
ART V55B		M			M
ART V56					
ART V71				M	M
ART V72				M	M
ART V73					
ART V74A				M	M
ART V74B				M	M
ART V88					
ART V89					
ART V90					
ART V95					
ART V96					
PHOT V01			M		M
PHOT V02			M		M
PHOT V04A			M		M
PHOT V04B			M		M
PHOT V06A					
PHOT V06B			M		M

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PHOT V07					M	M
PHOT V08			M			M
PHOT V09A			M			M
PHOT V09B			M			M
MM V20				M		P
MM V74				M		P
MM V82				M		P

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3. Operating Information

A1: Budget Summary Table

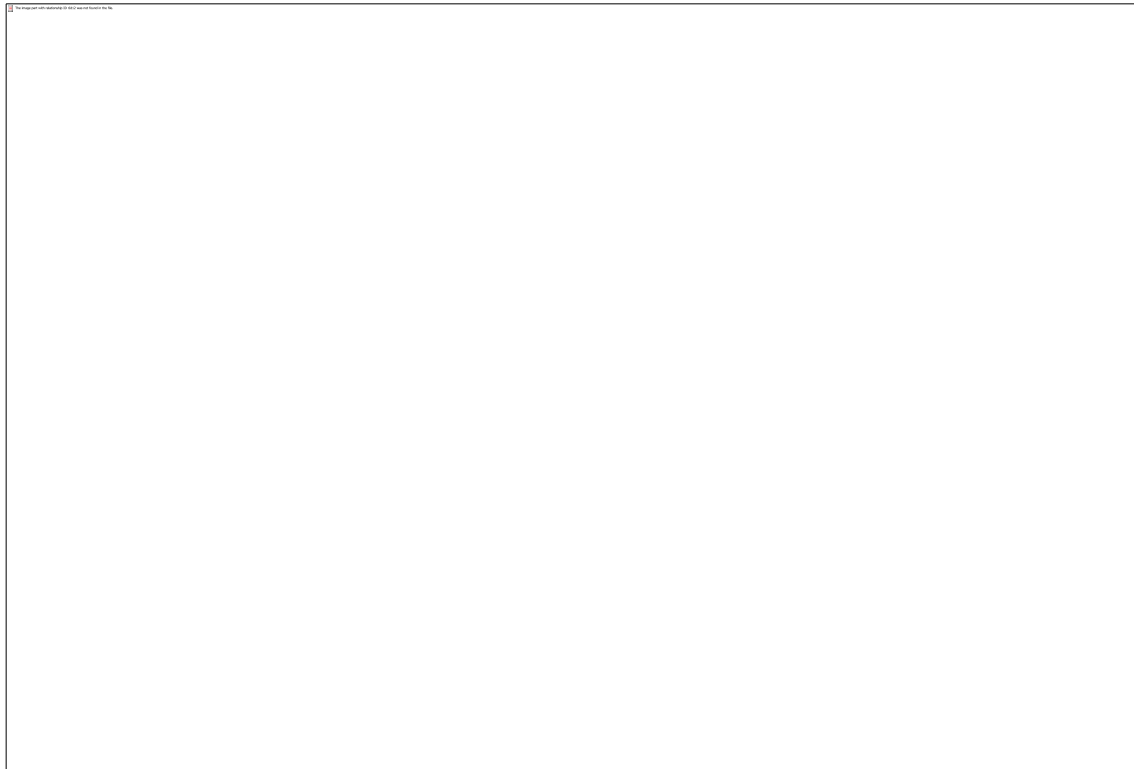
To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

Art Budget includes: Art, Art History, Ceramics, Drawing, Multimedia, Painting and Photography.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	530,590	543,389	561,531	545,170	654,321	20%	12%
2	PT Faculty	828,805	809,297	797,878	811,993	724,570	-11%	-10%
3	Classified	21,029	22,509	25,190	22,909	21,508	-6%	-1%
6	Managers	-	-	574		-		-8%
7	Supplies	6,732	4,393	7,073	6,066	4,996	-18%	24%
8	Services	12,575	13,624	16,635	14,278	15,721	10%	-17%
9	Equipment	3,832	-	613	2,223	27,002	1115%	-42%
	Total	1,403,563	1,393,212	1,409,494	1,402,090	1,448,118	3%	0%

A2: Budget Summary Chart

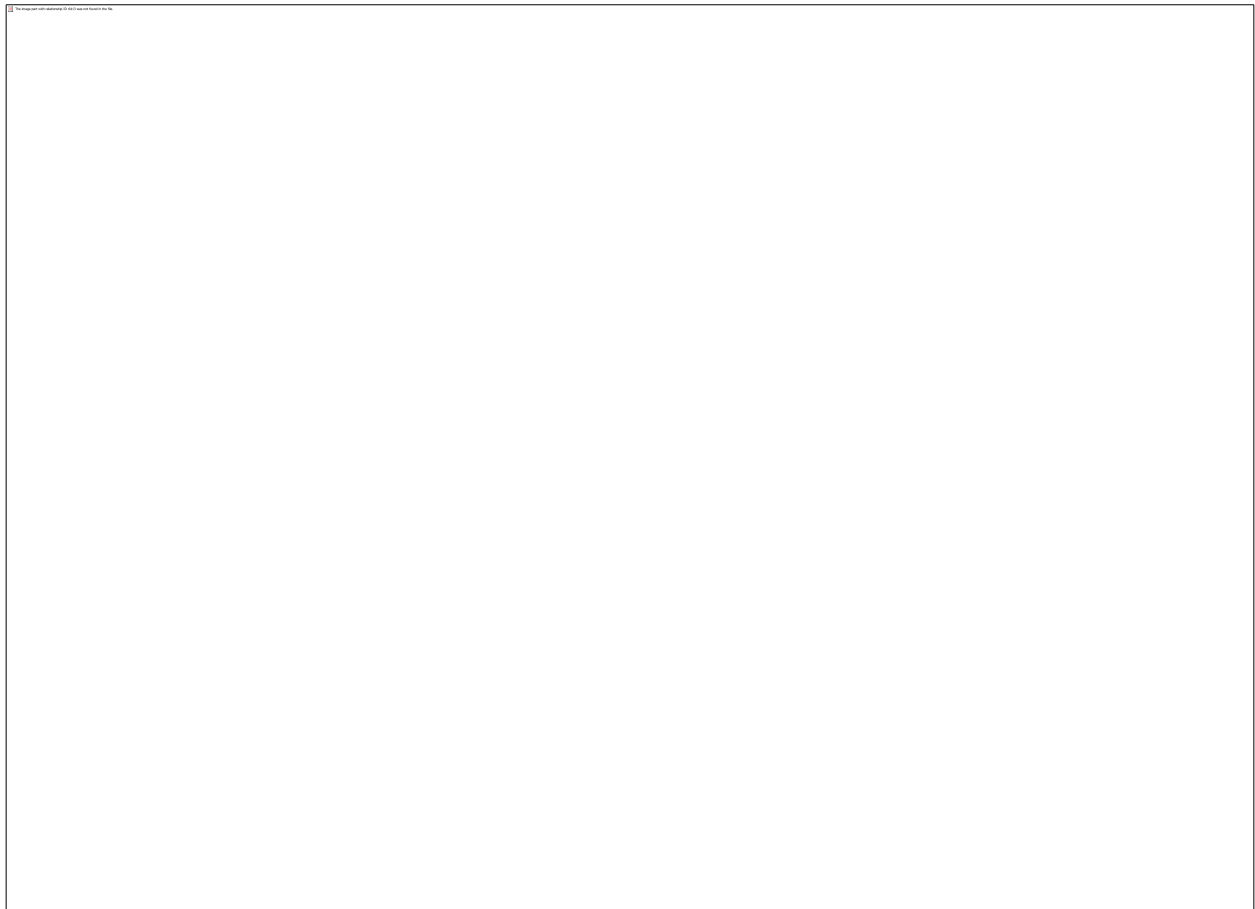
This chart illustrates the program’s expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program’s prior three year average.



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A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.



A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

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A5: Interpretation of the Program Budget Information

-All of our digital cameras are 10 years old and need to be replaced. Technology has advanced and six cameras use antiquated technology.

-There are two downdraft kilns listed while we have only one and it is eight years old and needs to be replaced.

-Many of our existing computers are too old to support current software.

-Scanners are old and need to be replaced.

-Printers are old and need to be replaced.

*It is important to have up to date and current hardware and software to enhance student learning.

Our supply budget has gone down reflecting the loss of some sections.

The increase in full time faculty costs over the past four years reflect the hiring of one new full time faculty member.

THIS IS ALL INVENTORY INTERPRETATION

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B1a: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
MSP314011160 Megalight 31x40	M & R Sales & S	34080	793	4/28/2005	6	2,413	N00011601	040560370M
Downdraft Kiln	Geil Kilns	34080	793	6/16/2003	8	6,301	N00003336	N/A
36 x 48 Digitizer (16 button)	TukaTech, Inc.	37310	129	6/27/2007	4	2,681	N00018355	10042628
Optiplex 745 Per Quote 3636184	Dell Computer C	37310	129	7/10/2007	4	1,118	N00018308	6CKQ3D1
Bernira Sewing Machine Model	Baron's Fabrics I	37310	129	1/29/2007	4	1,144	N00018145	42107214
Bernira Sewing Machine Model	Baron's Fabrics I	37310	129	1/29/2007	4	1,144	N00018146	41363189
Bernira Sewing Machine Model	Baron's Fabrics I	37310	129	1/29/2007	4	1,144	N00018147	43065504
Professional Ironing System	Baron's Fabrics I	37310	129	1/29/2007	4	1,716	N00018148	60706
Global Women's Full Body with	Vecchiarelli Bros	37310	129	2/13/2007	4	1,287	N00018141	
BB10107097/11620 Epson GT 150	Best Buy Compa	37310	129	6/18/2007	4	1,184	N00018259	E4Q0007167
C635011 UCM Epson Stylus Pro 3	Digital Art Suppli	37310	129	6/18/2007	4	1,416	N00018285	01001JW7314041
Juki Model MF7823 Juki Cylind	Art & Jenny Sewi	37310	129	6/18/2007	4	3,105	N00018659	8M4XJ21119
Hitachi CP-X-444 SIR LCD 3200 Lu	Troxell Communi	37310	129	6/18/2007	4	1,341	N00018263	F7A011131
Optiplex 745 Per Quote 3636184	Dell Computer C	37310	129	7/10/2007	4	1,118	N00018309	8CKQ3D1
Delta 36-715B 10 Hybrid Table S	B & R Tool & Su	34076	793	1/15/2008	3	976	N00018419	301172
Downdraft Kiln	Geil Kilns	34076	793	6/16/2003	8	8,914	N00003336	N/A
Canon HV20 High Definition Vid	Samy's Camera	30090	111	6/18/2007	4	1,180	N00018299	6.52447E+11
Laptop Computer Dell Inspiron 9	Dell Computer C	30090	12819	1/22/2007	4	1,651	N00018068	F8S42C1
Epson Stylus 4800 Printer	Samy's Camera	30090	12845	2/20/2007	4	1,859	N00018074	GK7E022197
Nikon D200	Samy's Camera	30090	12845	2/20/2007	4	1,678	N00018353	3132179
Epson Stylus 4800 Printer	Samy's Camera	30090	12845	11/21/2006	5	1,859	N00018354	GK7E022392
Epson Stylus 4800 Printer	Samy's Camera	30090	12845	11/21/2006	5	1,859	N00018075	GK7E02230
Nikon Coolscan 5000	Troxell Communi	30090	111	3/28/2005	6	1,969	N00011405	222056
RC2100 Print Dryer	Samy's Camera	30090	111	7/13/2002	9	1,401	N00003239	1
iMac 800MHz TFT #Z04Q	Apple Computer	30090	111	5/29/2002	9	2,303	N00003184	QT219Z0AMD
Olympus E-10 Digital Camera Se	Samy's Camera	36030	121	6/5/2001	10	500	N00002840	1053474
Olympus E-10 Digital Camera Se	Samy's Camera	36030	121	6/5/2001	10	500	N00002841	1053476
Powerbook	Apple Computer	30099	12807	12/22/2005	6	2,508	N00011739	W85500522X2
Apple Computer	Apple Computer	30099	12807	12/22/2005	6	1,582	N00011740	W8549H4XTAT
TC-901024 Portable Multimedid	Troxell Communi	34077	793	2/5/2002	9	3,859	N00003048	
Olympus E-10 Digital Camera Se	Samy's Camera	34077	793	6/5/2001	10	1,076	N00002840	1053474
Olympus E-10 Digital Camera Se	Samy's Camera	34077	793	6/5/2001	10	1,076	N00002841	1053476
Equipment -Instructional	Kreonite Photogr	36030	121	1/24/2001	10	10,669	N00003116	
Olympus E-10 Digital Camera Se	Samy's Camera	36030	121	6/5/2001	10	307	N00002840	1053474
Olympus E-10 Digital Camera Se	Samy's Camera	36030	121	6/5/2001	10	307	N00002841	1053476

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B1b: Photography Inventory

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
Apple Computer	Apple Computer	30099	12807	12/22/2005	6	1,582	N00011740	W8549H4XTAT
Powerbook	Apple Computer	30099	12807	12/22/2005	6	2,508	N00011739	W8550052ZX2
TC-901024 Portable Multimedid	Troxell Communi	34077	793	2/5/2002	9	3,859	N00003048	
Olympus E-10 Digital Camera Se	Samy's Camera	34077	793	6/5/2001	10	1,076	N00002841	1053476
Olympus E-10 Digital Camera Se	Samy's Camera	34077	793	6/5/2001	10	1,076	N00002840	1053474
Olympus E-10 Digital Camera Se	Samy's Camera	36030	121	6/5/2001	10	307	N00002841	1053476
Olympus E-10 Digital Camera Se	Samy's Camera	36030	121	6/5/2001	10	307	N00002840	1053474
Equipment -Instructional	Kreonite Photogr	36030	121	1/24/2001	10	10,669	N00003116	
						21,384		

B2: Interpretation of the Program Inventory Information

-Much of the photograph equipment is old and needs to be replaced. Technology moves quickly and equipment is out of date within four years. There are computers that are six years old and digital cameras that are 10 years old.

*It is important to have up to date and current to enhance student learning.

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C1: Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4 th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = $400/525 = 0.762$ FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments). The current practice is not to assign FTE. Example: if census > 60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

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C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The “3 Year Average” was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The “FY11 College” percentages are included to provide a benchmark to compare the program’s percentages.

Art

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	250	278	236	255	220	-14%	-13%
Census	3,269	3,666	3,811	3,582	3,648	2%	-2%
FTES	504	557	564	542	538	-1%	-1%
FT Faculty	3.17	3.38	2.85	3.13	3.95	26%	5%
PT Faculty	12.33	11.91	11.85	12.03	10.06	-16%	-12%
XL Faculty	0.25	0.55	0.95	0.58	1.10	89%	29%
Total Faculty	15.74	15.83	15.65	15.74	15.11	-4%	2%
WSCH	480	528	541	517	534	3%	-2%

Multimedia

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	9	10	11	10	11	10%	-12%
Census	195	225	233	218	230	6%	0%
FTES	32	37	40	36	38	3%	-1%
FT Faculty	0.30	0.30	0.75	0.45	0.75	67%	3%
PT Faculty	0.90	1.05	0.75	0.90	0.60	-33%	-11%
XL Faculty	-	-	-	-	-	0%	5%
Total Faculty	1.20	1.35	1.50	1.35	1.35	0%	-4%
WSCH	400	411	400	400	422	6%	3%

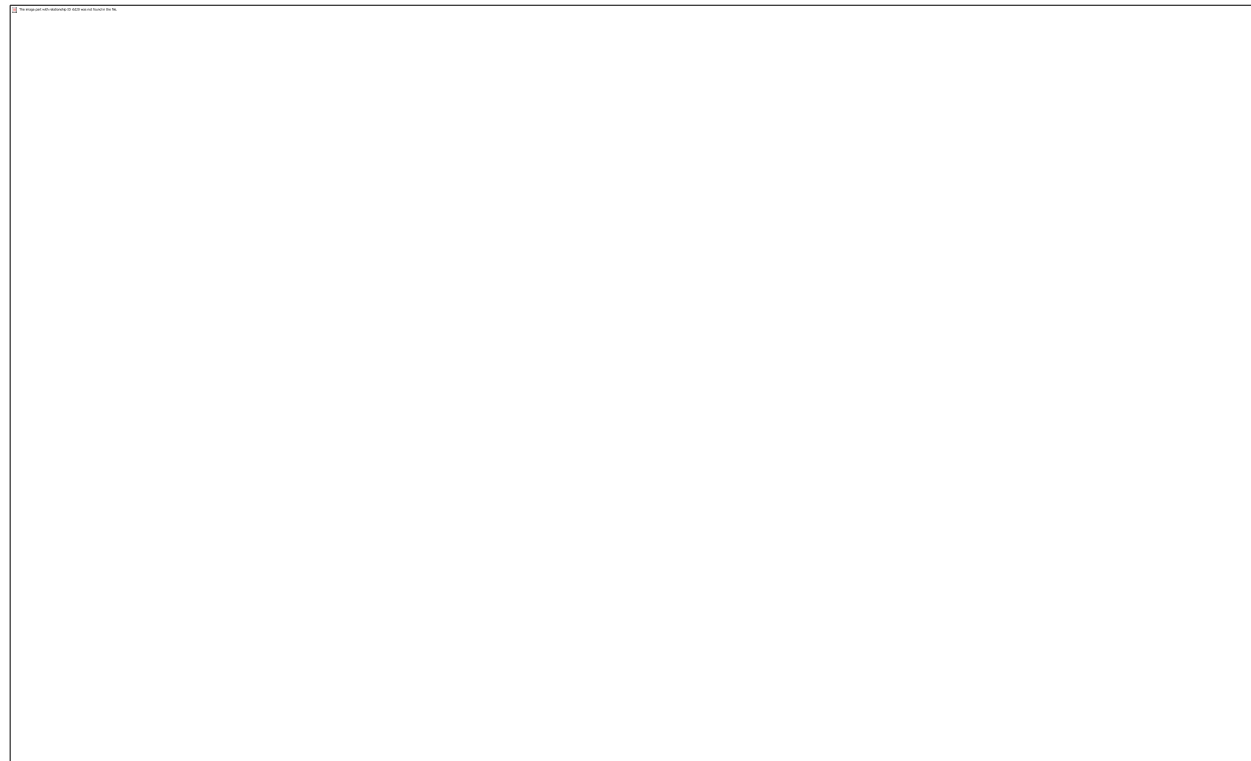
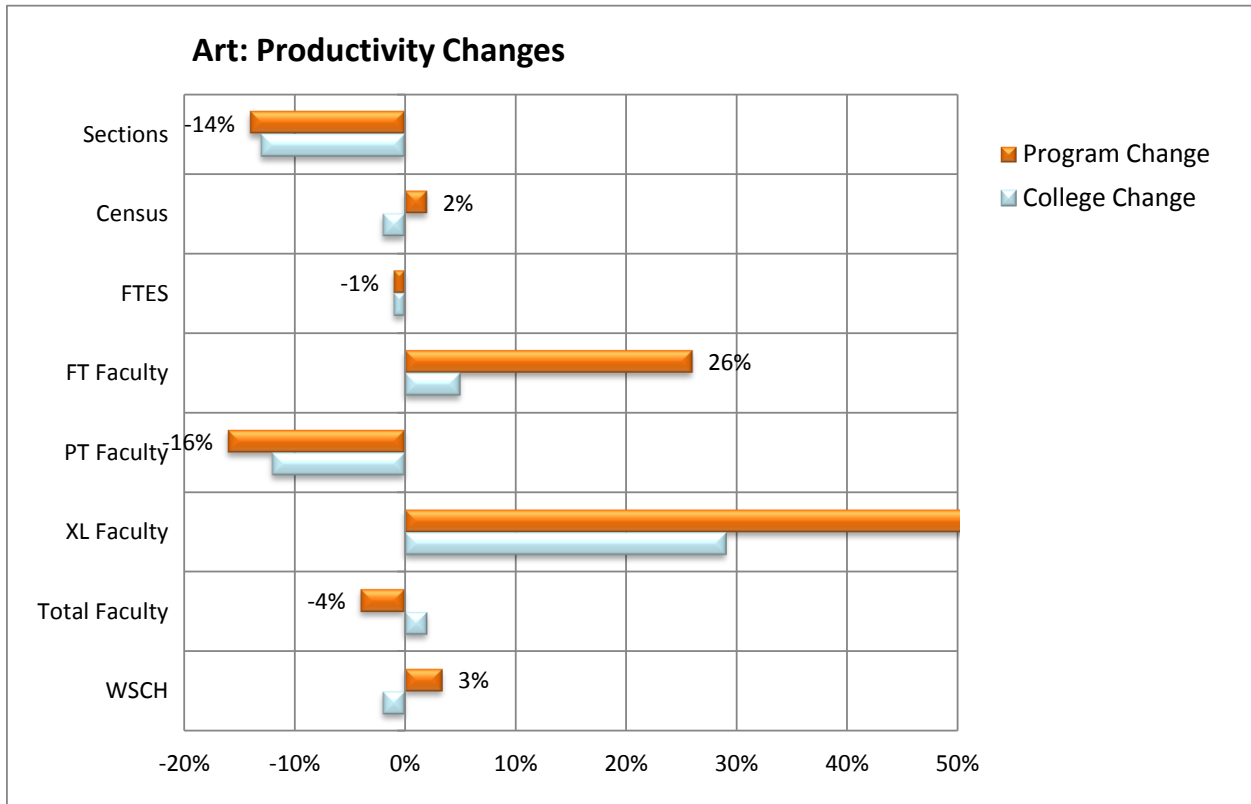
Photography

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	40	40	37	39	30	-23%	-12%
Census	676	760	685	707	602	-15%	0%
FTES	128	142	128	133	115	-14%	-1%
FT Faculty	0.98	1.25	1.25	1.16	1.35	16%	3%
PT Faculty	3.55	3.14	2.65	3.11	2.20	-29%	-11%
XL Faculty	-	-	-	-	-	0%	5%
Total Faculty	4.53	4.38	3.90	4.27	3.55	-17%	-4%
WSCH	424	486	492	467	486	4%	3%

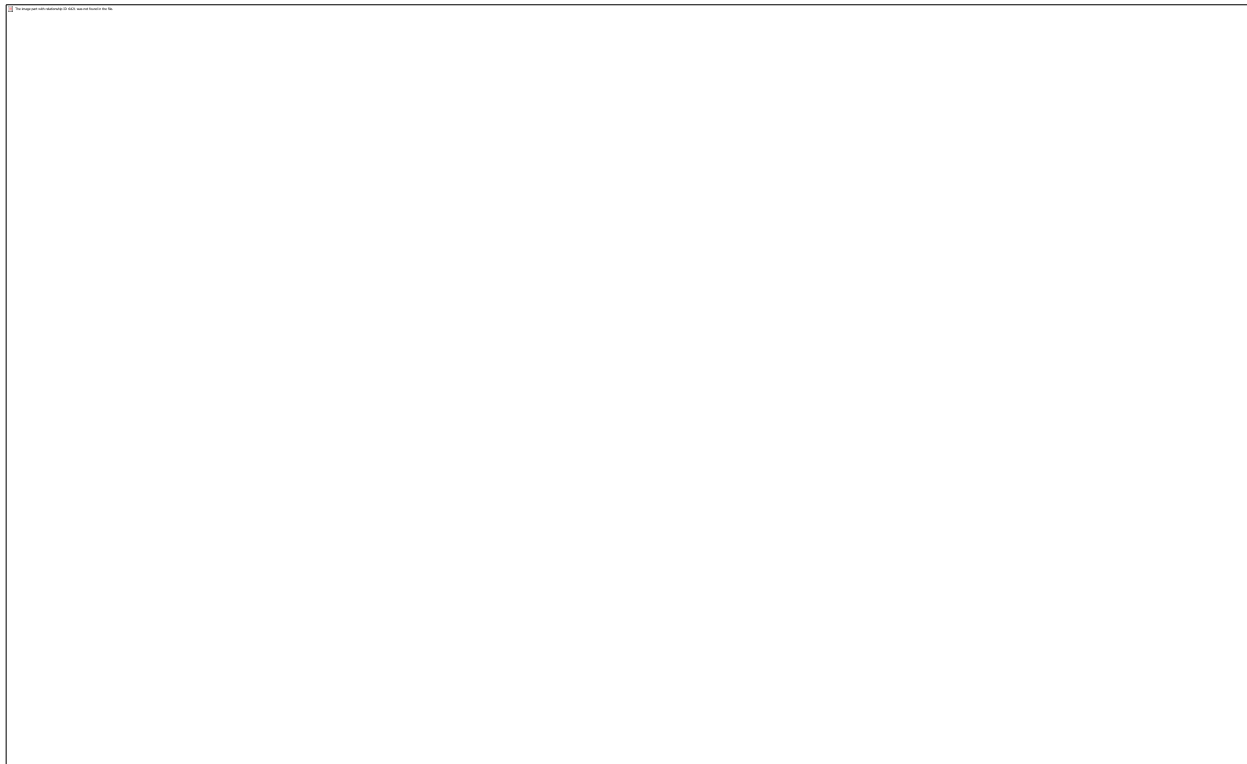
C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program’s change in productivity and includes the data label. The second bar represents the college’s change in productivity.

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C4: Interpretation of the Program Productivity Information

Although we are down 14% in art sections we have been able to maintain enrollment and are down only 1%.

Our core required classes all close which indicates a need for additional sections.

Our art appreciation classes fill and often are XL which suggests the need for more sections.

The data does not reflect the fact that we have never replaced two retired faculty and are losing a third at the end of this year.

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D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.

District WSCH Ratio = WSCH / (PT FTE + FT FTE).

Art

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
ARTV01	Art Appreciation	660	811	922	794	997	26%	600	166%
ARTV02A	History of Western Art I	555	608	735	633	615	-3%	600	103%
ARTV02B	History of Western Art II	330	293	548	390	570	46%	600	95%
ARTV02C	Intro to Non-Western Art	-	300	585	442	-	-100%	600	0%
ARTV04	Introduction Renaissance Art	225	510	-	368	1,050	186%	600	175%
ARTV05	Introduction to American Art	210	-	720	465	525	13%	600	88%
ARTV06	Introduction to Modern Art	465	345	-	405	1,020	152%	600	170%
ARTV07	Intro to Women in the Arts	465	-	630	548	450	-18%	600	75%
ARTV09	Modern Latin American Art	-	630	480	557	-	-100%	600	0%
ARTV10	Gallery Technology & Mgmt	120	320	180	207	300	45%	600	50%
ARTV11A	Color & Design: 2D Design	444	517	449	469	541	16%	600	90%
ARTV11B	Color&Design:Theory&Practice	409	535	382	425	538	27%	600	90%
ARTV12A	Drawing & Composition I	487	550	537	524	552	5%	600	92%
ARTV12B	Drawing&Composition II	486	531	519	514	484	-6%	600	81%
ARTV13A	Life Drawing I	440	487	509	479	477	0%	600	79%
ARTV13B	Life Drawing II	438	520	509	491	475	-3%	600	79%
ARTV13C	Life Drawing III	465	484	510	482	436	-10%	600	73%
ARTV15A	Life Painting I	320	460	410	402	360	-11%	600	60%
ARTV15B	Life Painting II	320	460	406	379	360	-5%	600	60%
ARTV15C	Life Painting III	-	460	415	429	360	-16%	600	60%
ARTV16A	Beginning Oil Painting I	429	426	481	445	444	0%	600	74%
ARTV16B	Beginning Oil Painting II	325	491	502	437	390	-11%	600	65%
ARTV18A	Figure Illustration I	520	440	520	498	480	-4%	600	80%
ARTV18B	Figure Illustration II	520	440	-	469	-	-100%	600	0%
ARTV19	Three-Dimensional Design	410	370	570	450	470	4%	600	78%
ARTV20A	Intermediate Oil Painting I	316	414	474	414	407	-2%	600	68%
ARTV20B	Intermediate Oil Painting II	420	407	462	422	424	1%	600	71%
ARTV20C	Prof. Practices in Painting	-	533	539	536	380	-29%	600	63%
ARTV24	Collage and Assemblage	340	-	-	340	-	-100%	600	0%
ARTV25A	Beginning Sculpture I	542	532	622	566	422	-25%	600	70%
ARTV25B	Beginning Sculpture II	533	473	621	532	500	-6%	600	83%
TOTAL	Annual District WSCH Ratio	486	546	575	535	575	7%	600	96%

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
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Art

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
ARTV26A	Intermediate Sculpture I	560	511	637	571	500	-12%	600	83%
ARTV26B	Intermediate Sculpture II	533	-	540	534	500	-6%	600	83%
ARTV27	Metal Art Sculpture	660	393	375	411	-	-100%	600	0%
ARTV28A	Graphic Communications I	360	320	380	354	340	-4%	600	57%
ARTV28B	Graphic Communications II	360	320	380	354	340	-4%	600	57%
ARTV28C	Graphic Communications III	360	320	-	339	-	-100%	600	0%
ARTV31A	Head Drawing I	520	540	540	533	440	-17%	600	73%
ARTV31B	Head Drawing II	520	540	540	535	440	-18%	600	73%
ARTV32A	Ink Techniques I	289	393	542	425	505	19%	600	84%
ARTV32B	Ink Techniques II	260	400	585	393	460	17%	600	77%
ARTV33A	Intermediate Head Drawing I	520	540	540	532	440	-17%	600	73%
ARTV33B	Intermediate Head Drawing II	-	-	-	-	440	0%	600	73%
ARTV36A	Head Painting I	420	460	280	392	300	-23%	600	50%
ARTV36B	Head Painting II	420	460	280	367	300	-18%	600	50%
ARTV37A	Watercolor Painting I	332	378	512	409	448	10%	600	75%
ARTV37B	Watercolor Painting II	351	388	480	400	479	20%	600	80%
ARTV38	Landscape Painting	448	452	570	481	526	9%	600	88%
ARTV39A	Intermediate Head Painting I	-	460	-	460	-	-100%	600	0%
ARTV39B	Intermediate Head Painting II	-	460	280	408	-	-100%	600	0%
ARTV40A	Intermed Watercolor Painting I	463	405	460	437	517	18%	600	86%
ARTV40B	Intermed Watercolor Paintng II	-	392	528	444	419	-6%	600	70%
ARTV41A	Relief Printmaking I	340	320	276	319	348	9%	600	58%
ARTV41B	Relief Printmaking II	340	320	-	323	280	-13%	600	47%
ARTV42A	Intaglio Printmaking I	340	320	342	336	460	37%	600	77%
ARTV42B	Intaglio Printmaking II	-	-	420	420	348	-17%	600	58%
ARTV43A	Silkscreen Printmng I	490	580	577	549	403	-27%	600	67%
ARTV43B	Silkscreen Printmng II	483	580	600	558	378	-32%	600	63%
ARTV42B	Intaglio Printmaking II	-	-	420	420	348	-17%	600	58%
ARTV43A	Silkscreen Printmng I	490	580	577	549	403	-27%	600	67%
ARTV43B	Silkscreen Printmng II	483	580	600	558	378	-32%	600	63%
TOTAL	Annual District WSCH Ratio	486	546	575	535	575	7%	600	96%

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
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Art

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
ARTV44A	Lithography I	340	320	420	358	460	29%	600	77%
ARTV44B	Lithography II	-	320	-	320	460	44%	600	77%
ARTV44C	Lithography: Intro to Color	-	320	-	320	280	-13%	600	47%
ARTV45A	Inter Silkscreen Printmaking I	492	580	564	548	436	-20%	600	73%
ARTV45B	Inter Silkscreen Printmakng II	495	580	591	548	480	-12%	600	80%
ARTV46A	Beginning Acrylic Painting I	453	443	498	466	442	-5%	600	74%
ARTV46B	Beginning Acrylic Painting II	343	424	533	405	415	2%	600	69%
ARTV47A	Intermed Acrylic Painting I	367	426	535	397	424	7%	600	71%
ARTV47B	Intermed Acrylic Painting II	388	392	560	395	480	21%	600	80%
ARTV48	Introduction to Printmaking	340	320	308	319	374	17%	600	62%
ARTV49	Commercial Art Portfolio Dvlmt	-	440	400	419	-	-100%	600	0%
ARTV51A	Beginning Ceramics I	541	565	547	551	532	-3%	600	89%
ARTV51B	Beginning Ceramics II	549	578	566	564	544	-4%	600	91%
ARTV52A	Ceramic Design I	550	579	604	572	563	-1%	600	94%
ARTV52B	Ceramic Design II	587	600	598	595	586	-1%	600	98%
ARTV53A	Ceramic Glaze Theory I	280	317	174	239	400	67%	600	67%
ARTV53B	Ceramic Glaze Theory II	280	334	235	289	400	38%	600	67%
ARTV53C	Ceramic Glaze Theory III	280	340	301	312	400	28%	600	67%
ARTV54A	Raku,Saggar&Primitive Firing I	540	480	-	512	-	-100%	600	0%
ARTV54B	Raku,Saggar&PrimitiveFiring II	540	480	-	498	-	-100%	600	0%
ARTV55A	Ceramic Decorating I	300	480	360	377	460	22%	600	77%
ARTV55B	Ceramic Decorating II	300	480	360	393	460	17%	600	77%
ARTV71	Computer Graphics & Design I	470	440	490	467	320	-31%	600	53%
ARTV72	Computer Graphics & Design II	360	380	360	367	220	-40%	600	37%
ARTV73	Digital Imaging	274	360	400	351	-	-100%	600	0%
ARTV74A	Digital Painting I	400	440	440	427	480	12%	600	80%
ARTV74B	Digital Painting II	400	440	440	426	480	13%	600	80%
TOTAL	Annual District WSCH Ratio	486	546	575	535	575	7%	600	96%

Multimedia

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
MMV10	Introduction to Multimedia	-	-	500	500	400	-20%	300	133%
MMV20	Visual Design for Multimedia	-	340	350	347	480	38%	300	160%
MMV74A	Adobe Photoshop I	430	450	410	431	423	-2%	300	141%
MMV74B	Adobe Photoshop II	370	440	480	401	460	15%	300	153%
MMV80	Project-based Web Developmen	460	300	340	367	440	20%	300	147%
MMV82	Vector-Based Animation	300	400	360	353	320	-9%	300	107%
TOTAL	Annual District WSCH Ratio	403	415	398	405	419	3%	300	140%

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Photography

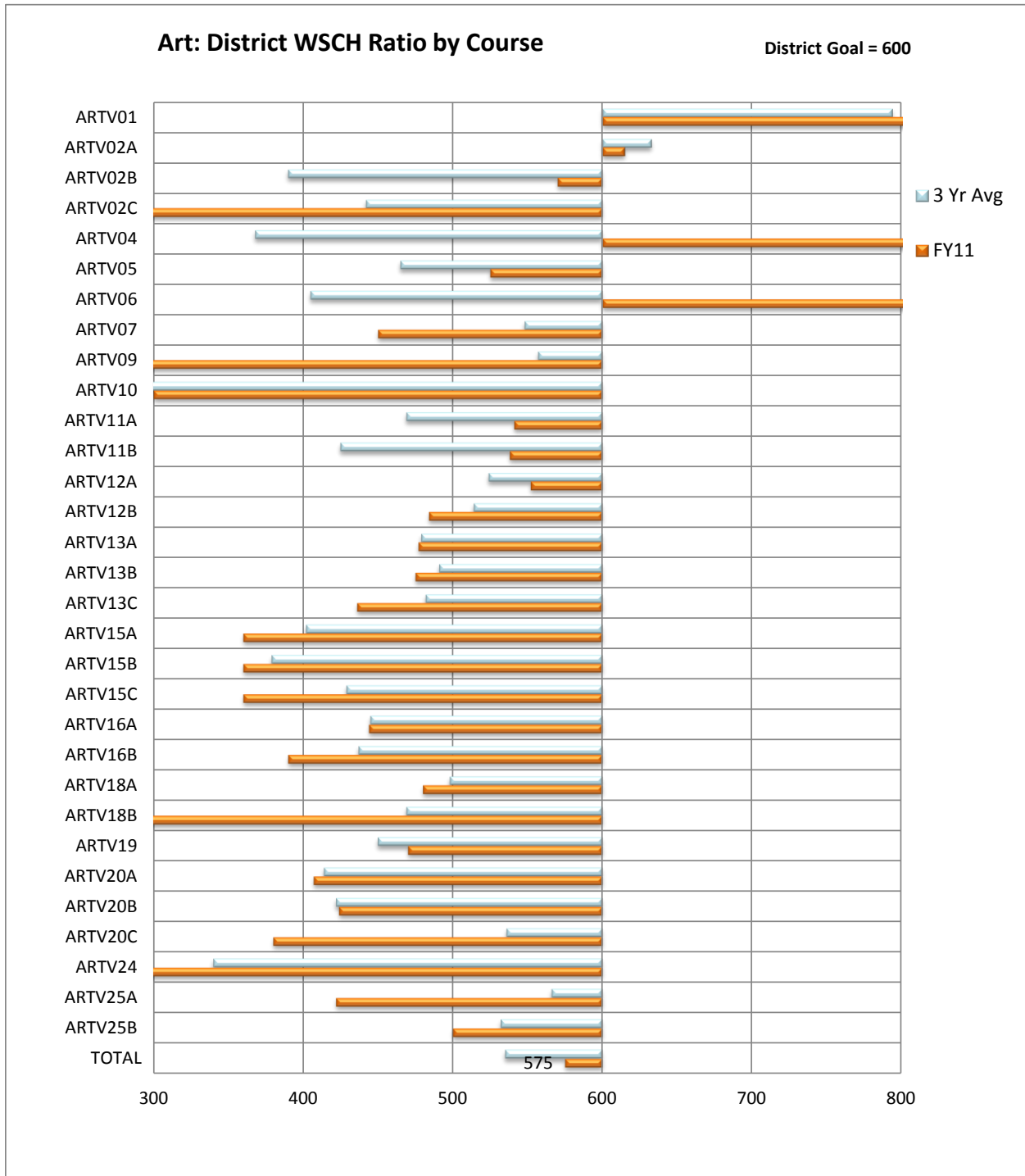
District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
PHOTV01	Beginning Photography	424	497	508	473	512	8%	450	114%
PHOTV02	Photo with Digital Techniques	545	570	505	540	510	-6%	450	113%
PHOTV04A	Intermediate Photography I	453	503	492	482	444	-8%	450	99%
PHOTV04B	Intermediate Photography II	426	468	497	466	421	-10%	450	93%
PHOTV06A	Intro to Color Photography I	360	270	327	311	340	9%	450	76%
PHOTV06B	Intro to Color Photography II	260	340	360	320	240	-25%	450	53%
PHOTV07	History of Photography	330	600	720	550	675	23%	450	150%
PHOTV08	Portrait Photography	290	480	480	385	540	40%	450	120%
PHOTV09A	Applied Photography I	400	420	440	422	360	-15%	450	80%
PHOTV09B	Applied Photography II	400	420	440	412	-	-100%	450	0%
PHOTV73	Digital Imaging	320	360	400	354	-	-100%	450	0%
PHOTV90	Directed Studies:Photography	-	-	-	-	-	0%	450	0%
TOTAL	Annual District WSCH Ratio	424	487	491	466	485	4%	450	108%

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D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.

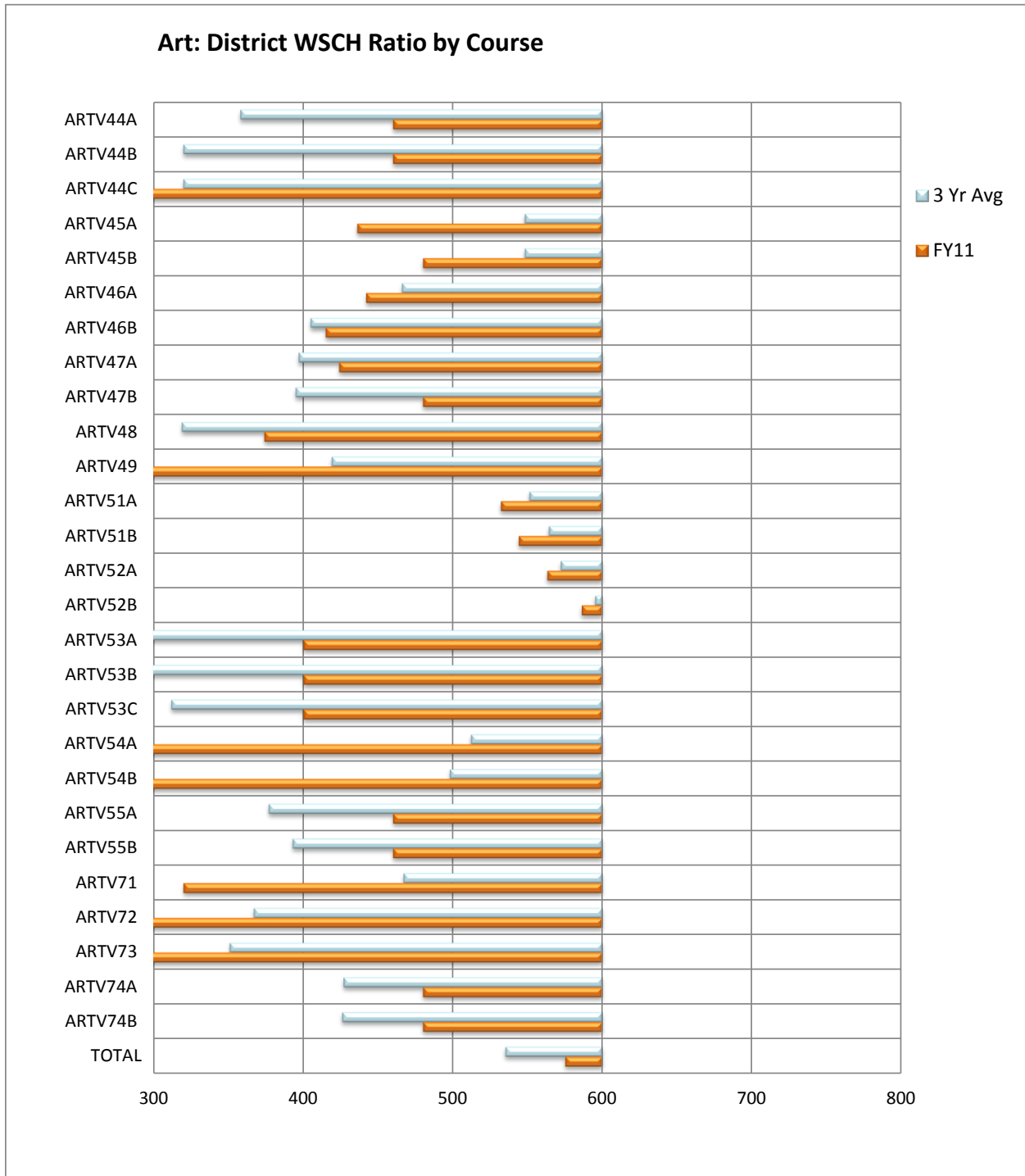
Art (Art, Art History, Ceramics, Drawing, Multimedia, Painting, Photography) Program Review 2011-2012



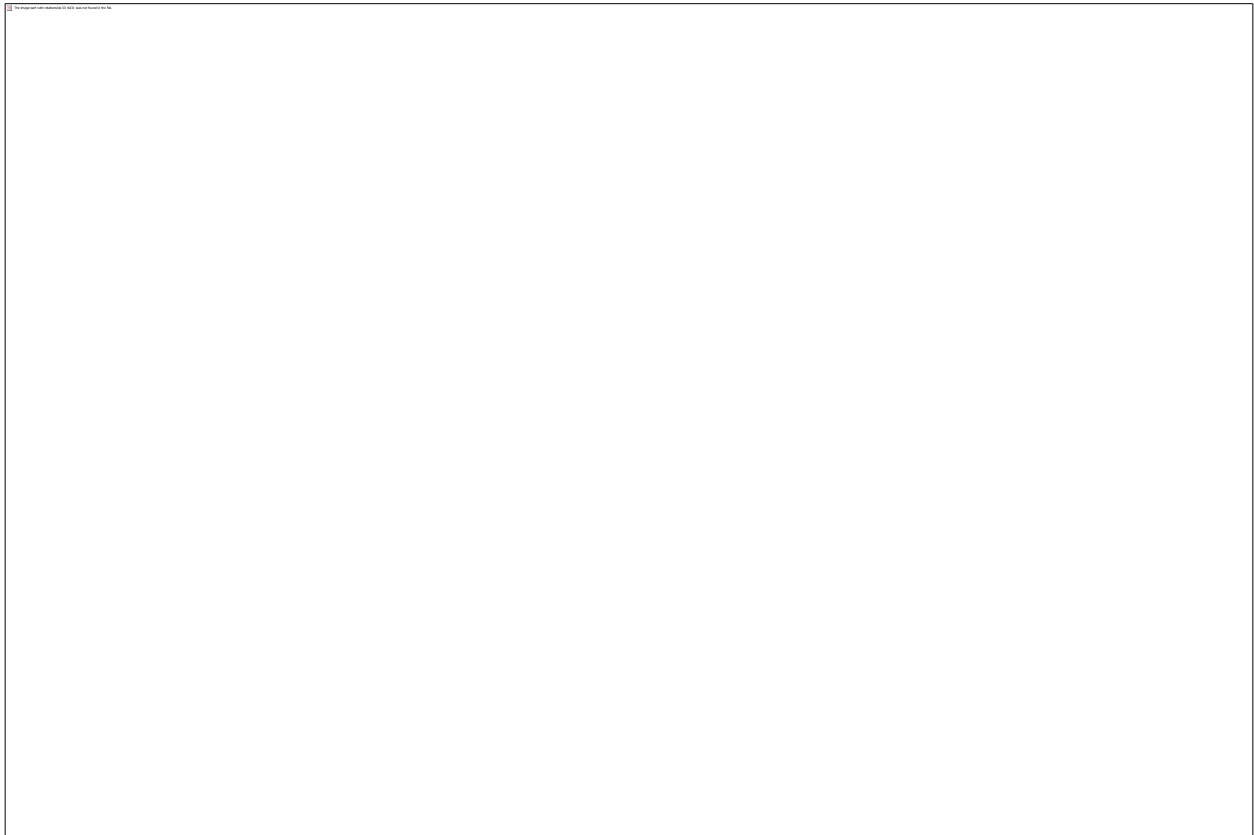
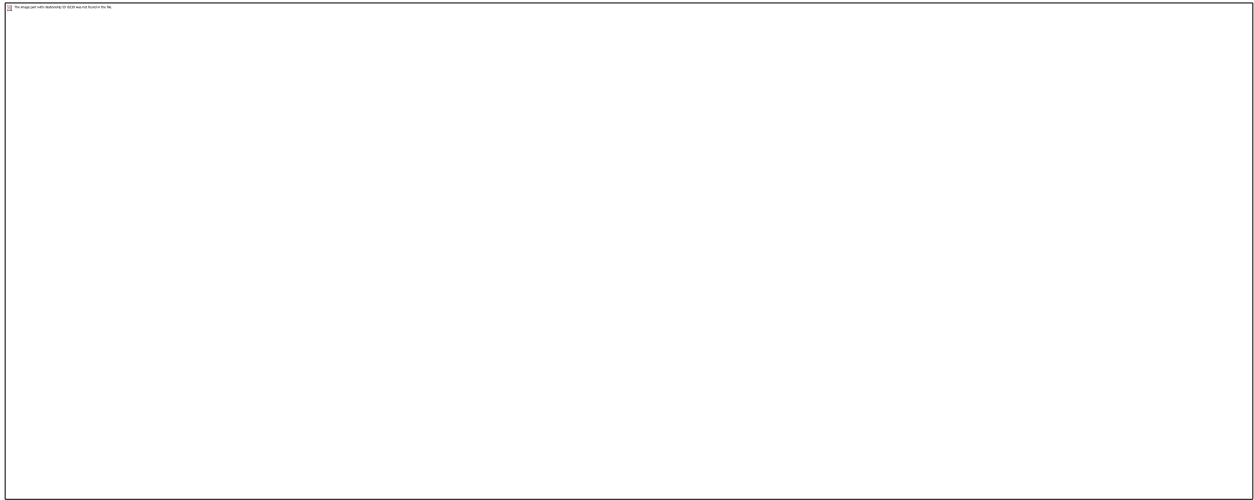
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D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

Art

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
ARTV01	Art Appreciation	604	669	668	649	686	6%	600	114%
ARTV02A	History of Western Art I	555	608	735	633	615	-3%	600	103%
ARTV02B	History of Western Art II	330	293	548	390	570	46%	600	95%
ARTV02C	Intro to Non-Western Art	-	300	585	442	-	-100%	600	0%
ARTV04	Introduction Renaissance Art	225	510	-	368	700	90%	600	117%
ARTV05	Introduction to American Art	210	-	720	465	525	13%	600	88%
ARTV06	Introduction to Modern Art	465	345	-	405	680	68%	600	113%
ARTV07	Intro to Women in the Arts	465	-	630	548	450	-18%	600	75%
ARTV09	Modern Latin American Art	-	630	480	557	-	-100%	600	0%
ARTV10	Gallery Technology & Mgmt	120	320	180	207	300	45%	600	50%
ARTV11A	Color & Design: 2D Design	444	517	449	469	541	16%	600	90%
ARTV11B	Color&Design:Theory&Practice	409	535	382	425	538	27%	600	90%
ARTV12A	Drawing & Composition I	487	550	537	524	552	5%	600	92%
ARTV12B	Drawing&Composition II	486	531	519	514	484	-6%	600	81%
ARTV13A	Life Drawing I	440	487	509	479	477	0%	600	79%
ARTV13B	Life Drawing II	438	520	509	491	475	-3%	600	79%
ARTV13C	Life Drawing III	465	484	510	482	436	-10%	600	73%
ARTV15A	Life Painting I	320	460	410	402	360	-11%	600	60%
ARTV15B	Life Painting II	320	460	406	379	360	-5%	600	60%
ARTV15C	Life Painting III	-	460	415	429	360	-16%	600	60%
ARTV16A	Beginning Oil Painting I	429	426	481	445	444	0%	600	74%
ARTV16B	Beginning Oil Painting II	325	491	502	437	390	-11%	600	65%
ARTV18A	Figure Illustration I	520	440	520	498	480	-4%	600	80%
ARTV18B	Figure Illustration II	520	440	-	469	-	-100%	600	0%
ARTV19	Three-Dimensional Design	410	370	570	450	470	4%	600	78%
ARTV20A	Intermediate Oil Painting I	316	414	474	414	407	-2%	600	68%
ARTV20B	Intermediate Oil Painting II	420	407	462	422	424	1%	600	71%
ARTV20C	Prof. Practices in Painting	-	533	539	536	380	-29%	600	63%
ARTV24	Collage and Assemblage	340	-	-	340	-	-100%	600	0%
ARTV25A	Beginning Sculpture I	542	532	622	566	422	-25%	600	70%
ARTV25B	Beginning Sculpture II	533	473	621	532	500	-6%	600	83%
TOTAL	Annual College WSCH Ratio	471	509	509	497	498	0%	600	83%

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Art

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
ARTV26A	Intermediate Sculpture I	560	511	637	571	500	-12%	600	83%
ARTV26B	Intermediate Sculpture II	533	-	540	534	500	-6%	600	83%
ARTV27	Metal Art Sculpture	660	393	375	411	-	-100%	600	0%
ARTV28A	Graphic Communications I	360	320	380	354	340	-4%	600	57%
ARTV28B	Graphic Communications II	360	320	380	354	340	-4%	600	57%
ARTV28C	Graphic Communications III	360	320	-	339	-	-100%	600	0%
ARTV31A	Head Drawing I	520	540	540	533	440	-17%	600	73%
ARTV31B	Head Drawing II	520	540	540	535	440	-18%	600	73%
ARTV32A	Ink Techniques I	289	393	542	425	505	19%	600	84%
ARTV32B	Ink Techniques II	260	400	585	393	460	17%	600	77%
ARTV33A	Intermediate Head Drawing I	520	540	540	532	440	-17%	600	73%
ARTV33B	Intermediate Head Drawing II	-	-	-	-	440	0%	600	73%
ARTV34A	2D Mixed Media I	494	477	-	484	-	-100%	600	0%
ARTV34B	2D Mixed Media II	384	399	560	403	380	-6%	600	63%
ARTV34C	2D Mixed Media III	460	433	520	449	480	7%	600	80%
ARTV36A	Head Painting I	420	460	280	392	300	-23%	600	50%
ARTV36B	Head Painting II	420	460	280	367	300	-18%	600	50%
ARTV37A	Watercolor Painting I	332	378	512	409	448	10%	600	75%
ARTV37B	Watercolor Painting II	351	388	480	400	479	20%	600	80%
ARTV38	Landscape Painting	448	452	570	481	526	9%	600	88%
ARTV39A	Intermediate Head Painting I	-	460	-	460	-	-100%	600	0%
ARTV39B	Intermediate Head Painting II	-	460	280	408	-	-100%	600	0%
ARTV40A	Intermed Watercolor Painting I	463	405	460	437	517	18%	600	86%
ARTV40B	Intermed Watercolor Paintng II	-	392	528	444	419	-6%	600	70%
ARTV41A	Relief Printmaking I	340	320	276	319	348	9%	600	58%
ARTV41B	Relief Printmaking II	340	320	-	323	280	-13%	600	47%
ARTV42A	Intaglio Printmaking I	340	320	342	336	460	37%	600	77%
ARTV42B	Intaglio Printmaking II	-	-	420	420	348	-17%	600	58%
ARTV43A	Silkscreen Printmng I	490	580	577	549	403	-27%	600	67%
ARTV43B	Silkscreen Printmng II	483	580	600	558	378	-32%	600	63%
TOTAL	Annual College WSCH Ratio	471	509	509	497	498	0%	600	83%

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
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Art

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
ARTV44A	Lithography I	340	320	420	358	460	29%	600	77%
ARTV44B	Lithography II	-	320	-	320	460	44%	600	77%
ARTV44C	Lithography: Intro to Color	-	320	-	320	280	-13%	600	47%
ARTV45A	Inter Silkscreen Printmaking I	492	580	564	548	436	-20%	600	73%
ARTV45B	Inter Silkscreen Printmakng II	495	580	591	548	480	-12%	600	80%
ARTV46A	Beginning Acrylic Painting I	453	443	498	466	442	-5%	600	74%
ARTV46B	Beginning Acrylic Painting II	343	424	533	405	415	2%	600	69%
ARTV47A	Intermed Acrylic Painting I	367	426	535	397	424	7%	600	71%
ARTV47B	Intermed Acrylic Painting II	388	392	560	395	480	21%	600	80%
ARTV48	Introduction to Printmaking	340	320	308	319	374	17%	600	62%
ARTV49	Commercial Art Portfolio Dvlmt	-	440	400	419	-	-100%	600	0%
ARTV51A	Beginning Ceramics I	541	565	547	551	532	-3%	600	89%
ARTV51B	Beginning Ceramics II	549	578	566	564	544	-4%	600	91%
ARTV52A	Ceramic Design I	550	579	604	572	563	-1%	600	94%
ARTV52B	Ceramic Design II	587	600	598	595	586	-1%	600	98%
ARTV53A	Ceramic Glaze Theory I	280	317	174	239	400	67%	600	67%
ARTV53B	Ceramic Glaze Theory II	280	334	235	289	400	38%	600	67%
ARTV53C	Ceramic Glaze Theory III	280	340	301	312	400	28%	600	67%
ARTV54A	Raku,Sagg&Primitive Firing I	540	480	-	512	-	-100%	600	0%
ARTV54B	Raku,Sagg&PrimitiveFiring II	540	480	-	498	-	-100%	600	0%
ARTV55A	Ceramic Decorating I	300	480	360	377	460	22%	600	77%
ARTV55B	Ceramic Decorating II	300	480	360	393	460	17%	600	77%
ARTV71	Computer Graphics & Design I	470	440	490	467	320	-31%	600	53%
ARTV72	Computer Graphics & Design II	360	380	360	367	220	-40%	600	37%
ARTV73	Digital Imaging	274	360	400	351	-	-100%	600	0%
ARTV74A	Digital Painting I	400	440	440	427	480	12%	600	80%
ARTV74B	Digital Painting II	400	440	440	426	480	13%	600	80%
TOTAL	Annual College WSCH Ratio	471	509	509	497	498	0%	600	83%

Multimedia

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
MMV10	Introduction to Multimedia	-	-	500	500	400	-20%	300	133%
MMV20	Visual Design for Multimedia	-	340	350	347	480	38%	300	160%
MMV74A	Adobe Photoshop I	430	450	410	431	423	-2%	300	141%
MMV74B	Adobe Photoshop II	370	440	480	401	460	15%	300	153%
MMV80	Project-based Web Development	460	300	340	367	440	20%	300	147%
MMV82	Vector-Based Animation	300	400	360	353	320	-9%	300	107%
TOTAL	Annual College WSCH Ratio	403	415	398	405	419	3%	300	140%

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
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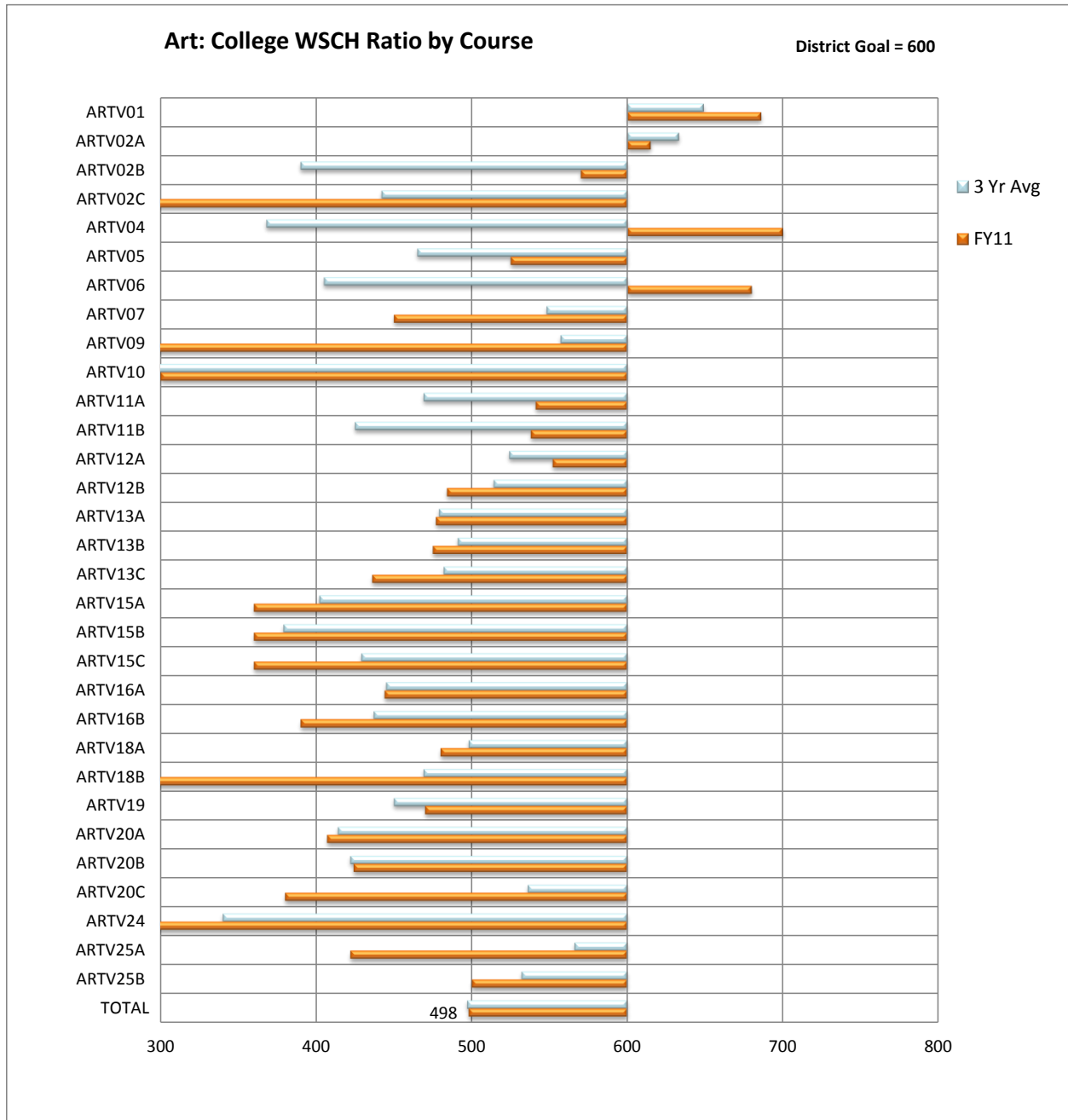
Photography

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
PHOTV01	Beginning Photography	424	497	508	473	512	8%	450	114%
PHOTV02	Photo with Digital Techniques	545	570	505	540	510	-6%	450	113%
PHOTV04A	Intermediate Photography I	453	503	492	482	444	-8%	450	99%
PHOTV04B	Intermediate Photography II	426	468	497	466	421	-10%	450	93%
PHOTV06A	Intro to Color Photography I	360	270	327	311	340	9%	450	76%
PHOTV06B	Intro to Color Photography II	260	340	360	320	240	-25%	450	53%
PHOTV07	History of Photography	330	600	720	550	675	23%	450	150%
PHOTV08	Portrait Photography	290	480	480	385	540	40%	450	120%
PHOTV09A	Applied Photography I	400	420	440	422	360	-15%	450	80%
PHOTV09B	Applied Photography II	400	420	440	412	-	-100%	450	0%
PHOTV73	Digital Imaging	320	360	400	354	-	-100%	450	0%
PHOTV90	Directed Studies:Photography	-	-	-	-	-	0%	450	0%
TOTAL	Annual College WSCH Ratio	424	487	491	466	485	4%	450	108%

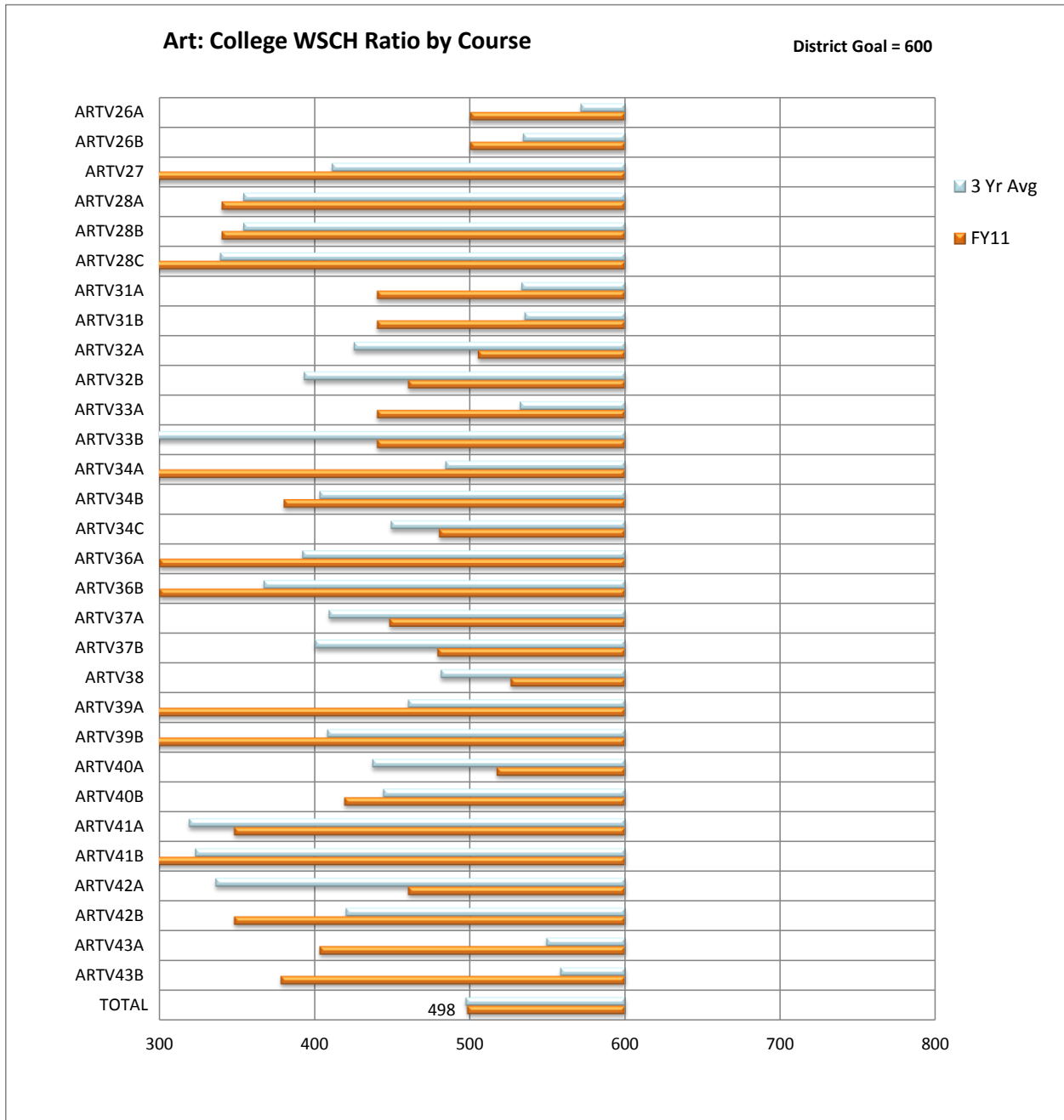
D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).

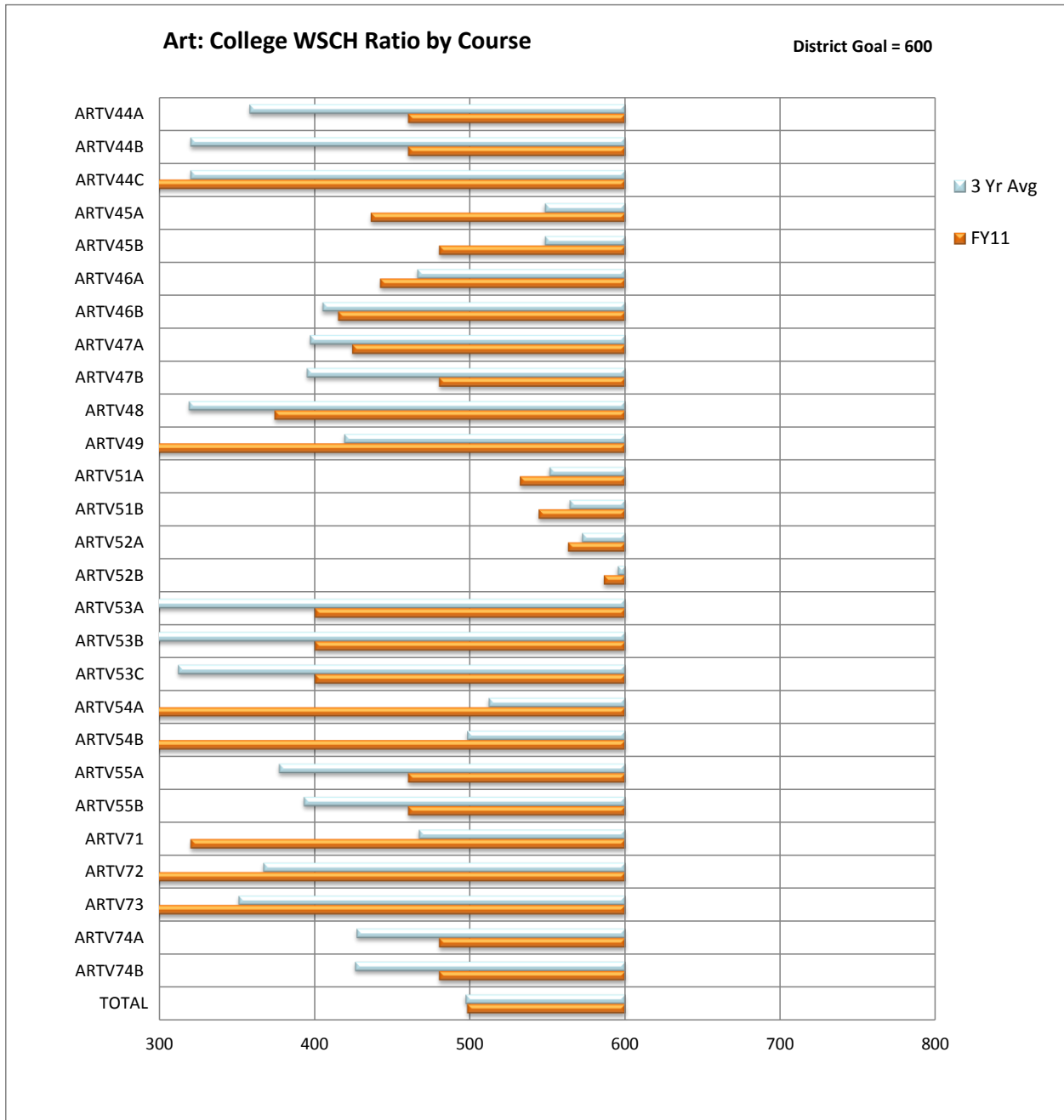
Art (Art, Art History, Ceramics, Drawing, Multimedia, Painting, Photography) Program Review 2011-2012



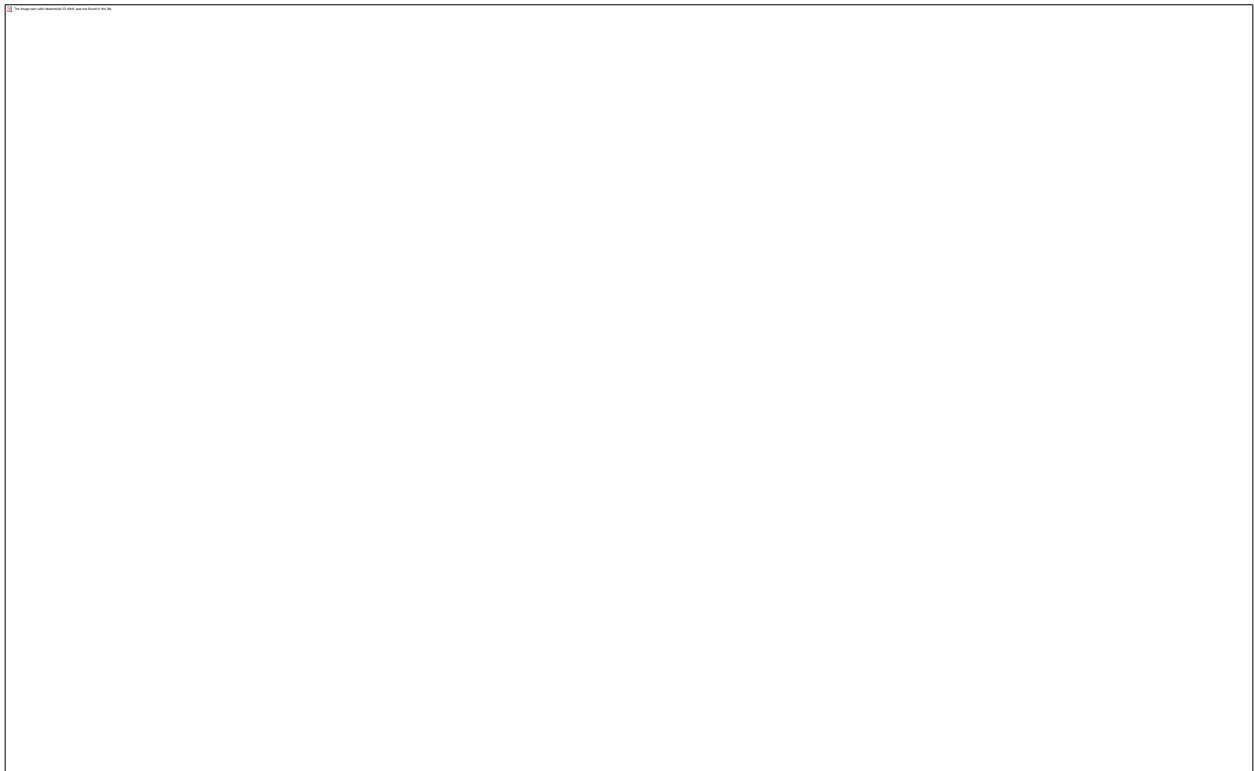
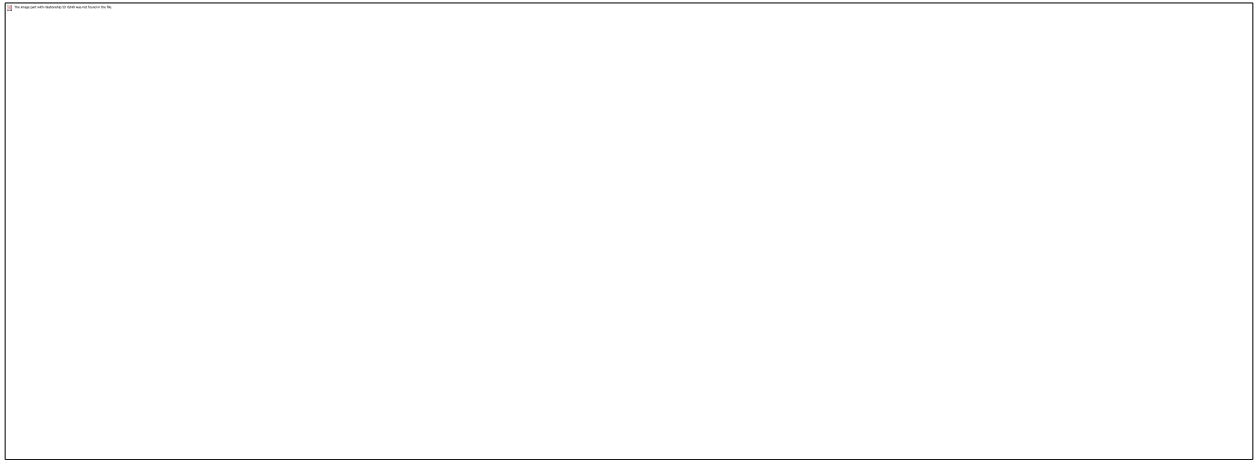
Art (Art, Art History, Ceramics, Drawing, Multimedia, Painting, Photography) Program Review 2011-2012



Art (Art, Art History, Ceramics, Drawing, Multimedia, Painting, Photography) Program Review 2011-2012



**Art (Art, Art History, Ceramics, Drawing, Multimedia,
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D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6: Interpretation of the Program Course Productivity Information

Art appreciation far exceeds the district goal of 600.

Most of art history comes near or exceeds the district goal.

For studio art classes there is an enrollment cap of 25 which makes the district goal of 600 unrealistic. The drawing and design classes are currently full and running at capacity. High enrollment suggests the need for more sections of these classes which are required for all art majors and fulfills the transfer art requirement for non-majors.

Data for studio art classes can be confusing because it does not account for cross-listed sections. e.g. ART V 16A and ART V 46A are each shown to each be achieving 74% of the district's 600 goal. They are in fact, one class. One CRN designates oil painting while the other, acrylic. This is true of many of our classes.

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
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E1: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The “College” success percentages are included to compare the results of the program to the results of the college.

Art

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
ART	FY08	1,221	534	317	45	123	372	540	29	3,181	2,622	2,117
ART	FY09	1,378	661	353	52	146	389	574	13	3,566	2,992	2,444
ART	FY10	1,430	697	396	32	155	413	580	11	3,715	3,133	2,555
ART	3 Year Avg	1,343	631	355	43	141	391	565	18	3,487	2,916	2,372
ART	FY11	1,298	724	402	27	192	404	481	42	3,571	3,087	2,451
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
ART	FY08	38%	17%	10%	1%	4%	12%	17%	1%		82%	67%
ART	FY09	39%	19%	10%	1%	4%	11%	16%	0%		84%	69%
ART	FY10	38%	19%	11%	1%	4%	11%	16%	0%		84%	69%
ART	3 Year Avg	39%	18%	10%	1%	4%	11%	16%	1%		84%	68%
ART	FY11	36%	20%	11%	1%	5%	11%	13%	1%		86%	69%
College	3 Year Avg	33%	19%	12%	5%	5%	10%	15%	2%		85%	68%
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review
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Multimedia

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
MM	FY08	50	40	17	1	6	25	41	3	183	141	108
MM	FY09	58	38	20	6	5	29	58	1	216	157	122
MM	FY10	69	45	37	2	3	42	31	1	230	199	153
MM	3 Year Avg	59	41	25	3	5	32	43	2	210	166	128
MM	FY11	67	46	26	-	4	29	52	-	224	172	139

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
MM	FY08	27%	22%	9%	1%	3%	14%	22%	2%		77%	59%
MM	FY09	27%	18%	9%	3%	2%	13%	27%	0%		73%	56%
MM	FY10	30%	20%	16%	1%	1%	18%	13%	0%		87%	67%
MM	3 Year Avg	28%	20%	12%	1%	2%	15%	20%	1%		79%	61%
MM	FY11	30%	21%	12%	0%	2%	13%	23%	0%		77%	62%
College	3 Year Avg	33%	19%	12%	5%	5%	10%	15%	2%		85%	68%
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

Photography

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
PHOT	FY08	367	75	36	7	10	80	89	1	665	576	485
PHOT	FY09	381	130	41	7	9	87	94	-	749	655	559
PHOT	FY10	347	125	46	5	6	65	77	1	672	595	523
PHOT	3 Year Avg	365	110	41	6	8	77	87	1	695	609	522
PHOT	FY11	295	115	35	5	8	61	75	-	594	519	450

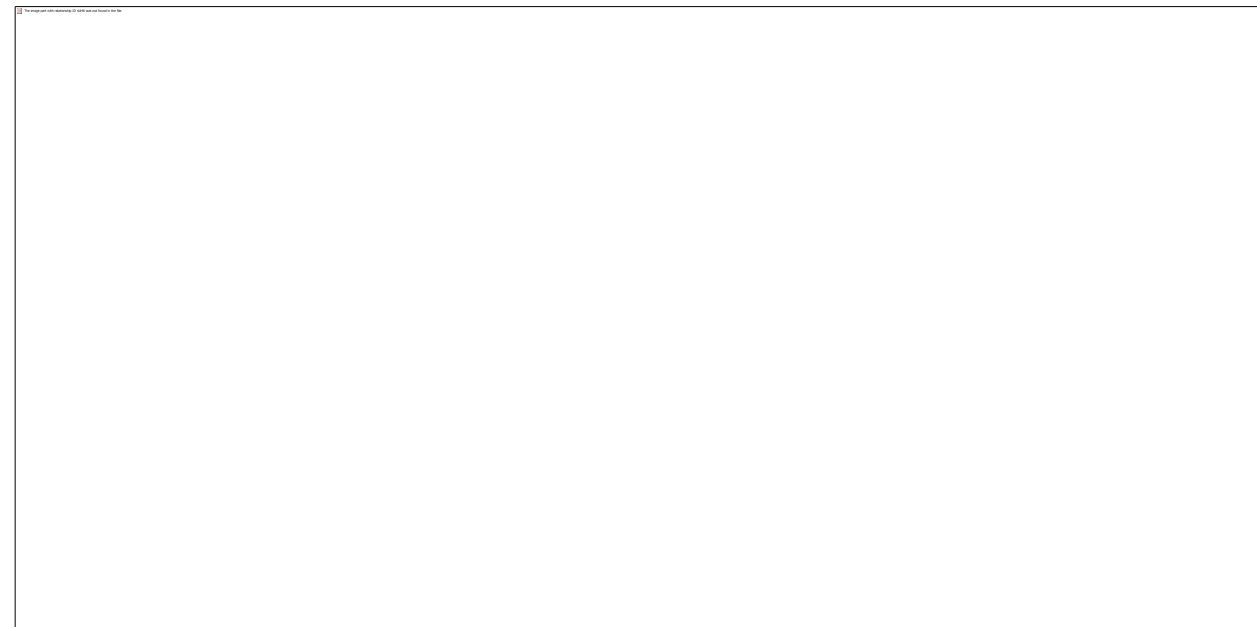
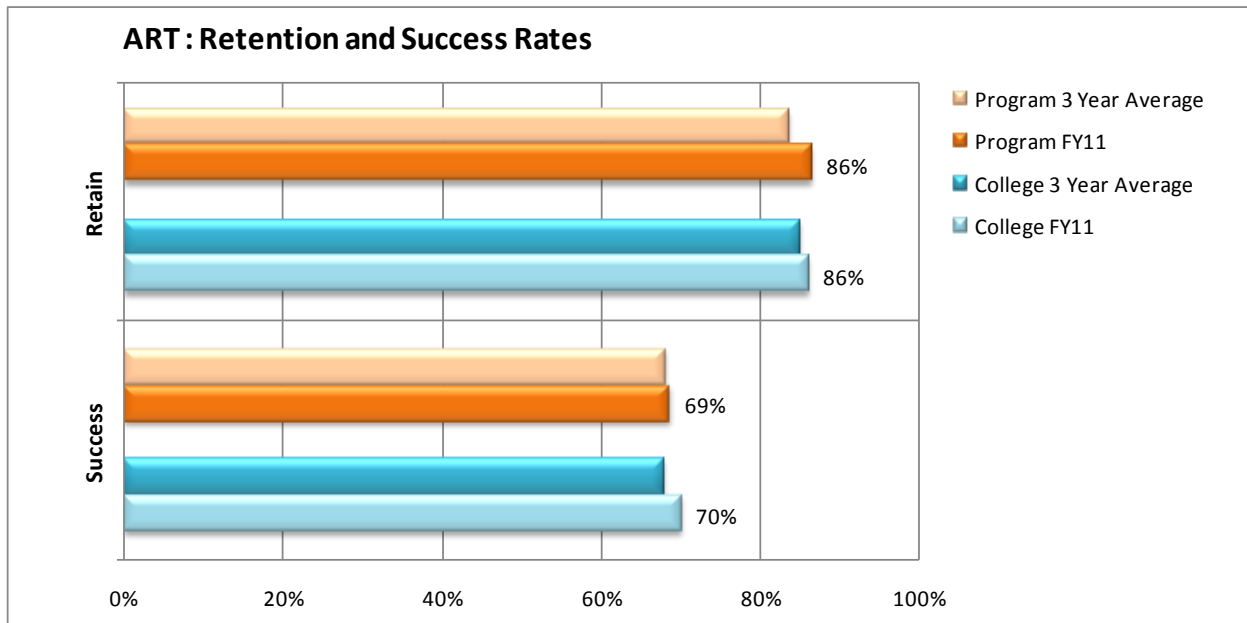
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
PHOT	FY08	55%	11%	5%	1%	2%	12%	13%	0%		87%	73%
PHOT	FY09	51%	17%	5%	1%	1%	12%	13%	0%		87%	75%
PHOT	FY10	52%	19%	7%	1%	1%	10%	11%	0%		89%	78%
PHOT	3 Year Avg	53%	16%	6%	1%	1%	11%	13%	0%		88%	75%
PHOT	FY11	50%	19%	6%	1%	1%	10%	13%	0%		87%	76%
College	3 Year Avg	33%	19%	12%	5%	5%	10%	15%	2%		85%	68%
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

Art (Art, Art History, Ceramics, Drawing, Multimedia, Painting, Photography) Program Review

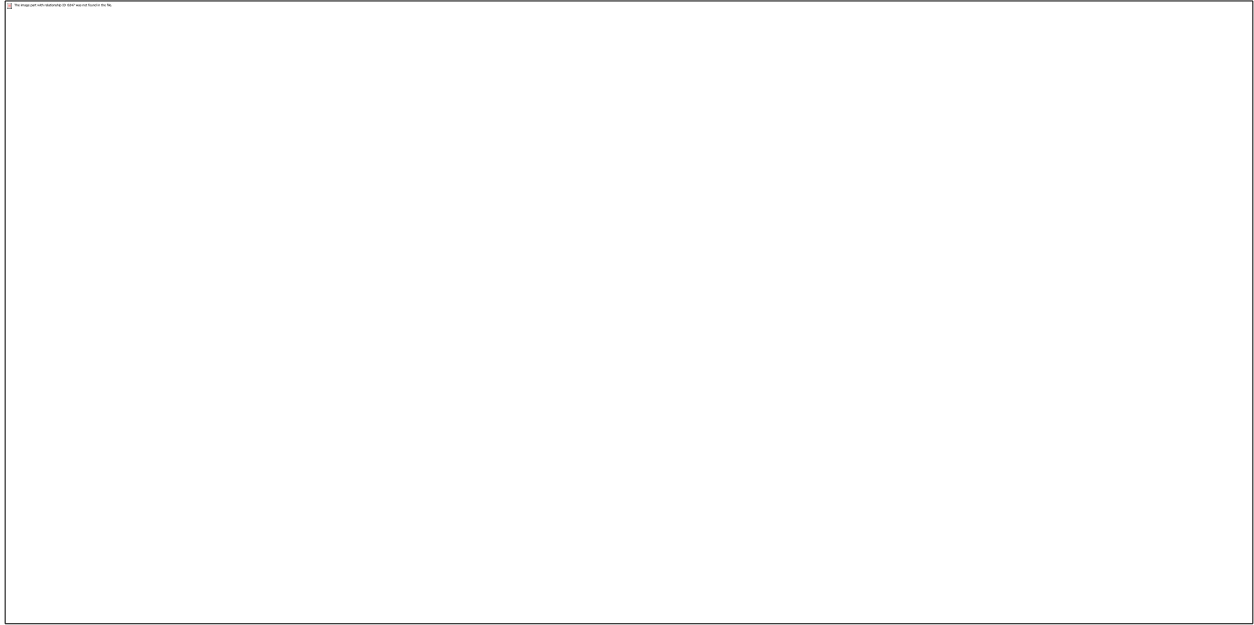
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E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



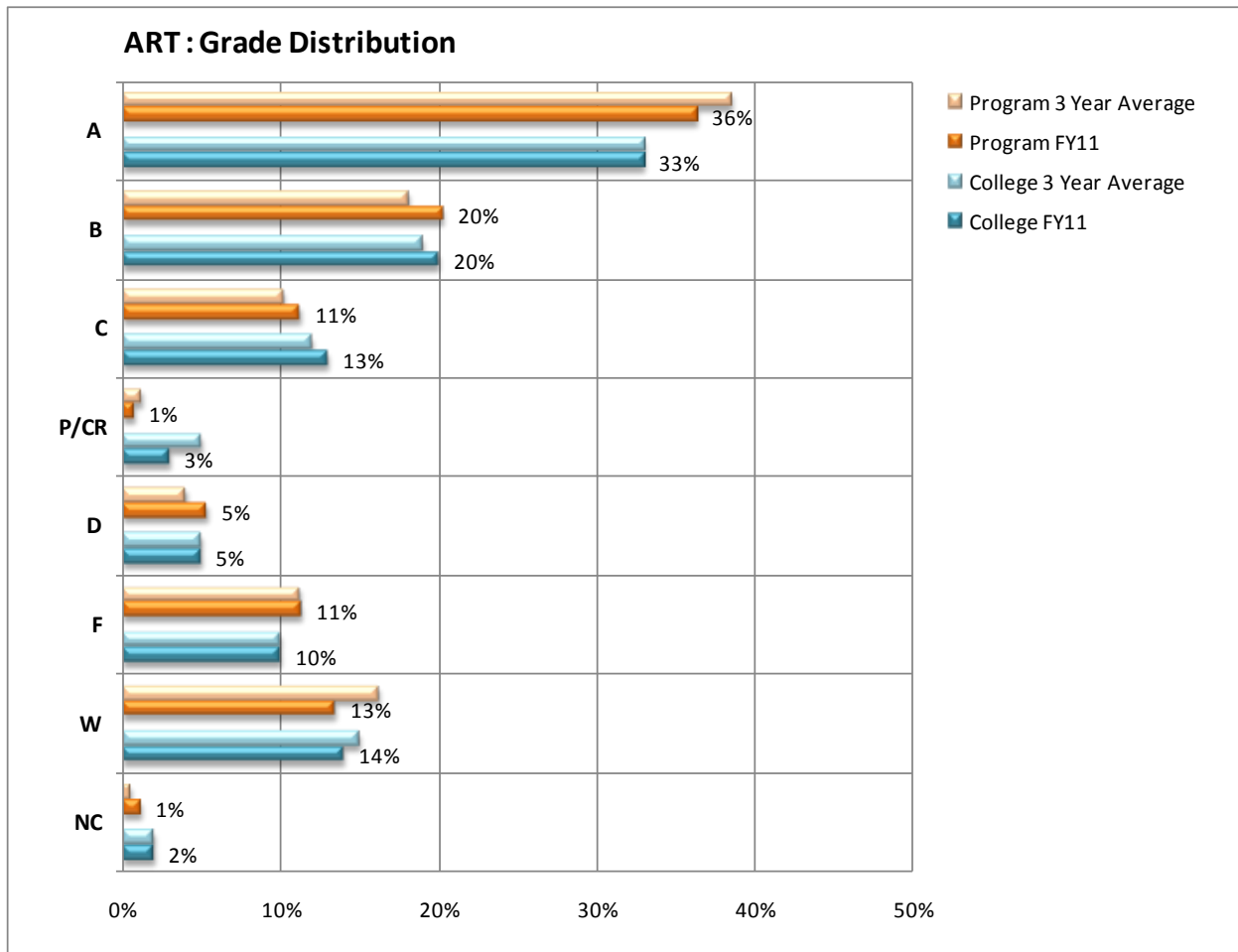
**Art (Art, Art History, Ceramics, Drawing, Multimedia,
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Art (Art, Art History, Ceramics, Drawing, Multimedia, Painting, Photography) Program Review 2011-2012

E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



**Art (Art, Art History, Ceramics, Drawing, Multimedia,
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**Art (Art, Art History, Ceramics, Drawing, Multimedia,
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E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District’s Banner Student System. The student success information includes all information associated with the program’s subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
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E6: Interpretation of Program Retention, Student Success, and Grade Distribution

The art program retention rate has increased by 4% **since 2008 and in FY11 increased 2% over the prior three year average**. The retention rate for studio art classes is higher and not separated out and reflected in this data.

The student success rate is on par with the college average. The success rate in studio art classes is higher but not reflected in this data.

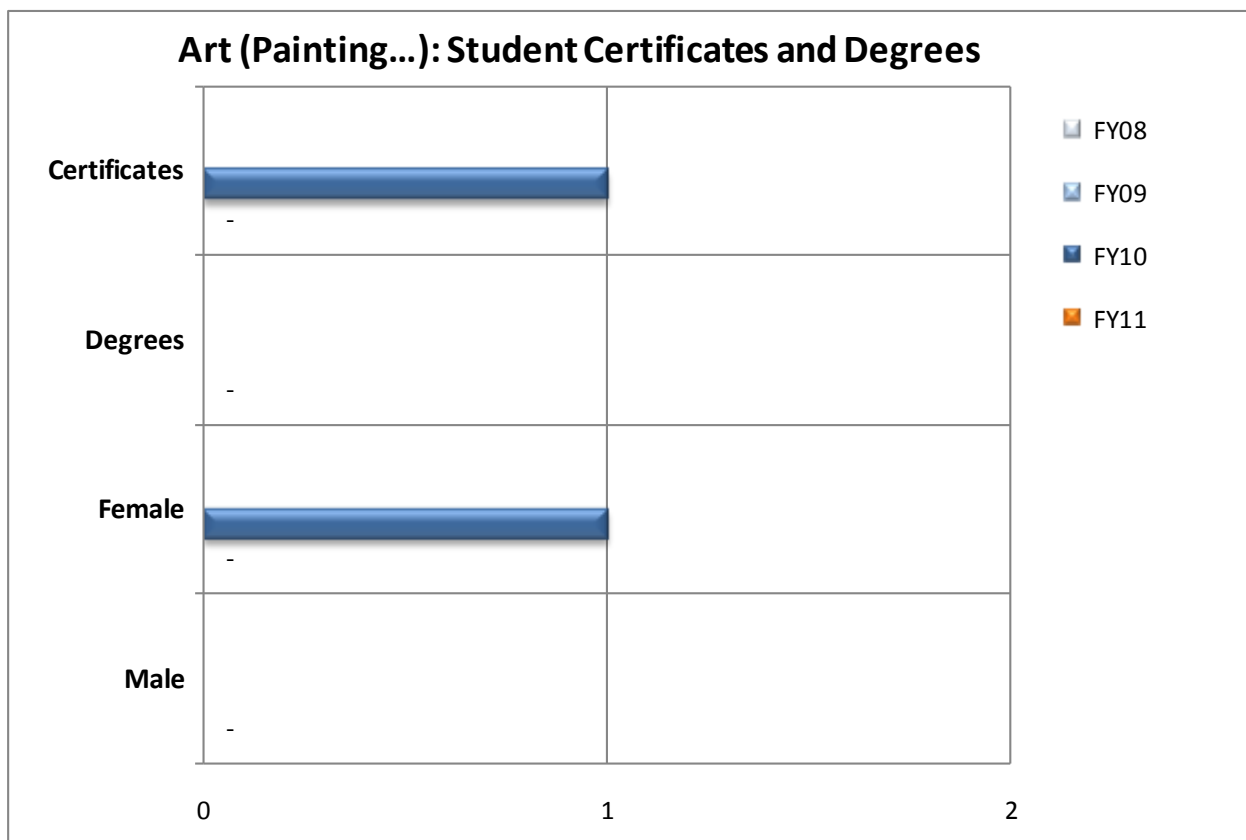
Our grade distribution mirrors the college averages.

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
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F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

Program	FY	Certificates	Degrees	Female	Male
Art (Painting, Drawing, an	FY08	-	-	-	-
Art (Painting, Drawing, an	FY09	-	-	-	-
Art (Painting, Drawing, an	FY10	1	-	1	-
Art (Painting, Drawing, an	FY11	-	-	-	-
Total Awards in 4 Years		1	-	1	-



**Art (Art, Art History, Ceramics, Drawing, Multimedia,
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Program	FY	Certificates	Degrees	Female	Male
-	FY08	-	-	-	-
-	FY09	-	-	-	-
Commercial Art	FY10	-	2	2	-
-	FY11	-	-	-	-
Total Awards in 4 Years		-	2	2	-

F2: Interpretation of the Program Completion Information

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Program	FY	Certificates	Degrees	Female	Male
Fine Arts, General	FY08	1	2	2	1
Fine Arts, General	FY09	-	2	-	2
Fine Arts, General	FY10	-	1	1	-
Fine Arts, General	FY11	-	2	1	1
Total Awards in 4 Years		1	7	4	4



**Art (Art, Art History, Ceramics, Drawing, Multimedia,
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Program	FY	Certificates	Degrees	Female	Male
Photography	FY08	-	7	4	3
Photography	FY09	3	8	9	2
Photography	FY10	-	3	2	1
Photography	FY11	-	1	1	-
Total Awards in 4 Years		3	19	16	6

Art (Art, Art History, Ceramics, Drawing, Multimedia, Painting, Photography) Program Review 2011-2012

G1: Student Demographics Summary Tables

These tables shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
ART	FY08	1,067	1,488	121	45	20	79	44	317	1,946	1,222	13	31
ART	FY09	1,289	1,586	139	76	24	87	45	320	2,137	1,420	9	29
ART	FY10	1,393	1,644	122	88	27	100	48	293	2,184	1,513	18	27
ART	3 Year Avg	1,250	1,573	127	70	24	89	46	310	2,089	1,385	13	29
ART	FY11	1,506	1,449	127	88	26	90	56	229	2,003	1,563	5	26
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	FY11	13,034	10,566	977	1,040	196	886	402	1,688	15,734	13,014	40	24

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
MM	FY08,	53	94	6	2	1	1	3	23	70	113	-	36
MM	FY09,	60	109	8	6	1	6	4	22	88	128	-	31
MM	FY10,	67	114	6	7	3	8	3	22	103	127	-	29
MM	3 Year Avg	60	106	7	5	2	5	3	22	87	123	-	32
MM	FY11	82	95	9	7	2	6	6	17	103	121	-	27
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	FY11	13,034	10,566	977	1,040	196	886	402	1,688	15,734	13,014	40	24

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
PHOT	FY08,	187	323	15	9	5	14	20	92	397	267	1	31
PHOT	FY09,	245	340	20	13	3	12	8	108	455	292	2	29
PHOT	FY10,	199	331	21	17	5	18	12	69	402	268	2	27
PHOT	3 Year Avg	210	331	19	13	4	15	13	90	418	276	2	29
PHOT	FY11	241	245	22	10	3	21	12	40	330	264	-	27
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	FY11	13,034	10,566	977	1,040	196	886	402	1,688	15,734	13,014	40	24

These tables shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
ART	FY08	34%	47%	4%	1%	1%	2%	1%	10%	61%	38%	0%	31
ART	FY09	36%	44%	4%	2%	1%	2%	1%	9%	60%	40%	0%	29
ART	FY10	37%	44%	3%	2%	1%	3%	1%	8%	59%	41%	0%	27
ART	3 Year Avg	36%	45%	4%	2%	1%	3%	1%	9%	60%	40%	0%	29
ART	FY11	42%	41%	4%	2%	1%	3%	2%	6%	56%	44%	0%	26
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	FY11	45%	37%	3%	4%	1%	3%	1%	6%	55%	45%	0%	24

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
MM	FY08,	29%	51%	3%	1%	1%	1%	2%	13%	38%	62%	0%	36
MM	FY09,	28%	50%	4%	3%	0%	3%	2%	10%	41%	59%	0%	31
MM	FY10,	29%	50%	3%	3%	1%	3%	1%	10%	45%	55%	0%	29
MM	3 Year Avg	29%	50%	3%	2%	1%	2%	1%	10%	41%	59%	0%	32
MM	FY11	37%	42%	4%	3%	1%	3%	3%	8%	46%	54%	0%	27
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	FY11	45%	37%	3%	4%	1%	3%	1%	6%	55%	45%	0%	24

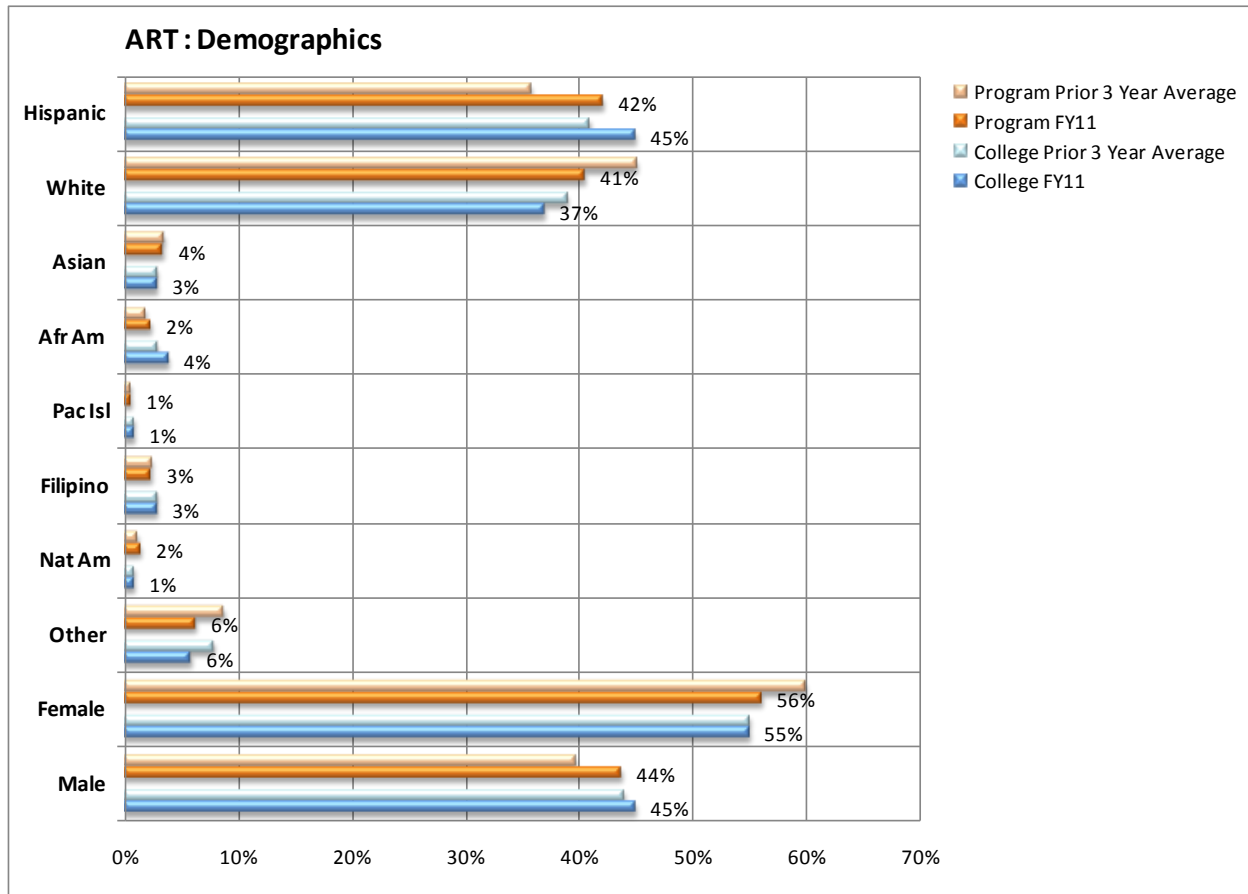
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Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
PHOT	FY08,	28%	49%	2%	1%	1%	2%	3%	14%	60%	40%	0%	31
PHOT	FY09,	33%	45%	3%	2%	0%	2%	1%	14%	61%	39%	0%	29
PHOT	FY10,	30%	49%	3%	3%	1%	3%	2%	10%	60%	40%	0%	27
PHOT	3 Year Avg	30%	48%	3%	2%	1%	2%	2%	13%	60%	40%	0%	29
PHOT	FY11	41%	41%	4%	2%	1%	4%	2%	7%	56%	44%	0%	27
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	FY11	45%	37%	3%	4%	1%	3%	1%	6%	55%	45%	0%	24

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G2: Student Demographics Chart

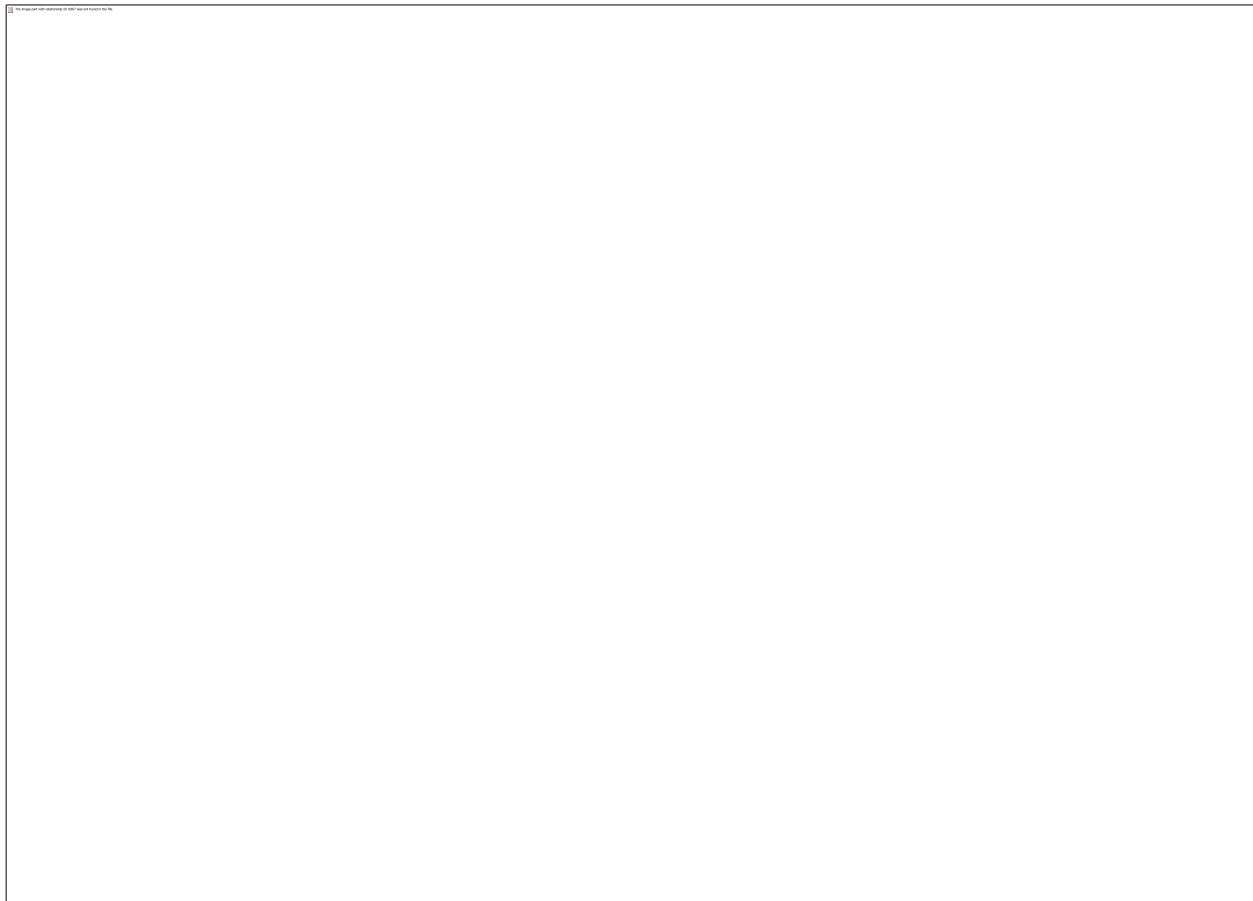
This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



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G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District’s Banner Student System. The student demographic information includes all information associated with the program’s subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4: Interpretation of the Program Demographic Information

The demographics for all disciplines within the art program are trending similarly with the overall college trends.

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4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
<p>Demonstrate basic drawing skills, color manipulation and design principles in areas of emphasis.</p>	<p>A minimum of 80% of students will be able to Identify, define, and apply the principles of design: balance, harmony, contrast, and spatial unity.</p> <p>Develop the ability, through practice, to observe and record images accurately and readily in graphic form.</p> <p>Express and demonstrate the usage of traditional color schemes such as, monochromatic, neutral, analogous, complementary, split- complementary, triadic, and tetradic.</p> <p>Compare and contrast these schemes by formulating and constructing design compositions illustrating their properties.</p> <p>Examine, analyze, and appraise pictorial composition through critique, demonstration, and practice, on an increasingly sophisticated level.</p> <p>Understand the basic structure of the human figure. Represent and compose in space, the human figure using measuring techniques.</p> <p>Use paint to reproduce a still life with perceptual accuracy employing value to render and to interpret with perceptual accuracy an object employing the color properties of hue, value, and intensity.</p> <p>Analyze, evaluate and discuss a composition using the elements of design: line, shape, space, form, value, and texture, and the principles of design: rhythm, balance, variety, and unity.</p> <p>Propose, organize, and discuss the concepts of style, form, color, composition, and content as they relate to a series of paintings.</p> <p>Compose a series of personal paintings which express and communicate content and meaning.</p> <p>Recognize the nature and classification of each of the various techniques covered: Relief(linoleum-cut, wood-cut, wood engraving, collagraph, monoprint), Intaglio (drypoint, etching, aquatint, sugarlift, and planographic) stone, aluminum plate, and paper lithography</p>

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Operating Information
The objective was attained overall and by each individual class.
Analysis – Assessment
The set objective was proven to be reasonable and gave evidence to the art faculty’s commitment to student learning.

Program-Level Student Learning Outcome 2	Performance Indicators
Demonstrate three-dimensional techniques in creating objects in selected areas of emphasis.	<p>80% of students will achieve a “B” or higher in the following.</p> <p>Analyze basic techniques in working with clay. Create works using various techniques and glazes. Analyze and understand applied design and the use of glazes. Analyze and understand the use of glazes and the basics of kiln firing. Recognize and identify the components, elements, and principles of design through the creation of three-dimensional projects. Identify and demonstrate the components and principles of design through the medium of sculpture. Demonstrate skill in the subtractive method of stone carving and finishing. Define, identify, and demonstrate the different techniques used in subtractive methods with wood carving as the media. Compose and construct sculpture in wax using the direct wax build-up method.</p>

Operating Information
The objective was attained overall and by each individual class.
Analysis – Assessment
The set objective was proven to be reasonable and gave evidence to the art faculty’s commitment to student learning.

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Program-Level Student Learning Outcome 3	Performance Indicators
Demonstrate an understanding of the camera and of the basic techniques of analog and digital photography in selected areas of emphasis.	<p>80% of students will achieve a “B” or higher in the following.</p> <p>Understand film exposure, print development and print presentation.</p> <p>Understand digital exposure, digital printing and print presentation.</p> <p>Evaluate the use of natural and artificial light and its relation to the photographic process.</p> <p>Setup and Evaluate the use and functions of a 4x5 camera.</p> <p>Properly expose and evaluate color film.</p> <p>Evaluate the traditional and contemporary portrait and it’s place in our culture.</p> <p>Properly present a hand-made book and printed portfolio</p> <p>Properly present a traditionally printed and electronic portfolio .</p>
Operating Information	
The objective was attained overall and by each individual class.	
Analysis – Assessment	
The set objective was proven to be reasonable and gave evidence to the art faculty’s commitment to student learning.	

Program-Level Student Learning Outcome 4	Performance Indicators
Critically evaluate multimedia and graphic communication design and production techniques and their use in selected areas of emphasis.	<p>80% of students will achieve a “B” or higher in the following.</p> <p>Compare and explore the similarities and differences of creating art using traditional and digital methods.</p> <p>Assess and utilize industry-standard digital imaging software.</p> <p>Analyze and explain the principles of vector-based animation</p> <p>Analyze visual ads in print or other media, list and communicate effectively in order to determine the correct marketing strategy for solving the client's problem.</p>

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	<p>Plan and create a variety of projects for use in print and digital media.</p> <p>Plan and create a variety of projects for use in print and digital media to develop a graphic communication portfolio.</p> <p>Analyze and choose the fundamental principles of composition: balance, harmony, variety and repetition, and the basic visual elements: line, shape/form, space, light, value, texture/pattern, time, and color.</p> <p>Assess and utilize industry-standard digital imaging software.</p>
Operating Information	
<p>The objective was attained overall and by each individual class.</p>	
Analysis – Assessment	
<p>The set objective was proven to be reasonable and gave evidence to the art faculty’s commitment to student learning.</p>	
Program-Level Student Learning Outcome 5	Performance Indicators
<p>Analyze works of art in terms of their historical contexts and social and cultural values</p>	<p>80% of students will achieve a “B” or higher in the following.</p>
	<p>Demonstrate a working knowledge of the evolution of photographic processes from 1839 to present.</p> <p>Identify the major periods in art history.</p> <p>Identify the major periods in art history from prehistoric times to the Gothic period.</p> <p>Identify the major periods in art history from the Renaissance to modern times.</p> <p>Identify, examine and compare the nature of various art media within America; to identify key figures in American art; to analyze and evaluate the means of visual communication of American artists; and to relate the arts of America within the context of social and political concerns, both national and international.</p> <p>Identify, examine and compare the nature of various art media within Latin America; to identify key figures in Latin American art; to analyze and evaluate the means of visual communication of Latin American artists; and to relate the arts of Latin America within the context of social and political concerns, both national and international.</p>

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Operating Information
Art history students attained the ambitious goal while art appreciation students did not.
Analysis – Assessment
The success rate of students on the main campus was high and encouraging. Success rate for the off campus class was very low and it alone threw off our numbers. Faculty discussed methods for enhanced student learning such as group activity and interaction. It was also suggested that quizzes be given more regularly to keep the information fresh.

Program-Level Student Learning Outcome 6	Performance Indicators
Employ critical thinking skills to one's own work and the work of others.	Class critiques.
Operating Information	
Students are introduced to the language for discussing art in their first classes and readily practice it in subsequent classes.	
Analysis – Assessment	
For the most part students are learning to use critical thinking as it applies to judging art. More advanced students are applying critical thinking to their own work in dealing with content and meaning.	

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4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will increase its retention rate from the average of the program's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The ART program will increase the retention rate by 2% or more above the average of the program's retention rate for the prior three years.
Operating Information	
In FY11 the Art program retention rate was 86%. The prior three year average for the Art program retention rate was 84%.	
Analysis – Assessment	
The Art program increased retention by 2% in FY11 over the prior three average. The performance indicator for Student Success Outcome #1 was met.	

Student Success Outcome 2	Performance Indicators
The program will increase its retention rate from the average of the college's prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The Art program will increase the retention rate by 1% or more above the average of the college retention rate for the prior three years.
Operating Information	
In FY11 the Art program retention rate was 86%. The prior three year average for the College retention rate was 85%.	
Analysis – Assessment	
The Art program increased retention by 1% in FY11 over the prior three year average of the college. The performance indicator for Student Success Outcome #2 was met.	

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Student Success Outcome 3	Performance Indicators
The program will increase the student success rates from the average of the program's prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The Art program will increase student success rate by 1% or more above the program's average student success rate for the prior three years.
Operating Information	
In FY11 the Art program success rate was 69%. The prior three year average for the Art program success rate was 68 %.	
Analysis – Assessment	
The Art program increased the success rate by 1% over the prior three year average for the program. The performance indicator for student success outcome #3 was met.	

Student Success Outcome 4	Performance Indicators
The program will increase the student success rates from the average of the college's prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The Art program student success will increase by 1% over the average of the college's student success rate for the prior three years.
Operating Information	
In FY11 the Art program success rate was 69%. The prior three year average for the college student success rate was 68%.	
Analysis – Assessment	
The Art program increased the success rate by 1% over the prior three year average for the college. The performance indicator for student success outcome #4 was met.	

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Student Success Outcome 5	Performance Indicators
<p>Students will complete the program earning certificates and/or degrees, or successfully transfer to a 4-year University.</p>	<p>Increase the number of students earning a certificate, degree or transfer to a minimum of 10% of the number of students enrolled in second-year courses.</p>
Operating Information	
<p>The main focus of Ventura College art students is to transfer. Transfer data was not available to analyze for this program review.</p>	
Analysis – Assessment	
<p>Art students must take 36 hours beyond general CSU or IGETC requirements. Ventura College currently requires Health, P.E. and Women’s or Ethnic studies classes for a student to graduate with an A.A. in Fine Art, Ceramics, Photography or Commercial Art. Since the main goal of art students is to transfer, they do not stay the extra semester to take these courses that are not required by transfer institutions.</p>	

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C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 525 goal set by the district.	The program will exceed the efficiency goal of 525 set by the district by 2%.
Operating Information	
Art appreciation and art history classes have already attained this goal. Studio classes have a special situation.	
Analysis – Assessment	
There is an enrollment cap on studio art classes, photography classes and classes where computers are used. This efficiency goal is therefore unrealistic because of the limit to 24-25 students per class. We can experiment with a cap of 30 in color and design classes provide that we can fit drawing tables in the room. It will be more difficult to increase the caps in other classes because of physical limitations of the spaces and our commitment to student learning.	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5000 will be budgeted if funds are available.	A current inventory of all equipment in the program will be maintained. Equipment having a value over \$5000 will have a service contract. A schedule for service life and replacement of outdated equipment will reflect the total cost of ownership.
Operating Information	
The inventory list is out of date and needs to be reviewed (3B1)	
Analysis – Assessment	
Most of the department's electronic equipment including computers, printers and cameras are old and need to be replaced or updated. Hardware has to be updated every four years to be able to run the latest software. This is needed to insure student success. For students to be competitive they need to be conversant with the latest versions of digital programs. The world has changed in such a way that art students must have the capability to work digitally.	

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5. Findings

Finding 1

To insure continuity we need more full time faculty. This has been an on-going issue in terms of work distribution. The existing full-time faculty must do all of the work including large amounts of curriculum reviews and updates, serve on committees, etc. With the retirement of Dorothy Orr at the end of this year she will be the third faculty member to retire without the art department getting a replacement. This will reduce our ranks to five full time faculty. She teaches in the two-dimensional area and that will leave Bob Moskowitz as the only full time member to teach 2-D. Considering that we typically offer around 22 sections and Bob, as department chair, only has to teach 0.6 or two classes and one extra hourly this will leave 90% of our 2-D classes taught by part timers. The majority of these classes are required for art majors for degrees and for transfer. Drawing and composition and color and design also satisfy the general ed. art requirement for non-majors. Students will be served better with more full time faculty.

Finding 2

To function as a department and as a campus the digital presence must remain strong. The knowledge of and use of computer software has become increasingly necessary for student success in the art department. This is true in studio classes in fine arts and photography. The world is moving rapidly so we must keep in tact a good number of our multimedia and commercial art classes. Digital imaging is important for acquiring and developing subject matter, documenting work and working in a hybrid collaboration with hand work. This is now the norm and students must learn photoshop, in-design, painter, illustrator and other software. Our MM V74(photoshop), ART V73(digital imaging) ART V74(digital painting), and ART V71/72 fulfill these requirements. Photoshop is also a useful tool for students working outside of the art discipline.

Finding 3

Computer hardware must be up-dated or replaced every four years to be able to continue to run the newest versions of software to insure continued student success. Much of our equipment is out of date and needs to be replaced. Software licensing must be maintained.

Finding 4

The ceramics area needs 10 new potters wheels to outfit the soon to be renovated SAB. Also needed is an all-in-one wire welder, a new slab roller and a dust collector. All of this is to help insure continued student success while the dust collector is needed to minimize the effects are airborne particles prevalent in ceramic and sculpture studios.

Finding 5

The art gallery budget needs to be increased. Even prior to the 50% decrease in funding this year the galleries have operated on a shoe-string budget. While our goal is to make the gallery self-sufficient, it is a long range goal. The galleries have long been an important teaching tool presenting the works high quality artists from across the country. We have participated in the one book one campus tradition and put on student and faculty exhibitions that are very well attended. A new gallery is about to be built and Ventura College has an opportunity to showcase itself through the gallery.

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6. Initiatives

Initiative Replacement Faculty

Initiative ID **ART1201**

Links to Finding 1 Three full-time faculty will have retired without being replaced. They represent the teaching of 10 2-D courses out of the typical 22 that we offer each semester to insure that art majors and G.E. students continue to have the opportunity to enroll in these foundation courses. The department chair will be the only full-time faculty member left in the 2-D area and is required to teach only two classes and may teach one extra hourly. This will leave 19 classes remaining to be taught by part-time faculty. There will be absolutely no assistance to the department chair in curriculum and all other department and college matters.

Benefits: The discipline area and the program will have more continuity and opportunities for faculty collaboration. There will be an additional perspective in the development of curriculum and student learning outcomes. The art program will have a broader representation on college committees. More full-time faculty fully engaged in the department and in the college increases the success rate for students and enhances student learning.

Request for Resources

Funding Sources

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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Initiative Computers/printers

Initiative ID ART1202

Links to Finding 2 Maintaining a strong digital presence for the program and the college. Updating and replacing hardware including computers and printers.

Benefits Art students will be digitally knowledgeable which is a necessity today for student success. Non art majors will have the opportunity to become digitally proficient as well.

Request for Resources updating and or replacing computers and printers every four years.

Funding Sources College equipment fund.

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	x
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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Initiative Software

Initiative ID ART1202

Links to Finding 3 Annual software maintainance agreement

Benefits Student learning is enhanced when students with the most recent software being used at transfer institutions and in business. Student success and ability to compete are dependent on being trained on the most recent software.

Request for Resources Existing funds

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	x
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative ART1204

Initiative ID 3-D equipment

Links to Finding 4 ART1203

Benefits Excellent 3-D studio. An up-dated facility will provide a safe and stimulating work environment to enhance student learning. The SAB will be undergoing an up-dating and renovation and there should be new equipment for students.

Request for Resources College equipment funds

Funding Sources College equipment funds

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	x
Requires college facilities funds	

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Requires other resources (grants, etc.)	
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Initiative **ART1203**

Initiative ID **Art Gallery**

Links to Finding 4 **ART1204**

Benefits The college art galleries have been an excellent place for the college to showcase itself. Artists of a national stature continue to exhibit. Shows of historic significance provide an excellent learning opportunity for students, faculty/staff and the regional community.

Request for Resources **College general funds**

Funding Sources **College equipment funds**

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

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Computer Equipment and Software

Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

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Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

- R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
- H:** High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
- M:** Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
- L:** Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

- R:** Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
- H:** High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
- M:** Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

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L: Low – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

6E: College Level Initiative Prioritization

Dean’s will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

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7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position. The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.