

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

1. Program/Department Description

1A. Description

The Art Department 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, Digital Art, 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.

Degrees/Certificates

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

Associate in Art Degree – Ceramics

Associate in Art Degree – Commercial Art (*under review*)

Associate in Art Degree – Fine Art

Associate in Art Degree – Studio Arts for Transfer

Associate in Art Degree – Art History for Transfer

Associate in Art Degree- Digital Media for Transfer (in progress)

Certificate of Achievement:

 Ceramics

 Commercial Art (*under review*)

 Fine Art

 Photography

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

1B. 2012-2013 Estimated Costs (Certificate of Achievement ONLY)

Required for Gainful Employment regulations.

Fine Arts	Cost	Photography	Cost	Ceramics	Cost	Commercial Art	Cost
Enrollment Fees	\$780 - \$1539	Enrollment Fees	\$780 - \$1539	Enrollment Fees	\$780 - \$1539	Enrollment Fees	\$780 - \$1539
Books/Supplies	\$1,500- \$4,500	Books/Supplies	\$1,500- \$3,500	Books/Supplies	\$1,500- \$4,500	Books/Supplies	\$1,500- \$4,500
Total	\$2,280- \$6,039	Total	\$2,280- \$5,039	Total	\$2,280- \$6,039	Total	\$2,280- \$6,039

1C. Criteria Used for Admission

Open admission with no pre-requisites.

1D. College Vision

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

1E. College 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.

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

1F. College 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

1G. Program/Department Significant Events (Strengths and Successes)

-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 and **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 southern California and the biggest in the two county region. 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.

- The Art department currently offers five different A.A. degrees.

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review
2012 – 2013**

1H. 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	David Young
Classification	Assistant Professor
Year Hired	2012
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.F.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.

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

2. Performance Expectations

2A. Student Learning Outcomes

2A1. 2012-2013 - *Institutional* Student Learning Outcomes

1. Communication - written, oral and visual
2. Reasoning - scientific and quantitative
3. Critical thinking and problem solving
4. Information literacy
5. Personal/community awareness and academic/career responsibilities

2A2. 2012-2013 - *Program* Level Student Learning Outcomes

For programs/departments offering degrees and/or certificates

1. Analyze works of art in terms of their historical contexts and social and cultural values (all art programs)
2. Employ critical thinking skills to one's own work and the work of others (all art programs)
3. Critically evaluate digital media and graphic design in regards to communication and composition (digital arts only)
4. Demonstrate three-dimensional techniques in creating objects (3D arts only)
5. Demonstrate basic drawing skills, color manipulation and design principles and basic tools and techniques in two-dimensional art pieces (2D arts only)
6. Demonstrate an understanding of the camera and of the basic techniques of analog and digital photography in selected areas of emphasis (photography only)

2A3. 2012-2013 - *Course* Level Student Learning Outcomes

Attached to program review (See appendices).

2B. 2012-2013 Student SUCCESS Outcomes

1. The program will increase its student success rates in ART V01, ART V02A, and ART V04 by 3 percentage points.
2. The program will increase or maintain student success rates of 80% in Studio Art classes.

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

2C. 2012-2013 Program OPERATING Outcomes

1. Where possible due to cap restrictions, the program will exceed the efficiency goal of 525 set by the district by 2%.
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.

2D. Mapping of Student Learning Outcomes - Refer to TracDat

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

3. Operating Information

3A. 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 prior practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly 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.

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review
2012 – 2013**

3B: 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.

Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available at *(link will be provided to college website)*.

In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review
2012 – 2013**

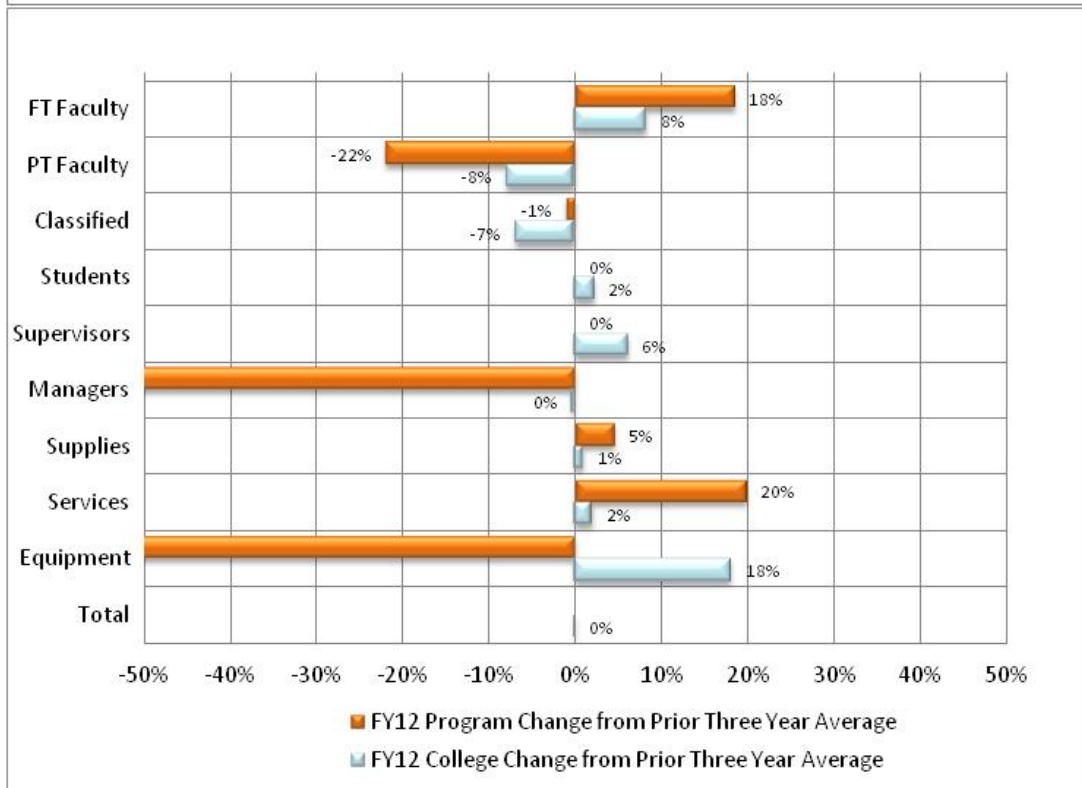
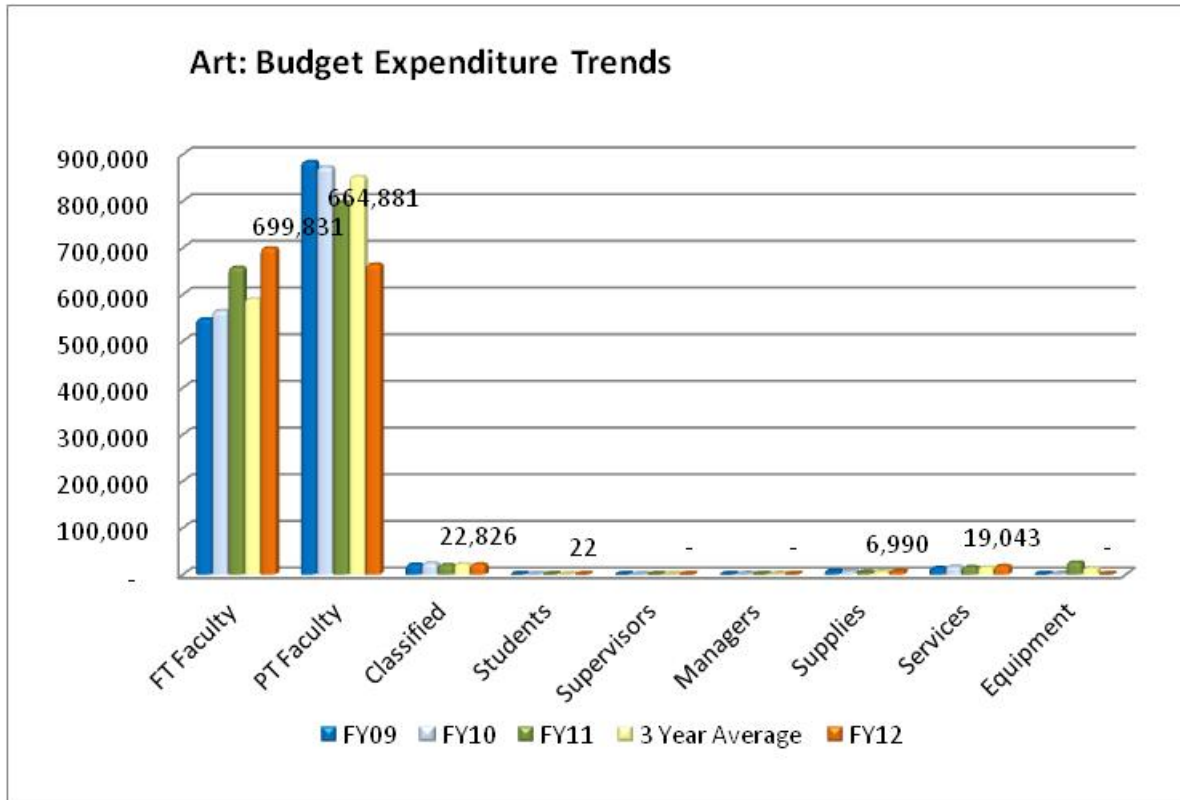
3C: 2012 - 2013 Please provide program interpretation for the following:

3C1: Interpretation of the Program Budget Information

- Two of our digital cameras are 10 years old and need to be replaced. Technology has advanced and these cameras use antiquated technology.
- The life drawing room currently has no plaster cast equipment. This equipment affords students the opportunity to work from reproductions of masterpieces and is considered traditional equipment in any life drawing program.
- Easels are fundamental, basic pieces of equipment for painting, life drawing, and some drawing classes. Our easels are 14 years old and had a life expectancy of 10 years. The current ones are also very heavy and can collapse if not tightened properly (which needs to be done regularly to avoid problems). We need lighter, safer versions.
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Category	Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change from Prior Three Year Average	College Change from Prior Three Year Average
1	FT Faculty	548,038	565,518	658,281	590,612	699,831	18%	8%
2	PT Faculty	884,918	873,116	798,749	852,261	664,881	-22%	-8%
3	Classified	22,509	25,190	21,508	23,069	22,826	-1%	-7%
4	Students	-	-	-	-	22	0%	2%
5	Supervisors	-	-	-	-	-	0%	6%
6	Managers	-	574	-	574	-	-100%	0%
7	Supplies	7,718	7,351	4,996	6,688	6,990	5%	1%
8	Services	14,131	17,339	16,208	15,893	19,043	20%	2%
9	Equipment	-	613	27,002	13,808	-	-100%	18%
	Total	1,477,314	1,489,701	1,526,744	1,497,920	1,413,593		0%

Art (Art, Art History, Ceramics, Drawing, Multimedia, Painting, Photography) Program Review 2012 – 2013



**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review
2012 – 2013**

3C2: Interpretation of the Program Inventory Information

- Some of the equipment is old and needs to be replaced. This includes cameras, easels, and plaster casts. It is important to have up to date and current *[equipment]* to enhance student learning.

http://www.venturacollege.edu/assets/pdf/program_review/2012-2013/3C2a%20Inventory%20by%20Program.pdf

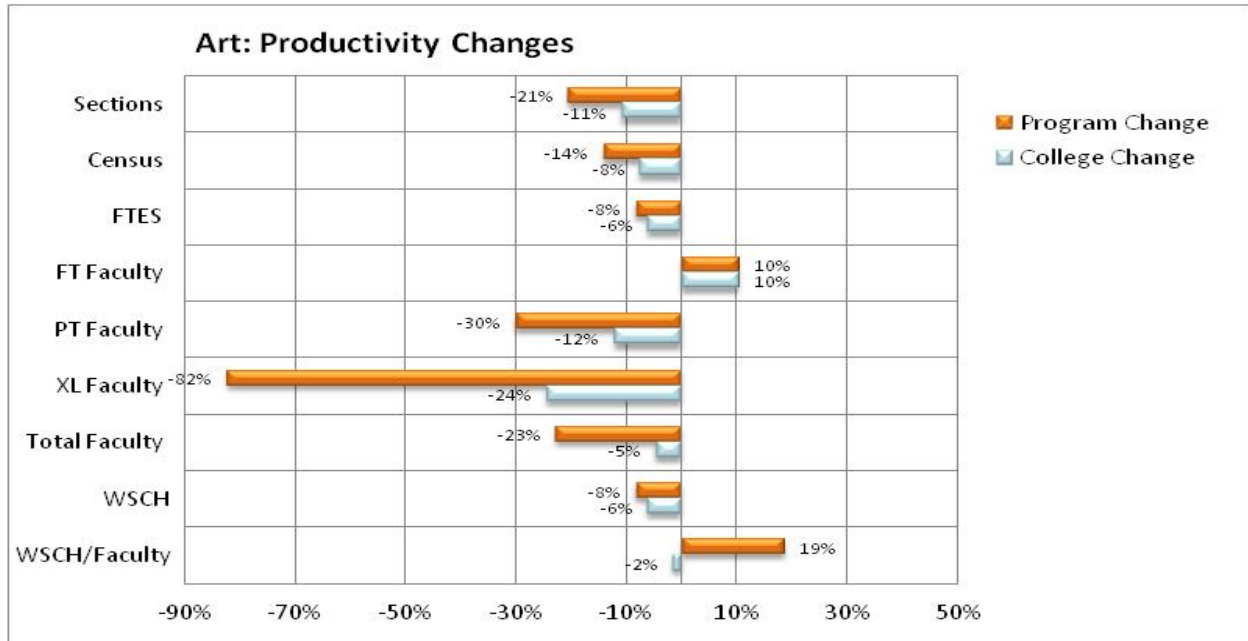
3C3: Interpretation of the Program Productivity Information

Art classes are at 83% of the goal; Multimedia classes (some of which have now been moved into Art) were at 140% although the district goal in this area was unreasonably low at 300; and Photography is at 108%.

Data for studio art classes can be confusing because they do not account for cross-listed sections (e.g. ART V16A and ART V46A 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.

The district goal of 600 for courses in the studio arts area is unrealistic, and these courses do not meet the goal. The major reason they do not do so is because of space; these classes are capped at 25. The drawing and design classes are typically full and running at or above capacity. In some areas, additional classes are needed. Also, the district goal for these courses needs to be re-examined.

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review
2012 – 2013**



Title	FY09	FY10	FY11	3 Year Average	FY12	Program Change	College Change
Sections	178	168	164	170	135	-21%	-11%
Census	2,976	3,018	2,790	2,928	2,515	-14%	-8%
FTES	308	310	292	303	278	-8%	-6%
FT Faculty	1.98	1.95	2.92	2	2.52	10%	10%
PT Faculty	8.91	7.50	7.21	8	5.50	-30%	-12%
XL Faculty	0.35	0.50	-	0	0.05	-82%	-24%
Total Faculty	11.24	9.96	10.12	10	8.06	-23%	-5%
WSCH	4,620	4,650	4,380	4,550	4,170	-8%	-6%
WSCH/Faculty	411	467	433	436	517	19%	-2%

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review
2012 – 2013**

3C4: Interpretation of the Program Course Productivity Information

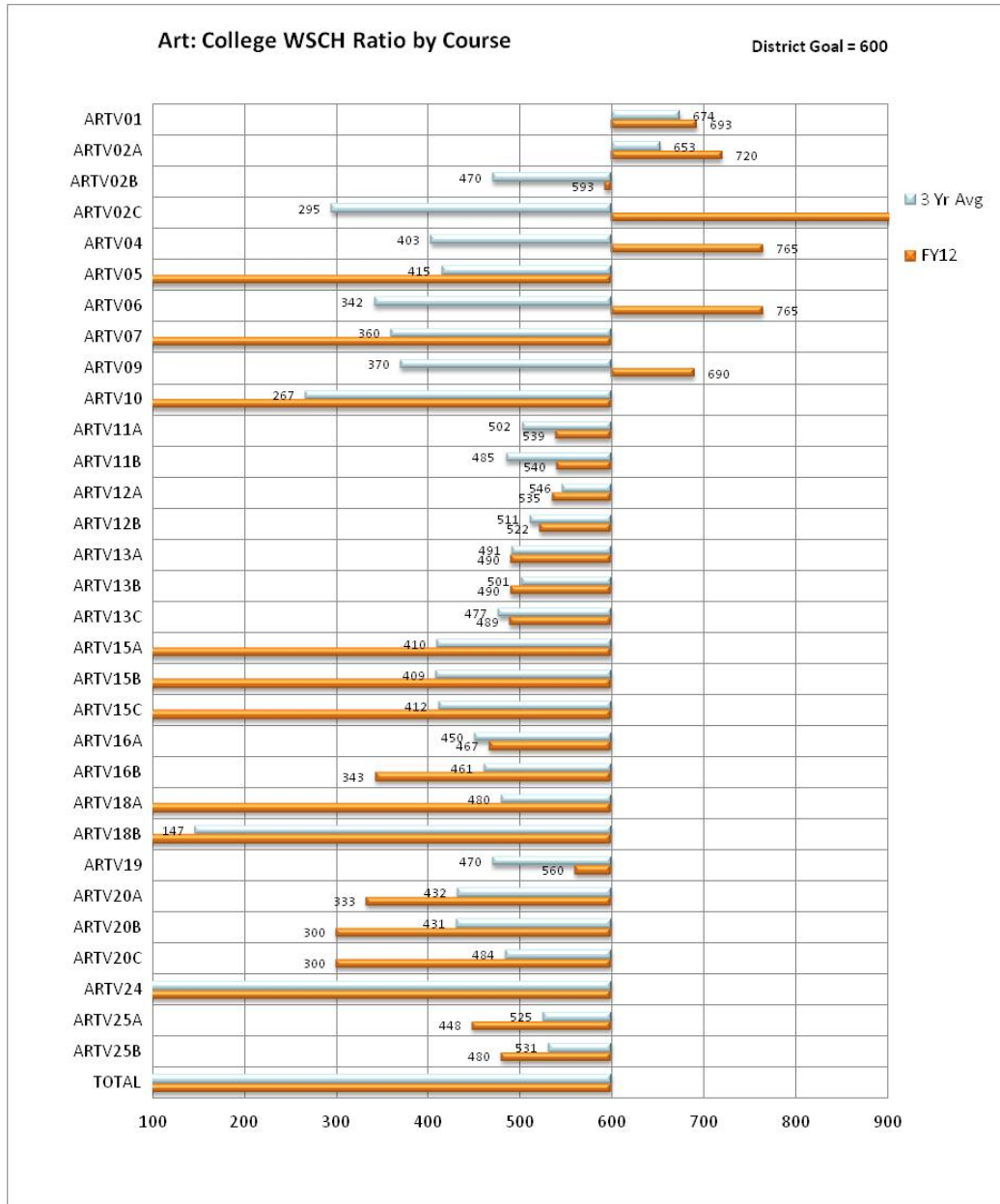
Art appreciation classes, many of which are XL, far exceed the district goal of 600.

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

Additional sections of art courses that meet the GE requirement for art are needed.

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)										
Course	Title	FY09	FY10	FY11	3 Yr Avg	FY12	Change	Dist Goal	% Goal	
ARTV01	Art Appreciation	669	668	686	674	693	19	600	116%	
ARTV02A	History of Western Art I	608	735	615	653	720	67	600	120%	
ARTV02B	History of Western Art II	293	548	570	470	593	123	600	99%	
ARTV02C	Intro to Non-Western Art	300	585	-	295	1,095	800	600	183%	
ARTV04	Introduction Renaissance Art	510	-	700	403	765	362	600	128%	
ARTV05	Introduction to American Art	-	720	525	415	-	(415)	600	0%	
ARTV06	Introduction to Modern Art	345	-	680	342	765	423	600	128%	
ARTV07	Intro to Women in the Arts	-	630	450	360	-	(360)	600	0%	
ARTV09	Modern Latin American Art	630	480	-	370	690	320	600	115%	
ARTV10	Gallery Technology & Mgmt	320	180	300	267	-	(267)	600	0%	
ARTV11A	Color & Design: 2D Design	517	449	541	502	539	37	600	90%	
ARTV11B	Color&Design:Theory&Practice	535	382	538	485	540	55	600	90%	
ARTV12A	Drawing & Composition I	550	537	552	546	535	(11)	600	89%	
ARTV12B	Drawing&Composition II	531	519	484	511	522	11	600	87%	
ARTV13A	Life Drawing I	487	509	477	491	490	(1)	600	82%	
ARTV13B	Life Drawing II	520	509	475	501	490	(11)	600	82%	
ARTV13C	Life Drawing III	484	510	436	477	489	12	600	82%	
ARTV15A	Life Painting I	460	410	360	410	-	(410)	600	0%	
ARTV15B	Life Painting II	460	406	360	409	-	(409)	600	0%	
ARTV15C	Life Painting III	460	415	360	412	-	(412)	600	0%	
ARTV16A	Beginning Oil Painting I	426	481	444	450	467	17	600	78%	
ARTV16B	Beginning Oil Painting II	491	502	390	461	343	(118)	600	57%	
ARTV18A	Figure Illustration I	440	520	480	480	-	(480)	600	0%	
ARTV18B	Figure Illustration II	440	-	-	147	-	(147)	600	0%	
ARTV19	Three-Dimensional Design	370	570	470	470	560	90	600	93%	
ARTV20A	Intermediate Oil Painting I	414	474	407	432	333	(99)	600	56%	
ARTV20B	Intermediate Oil Painting II	407	462	424	431	300	(131)	600	50%	
ARTV20C	Prof. Practices in Painting	533	539	380	484	300	(184)	600	50%	
ARTV24	Collage and Assemblage	-	-	-	-	-	-	600	0%	
ARTV25A	Beginning Sculpture I	532	622	422	525	448	(77)	600	75%	
ARTV25B	Beginning Sculpture II	473	621	500	531	480	(51)	600	80%	
TOTAL	Annual College WSCH Ratio	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	600	#REF!	

Art (Art, Art History, Ceramics, Drawing, Multimedia, Painting, Photography) Program Review 2012 – 2013



Art (Art, Art History, Ceramics, Drawing, Multimedia, Painting, Photography) Program Review 2012 – 2013

3C5: 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. Occasionally students who are not cognitively or perceptually prepared to succeed in art classes are counseled into these classes. This affects the overall success rate to a small degree.

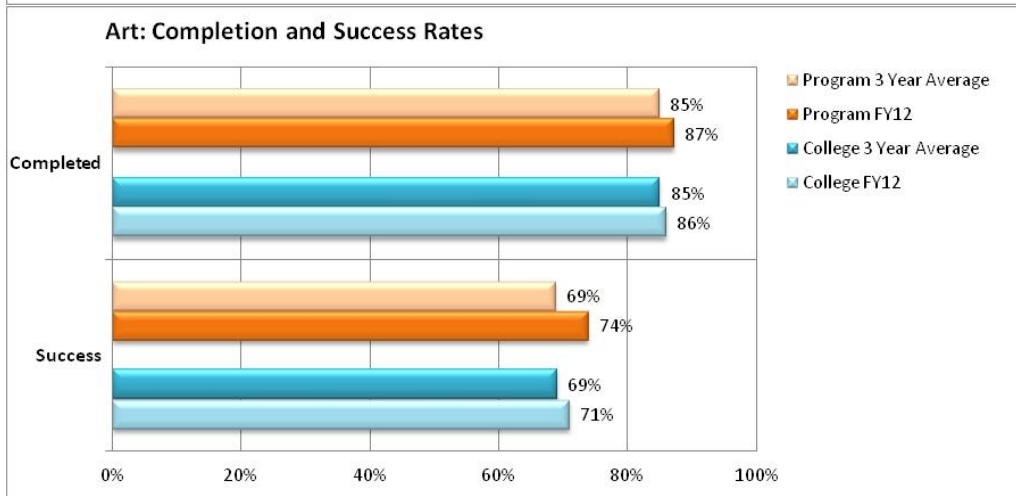
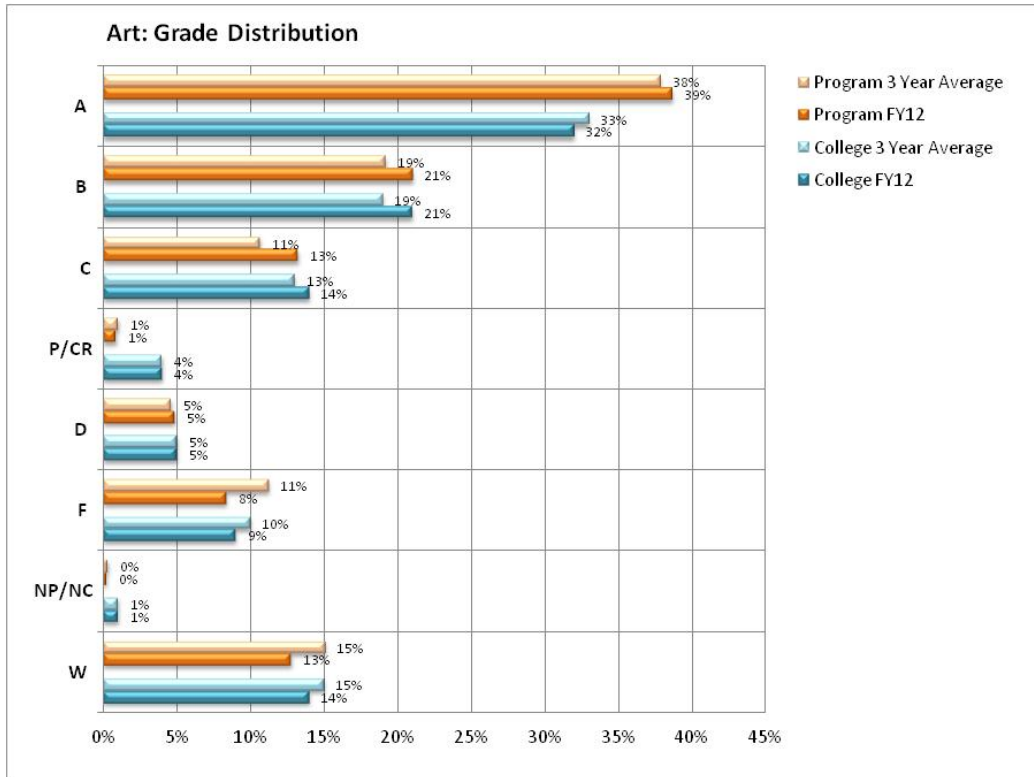
For the art department as a whole, the student success rate is on par with the college average. The success rate in studio art classes is higher than the college average but is not reflected in this data. The success rate in art appreciation and some of the art history classes is lower than 70%, and new strategies need to be implemented to increase these rates. Although a high level of teaching has been maintained it seems that a larger amount of students are less willing to do the work that it takes to be successful.

Art Appreciation is one of the courses listed in the new Title V grant as a high-risk barrier course, and the Art Department will be working with grant personnel to develop new strategies, including the use of Supplemental Instruction (SI) leaders to provide additional support.

Our grade distribution mirrors the college averages.

Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
ART	FY09	1,378	661	353	52	146	389	13	574	3,566	2,992	2,444
ART	FY10	1,430	697	396	32	155	412	10	581	3,713	3,132	2,555
ART	FY11	1,300	724	407	27	199	418	12	480	3,567	3,087	2,458
ART	3 Year Avg	1,369	694	385	37	167	406	12	545	3,615	3,070	2,486
ART	FY12	1,302	708	446	29	162	281	7	430	3,365	2,935	2,485
Subject	Fiscal Year	A	B	C	P/CR	D	F	NP/NC	W	Graded	Completed	Success
ART	FY09	39%	19%	10%	1%	4%	11%	0%	16%	100%	84%	69%
ART	FY10	39%	19%	11%	1%	4%	11%	0%	16%	100%	84%	69%
ART	FY11	36%	20%	11%	1%	6%	12%	0%	13%	100%	87%	69%
ART	3 Year Avg	38%	19%	11%	1%	5%	11%	0%	15%	100%	85%	69%
ART	FY12	39%	21%	13%	1%	5%	8%	0%	13%	100%	87%	74%
College	3 Year Avg	33%	19%	13%	4%	5%	10%	1%	15%	100%	85%	69%
College	FY12	32%	21%	14%	4%	5%	9%	1%	14%	100%	86%	71%

Art (Art, Art History, Ceramics, Drawing, Multimedia, Painting, Photography) Program Review 2012 – 2013



**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

3C6: Interpretation of the Program Completion Information

Over the last four years, the following degrees and certificates have been awarded:

- 7 - Fine Arts
- 5 - Commercial Arts
- 12 – Photography

Transfer

* The Art Department currently ranks 4th at the college in transfer by declared major to CSU.

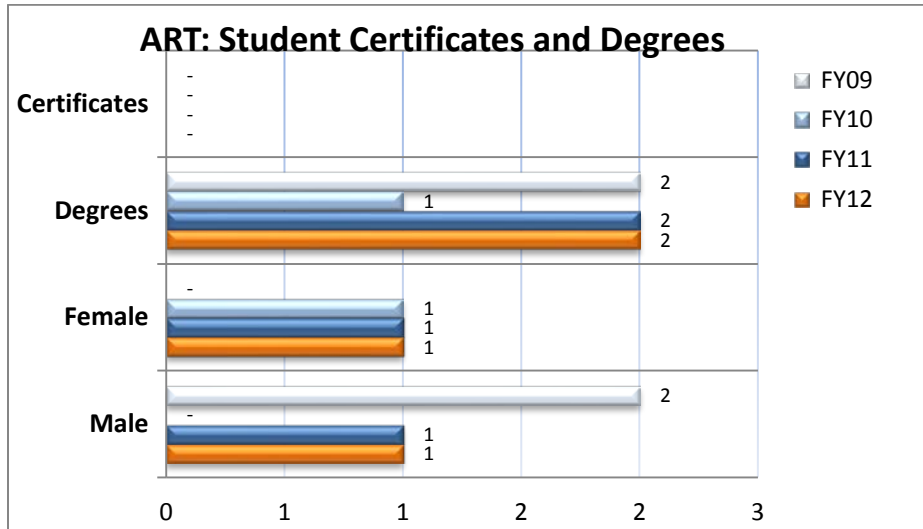
The department plans to review Commercial Art as a degree and certificate program. We are currently putting key commercial art skill sets into our Fine Art degree as every fine artist needs these skills. Our Multimedia program was eliminated but we moved key digital classes to “ART” but because of a delay in tech. review are not able to offer any of those classes this year. We are addressing the issues of low enrollment in this area as we continuously have to close classes due to low enrollment. Web design, gaming and digital media have begun to dominate the “commercial” art world. We are increasing our digital art awareness for the fine art student And are in the process of creating an Associate of Arts Transfer degree in Digital Media.

Two new transfer degrees (Studio Arts and Art History) were developed last semester and are currently in place as of fall 2012. It will take two or three years to start realizing a significant number of students being awarded these new degrees. The new Transfer degree in Digital Media will better reflect the needs of the community including to employment opportunities.

The Art Department is currently reviewing its other degrees in terms of number of credit hours and classes that could be eliminated as requirements. Our high rate of transfers indicates that all of our students who transferred over past years would have qualified for the new Studio Art Transfer Degree. The art department ranks fourth in the college by major in transfers to CSU. Most of our transferring students have forgone our existing degrees because of local College A.A. requirements in Health, Physical Education and Woman’s or Ethnic studies not required by transfer institutions.

Program	FY	Certificates	Degrees	Female	Male
ART	FY09	-	2	-	2
ART	FY10	-	1	1	-
ART	FY11	-	2	1	1
ART	FY12	-	2	1	1
Total Awards in 4 Years		-	7	3	4

Art (Art, Art History, Ceramics, Drawing, Multimedia, Painting, Photography) Program Review 2012 – 2013



3C7: Interpretation of the Program Demographic Information

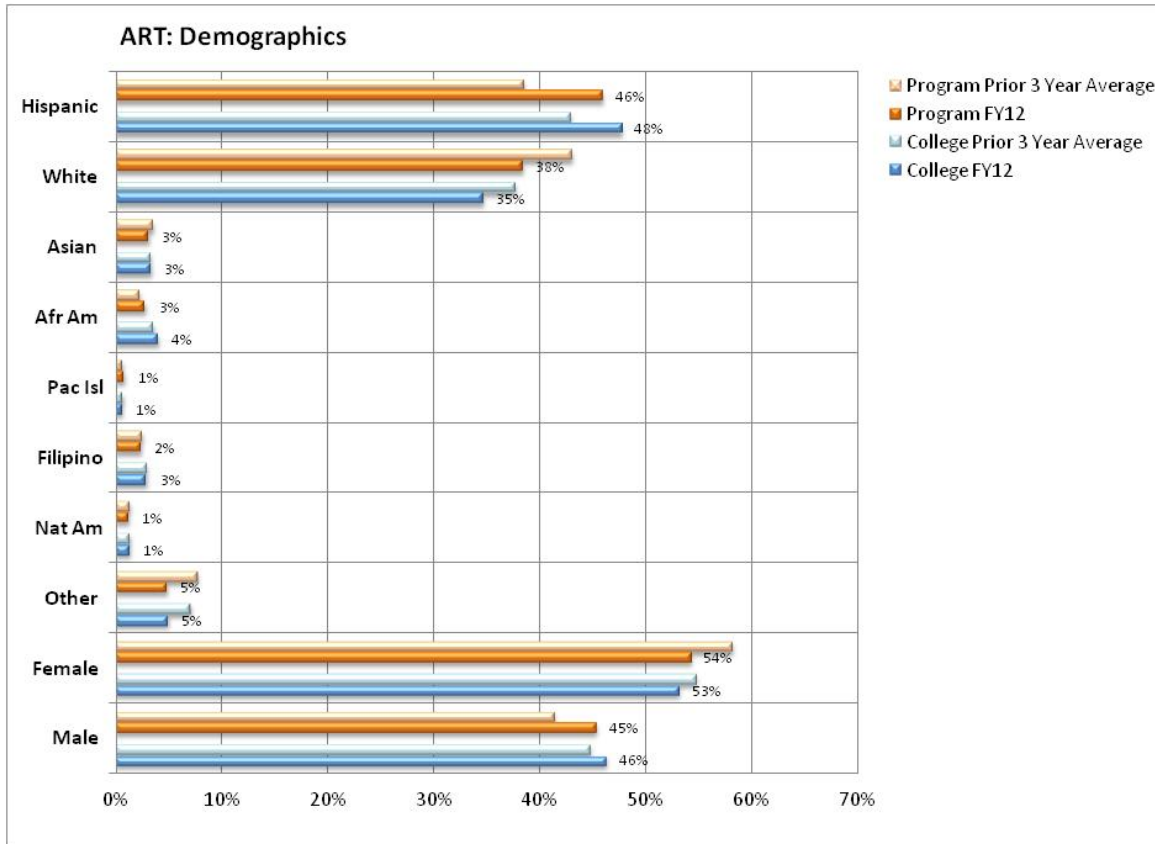
The demographics for all disciplines within the art program are trending similarly with the overall college trends.

In terms of degrees and certificates, the greatest number is being awarded to women.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
ART	FY09	1,289	1,586	139	76	24	87	46	319	2,137	1,421	8	30
ART	FY10	1,393	1,644	122	88	27	100	48	293	2,184	1,513	18	28
ART	FY11	1,505	1,449	127	88	26	90	56	229	2,002	1,563	5	27
ART	3 Year Avg	1,396	1,560	129	84	26	92	50	280	2,108	1,499	10	28
ART	FY12	1,549	1,295	107	96	29	82	43	165	1,830	1,529	7	26
College	3 Year Avg	12,714	11,174	990	1,074	223	880	414	2,110	16,221	13,261	97	27
College	FY12	13,598	9,875	966	1,157	183	842	390	1,424	15,137	13,183	115	25

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
ART	FY09	36%	44%	4%	2%	1%	2%	1%	9%	60%	40%	0%	30
ART	FY10	37%	44%	3%	2%	1%	3%	1%	8%	59%	41%	0%	28
ART	FY11	42%	41%	4%	2%	1%	3%	2%	6%	56%	44%	0%	27
ART	3 Year Avg	39%	43%	4%	2%	1%	3%	1%	8%	58%	41%	0%	26
ART	FY12	46%	38%	3%	3%	1%	2%	1%	5%	54%	45%	0%	26
College	3 Year Avg	43%	38%	3%	4%	1%	3%	1%	7%	55%	45%	0%	27
College	FY12	48%	35%	3%	4%	1%	3%	1%	5%	53%	46%	0%	24

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review
2012 – 2013**



**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review
2012 – 2013**

4. Performance Assessment

4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	90% of students will reach a satisfactory or higher level according to the institutional communication rubric for visual communication.
Operating Information	
This ISLO will be assessed completely in the 2012/13 academic year in the following courses: ART V01, V02, V05, V07, V11A, V11B, V12A, V13A, V13B, V16A, V16B, V19, V20C, V25A, V25B, V38, V46A, V46B, V51A, V71, V73, V90, PHOT V01, V02, V04A, V06A, V73	
Analysis – Assessment	
This ISLO has not yet been assessed.	

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning – Scientific and Quantitative	This ISLO will not be assessed by Art.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	This ISLO will be assessed by Art in Fall 2013 and Spring 2014 per the ISLO institutional calendar.
Operating Information	
Analysis – Assessment	

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review
2012 – 2013**

Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	This ISLO will not be assessed by Art.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	This ISLO will be assessed by Art in Fall of 2014 and Spring of 2015 per the institutional ISLO calendar.
Operating Information	
Analysis – Assessment	

4A2: 2012-2013 Program Level Student Learning Outcomes - *For programs/departments offering degrees and/or certificates*

Per the Art’s Department’s rotational plan (see TracDat), PSLOs #4, 5, and 6 will be assessed in the fall 2012 term. PSLO #3 will be assessed in the spring 2013 term. PSLOs #1 and 2 connect with critical thinking and will be assessed in the 2013/14 term to coincide with the ISLO assessments for this same skill.

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review
2012 – 2013**

Program-Level Student Learning Outcome 1	Performance Indicators
Analyze works of art in terms of their historical contexts and social and cultural values (all art programs)	This PSLO will be assessed in the 2013/14 academic year when critical thinking as an ISLO will be assessed.
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 2	Performance Indicators
Employ critical thinking skills to one’s own work and the work of others (all art programs)	This PSLO will be assessed in the 2013/14 academic year when critical thinking as an ISLO will be assessed.
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 3	Performance Indicators
Critically evaluate digital media and graphic design in regards to communication and composition (digital arts only)	This PSLO will be assessed in spring of 2013.
Operating Information	
Analysis – Assessment	

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

Program-Level Student Learning Outcome 4	Performance Indicators
Demonstrate three-dimensional techniques in creating objects	80% of students will achieve a B or higher per the elements of the rubric associated with this PSLO (see TracDat).
Operating Information	
This PSLO will be assessed in ART V26A, 26B, 51B, 52A, 52B during the fall 2012 semester.	
Analysis – Assessment	
This PSLO has not yet been assessed.	

Program-Level Student Learning Outcome 5	Performance Indicators
Demonstrate basic drawing skills, color manipulation and design principles, and basic tools and techniques in two-dimensional art pieces (2D arts only)	80% of students will achieve a B or higher per the elements of the rubric associated with this PSLO (see TracDat).
Operating Information	
This PSLO will be assessed during the fall 2012 semester in ART V12B, V13C, V20A, V20B, V47A, V47B.	
Analysis – Assessment	

Program-Level Student Learning Outcome 6	Performance Indicators
Demonstrate an understanding of the camera and of the basic techniques of analog and digital photography in selected areas of emphasis (photography only)	80% of students will achieve a B or higher per the elements of the rubric associated with this PSLO (see TracDat).
Operating Information	
This PSLO will be assessed during the fall 2012 semester in PHOT V04B.	
Analysis – Assessment	

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review
2012 – 2013**

4A3: 2012-2013 Course Level Student Learning Outcomes - Refer to TracDat

4B: 2012-2013 Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will increase its student success rates in ART V01, ART V02, and ART V04.	The program will increase its student success rates in ART V01, ART V02, and ART V04 by 3 percentage points.
Operating Information	
The success rates in these courses are all below 65%. Strategies, including the addition of time management, study skills, and tutoring support, are being included in these courses.	
Analysis – Assessment	
The outcome was not met. Low success rates from several semesters indicate that intervention is required. Initiatives need to be identified.	

Student Success Outcome 2	Performance Indicators
The program will increase or maintain student success rates in studio art classes.	The program will increase to or maintain student success rates of 80% in studio art classes.
Operating Information	
Student success information for the studio art classes is combined with success data from art appreciation and art history courses, making it difficult to see the success rates for studio art classes as a group. However, the data appears to show that, on average, the success rates for these courses is well over 80%. Due to cutbacks, many of these courses, however, are not being offered during the 2012/13 academic year.	
Analysis – Assessment	
The outcome was met.	

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review
2012 – 2013**

4C. 2012-2013 Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 525 goal set by the district	Where possible due to cap restrictions, the program will exceed the efficiency goal of 525 set by the district by 2%.
Operating Information	
Art classes were at 83% of the 525 goal. Multimedia classes were at 140% although the number of offerings was small. Photography classes were at 108% of the 525 goal.	
Analysis – Assessment	
The outcome was not met. However, art appreciation and art history classes were substantially over the goal of 600. There is an enrollment cap on studio art classes, photography classes, and classes where computers are used. The productivity goal of 600 for these classes is, therefore, unrealistic because of the 24-25 student per class limit. We can experiment with a cap of 30 in color and design classes, providing 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. The district goal of 600 is appropriate for art appreciation, art history, and photography only.	

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 \$5,000 will be budgeted if funds are available.	A current inventory of all equipment in the program will be maintained. Equipment having a value over \$5,000 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 program is doing an inventory of its equipment and is developing a schedule for maintenance and replacement.	
Analysis – Assessment	

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review
2012 – 2013**

4D. Program Review Rubrics for Instructional Programs

Academic Programs

Point Value	Element	Score
Up to 6	Enrollment demand	5.5
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	4
Up to 4	Agreed-upon productivity rate	4
Up to 4	Retention rate	3
Up to 3	Success rate (passing with C or higher)	2.5
Up to 3	Ongoing and active participation in SLO assessment process	3
Total Points	Interpretation	
22 – 26	Program is current and vibrant with no further action recommendation	
18 – 21	Recommendation to attempt to strength the program	
Below 18	Recommendation to consider discontinuation of the program	

TOTAL 22

CTE Programs

Point Value	Element	Score
Up to 6	Enrollment demand	
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	
Up to 6	Program success (degree / certificate / proficiency award completion over 4 year period)	
Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate	
Up to 4	Employment outlook for graduates / job market relevance	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	
Total Points	Interpretation	
31 - 36	Program is current and vibrant with no further action recommendation	
25 - 30	Recommendation to attempt to strength the program	
Below 25	Recommendation to consider discontinuation of the program	

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

5. Findings

2012-2013 - FINDINGS

Finding 1: In order to ensure that the program has functional, current, and adequate equipment for a quality learning environment, purchases are needed for cameras, plaster casts, easels, and drawing tablets and a new compressor.

Finding 2: The art gallery budget needs to be increased. Even prior to the 50% decrease in funding, 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 of 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.

Finding 3: While student success in the studio arts courses is generally good, student success in the art appreciation and art history classes is lower than 70%. Strategies for improving these rates continue to need to be developed.

Finding 4: Software licenses must be maintained.

Finding 5: Productivity data for studio art classes needs to be separated from art history/art appreciation classes. It is difficult to assess them properly when they are combined.

Finding 6: A review of the department's webpage indicates that enhancements would strengthen the program.

Finding 7: Fine Arts, Ceramics and Photography degrees are the roadmap for students planning to transfer to competitive four year programs. We will add our newly developed capstone portfolio development class to each of these degrees while reducing each degree by six hours.

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review
2012 – 2013**

6. Initiatives

6A: 2011-2012 - FINAL Program Initiative Priority Ratings

Program	Category	Program Priority (0,1,2,3)	Division Priority (R,H,M,L)	Committee Priority	College Priority	Initiative ID	Initiative Title	Resource Description	Estimated Cost	Adjusted Cost	Accumulated Costs	Full Time or Part Time
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Art	Faculty	1	H		H	ART1201	Replacement faculty	Replace retiring faculty member				FT
Art	Tech	1	H	H	H	ART1202	Computers / printers	New equipment to upgrade computer labs	40,000	40,000	40,000	
Art	Budget	1	R		M	ART1206	Annual maintenance agreement	Software licenses yearly contract Adobe for computer labs	17,000	17,000	57,100	
Art	Budget	2	H		M	ART1203	New equipment; need pottery wheels currently only have 1/2 of the wheels needed for a full class	Update ceramics lab	7,500	7,500	64,500	
Art	None	7	H			ART1204	Portfolio course	Create a capstone portfolio course to be part of each degree program	0	0	0	
Art	Budget	3	no rating		L	ART1205	Budget for new Art Gallery	Gallery needs operation funds to bring in guest artists, pay for mailing art, advertisement of shows, gallery openings, etc.	5,000	5,000	69,500	

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

6B: 2012-2013 INITIATIVES

Initiative ID should be consistent. For example:

2011-2012 identified initiatives - ART1201, ART1202, etc.

2012-2013 identified initiatives - ART1301, ART1302, etc.

Initiative 1 – Annual software maintenance agreement

From 2011/2012 list

Initiative ID ART1206

Links to Finding 4

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.)	

(see next page for 6C Initiatives Table)

Initiative 2: Art Gallery

From 2012/2012 List

Initiative ID ART1205

Links to Finding 2

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

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.)	

(see next page for 6C Initiatives Table)

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

Initiative 3 - Strategies for Art Appreciation and Art History

New

Initiative ID ART1301

Links to Finding 3- Student success in art appreciation and some art history courses (ART V01, V02, and V04) is low. Strategies such as test prep, time management, study skills, and tutoring need to be developed.

Benefits- Art students will learn skills that will help them succeed in many of the high-risk barrier courses.

Request for Resources-None

Funding Sources

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

(see next page for 6C Initiatives Table)

Initiative 4 – Plaster casts

New

Initiative ID ART1302

Links to Finding 1

- Benefits- The life drawing room currently has no plaster cast equipment. This equipment affords students the opportunity to work from reproductions of masterpieces and is considered traditional equipment in any life drawing program.

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)	
Requires college equipment funds (other than computer related)	X
Requires college facilities funds	
Requires other resources (grants, etc.)	

(see next page for 6C Initiatives Table)

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review
2012 – 2013**

Initiative 5 – Equipment- Easels and Air Compressor

New

Initiative ID ART1303

Links to Finding 1

- **Benefits-** Easels are fundamental, basic pieces of equipment for painting, life drawing, and some drawing classes. Our easels are 14 years old and had a life expectancy of 10 years. The current ones are also very heavy and can collapse if not tightened properly (which needs to be done regularly to avoid problems). We need lighter, safer versions.

The old air compressor no longer works and cannot be repaired. It is vital to both ceramics and sculpture to have a working compressor.

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)	
Requires college equipment funds (other than computer related)	X
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative 6 - Cameras

New

Initiative ID ART1304

Links to Finding 1

-**Benefits-** Two of our digital cameras are 10 years old and need to be replaced. Technology has advanced and these cameras use antiquated technology.

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)	
Requires college equipment funds (other than computer related)	X
Requires college facilities funds	
Requires other resources (grants, etc.)	

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review
2012 – 2013**

Initiative 7 - Art Degrees

New

Initiative ID ART1305

Links to Finding: 7

-Benefits- It is vital to student success to keep our current A.A. degrees because they provide the roadmap for students who are planning to transfer to competitive art programs at both public and private four year colleges.

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.)	

Initiative 8 - Web page enhancement

New

Initiative ID ART1307

Links to Finding : 6

-Benefits- The Art Department’s presence in both the college and outside communities would be enhanced through the highlighting of student and faculty artwork on the webpage.

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.)	

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

6C: 2012-2013 Program Initiative Priority Ratings

Program	Finding Number	Category	Program Priority (R, H, M, L)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost
Art	4	Tech	R				ART1206	Annual maintenance agreement	Software licenses yearly contract Adobe for computer labs	17,000 (8,500 per year)
Art	3	None	H				ART1301	Strategies for Art Appreciation and Art History	Time management techniques, study skills, test prep, and tutoring support	none -
Art	1	Equip	H				ART1303	Easels Compressor	Easels need to be replaced (approximately \$210 ea) Cannot be repaired and is essential for all of our 3-D classes	3,500 8,000
Art	1	Equip	H				ART1304	Cameras	Two cameras (\$500 each)	1,000
Art	2	Budget	M				ART1305	Budget for new Art Gallery	Gallery needs operational funds to bring in guest artists, pay for mailing art, advertisement of shows, gallery openings, etc.	5,000
Art	7	None	H				ART1306	ART Degrees	Do not eliminate any existing degrees.	

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review
2012 – 2013**

Art	6	None	M				ART1307	Web page enhancement	Utilize departmental webpage to highlight student and faculty work.	-
Art	1	Equip	M				ART1302	Plaster casts	Life drawing room equipment (each item over \$200)	2,000

6D: PRIORITIZATIONS OF INITIATIVES WILL TAKE PLACE AT THE PROGRAM, DIVISION, COMMITTEE, AND COLLEGE LEVELS:

Program/Department Level Initiative Prioritization

All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

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 will then be prioritized using the **RHML** priority levels defined below.

Committee Level Initiative Prioritization

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

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 **RHML** priority levels defined below.

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

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

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

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

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review
2012 – 2013**

7. Process Assessment and Appeal

7A. Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B. 2012 - 2013 ASSESSMENT QUESTIONS

1. Did you complete the program review process last year, and if so, did you identify program initiatives?

Yes, program initiatives were developed and two were funded. Two unfunded initiatives remain on list for this year.

2a. Were the identified initiatives implemented?

ART1201	Replacement faculty	Department received a FT replacement for a retiree
ART1202	Computers/printers	Department received \$40,000 for new computers and printers
ART1203	New 3D equipment	Removed as an initiative for this year
ART1204	Portfolio course	ART V20C created to serve as a capstone course for art degrees; prerequisites will be created so that students are not taking the course early in the program before they have compiled enough for a portfolio
ART1205	Budget for new art gallery	Not funded; on list for this year
ART1206	Annual maintenance agreement	Not funded; on list for this year

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review
2012 – 2013**

2b. Did the initiatives make a difference?

The Art program gained a new full time faculty member in the area of life drawing, drawing and composition, and color and design; filling a gap from a retirement. The new faculty member comes to the college with a great deal of experience and expertise, and we expect the benefits to students to be significant. Also, \$40,000 was allocated for new computers and printers in one of our computer labs. The computers are still in the process of being installed.

3. If you appealed or presented a minority opinion for the program review process last year, what was the result?

No appeals or minority opinions were put forth.

4. How have the changes in the program review process worked for your area?

The extra division meeting provided the time needed for each area to present its major initiatives before the actual vote. The use of facilitators also proved helpful.

5. How would you improve the program review process based on this experience?

A more user friendly place in which to input our information would be helpful.

7C. 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 appropriate form that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

ART Department
STUDENT LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

ART V01 – ART APPRECIATION - 3 Units

1. Identify the major periods in art history
2. Demonstrate understanding of the visual arts

Assessment Method: Papers-Museum, Quizzes, and Exams

ART V02A – INTRODUCTION TO THE HISTORY OF WESTERN ART I - 3 Units

1. Identify the major periods in art history from prehistoric times to the Gothic period
2. Demonstrate understanding of the relationship between art and western society

Assessment Method: Papers-Museum, Quizzes, and Exams

ART V02B – INTRODUCTION TO THE HISTORY OF WESTERN ART II - 3 Units

1. Identify the major periods in art history from the Renaissance to modern times
2. Demonstrate understanding of the relationship between art and western society

Assessment Method: Papers and Exams

ART V03 – INTRODUCTION TO AFRICAN AND PRE-COLUMBIAN ART - 3 Units

1. Examine and analyze the meaning and significance of the arts of African and pre-Columbian peoples in relation to the sociological, religious, philosophical, and historical perspectives of those cultures
2. Identify and evaluate the aesthetic contributions of the African and pre-Columbian peoples

Assessment Method: Papers-Museum, Quizzes, and Exams

ART V04 – INTRODUCTION TO RENAISSANCE ART - 3 Units

1. Analyze legal concepts
2. Demonstrate proficiency in case law, criminal procedure updates and custodial laws
3. Identify right to counsel and trial rights issues

Assessment Method: Writing assignments Reading assignments Tests In-class activities
Discussions

ART V04 – INTRODUCTION TO RENAISSANCE ART - 3 Units

1. Recognize and name the key figures and forces behind the development of Renaissance art
2. Compare and contrast the art from 1400 to 1600 in Italy, Spain, Flanders and Germany

Assessment Method: Papers, Quizzes, and Exams

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

ART V05 – INTRODUCTION TO AMERICAN ART - 3 Units

1. Recognize and examine the vigorous movement in the arts in America dating from the first Colonial enterprise
2. Describe and evaluate the various styles and movements in art that the United States has experienced

Assessment Method: Papers, Quizzes, and Exams

ART V06 – INTRODUCTION TO MODERN ART - 3 Units

1. Identify and discuss the major movements and artists of the modern period
2. Illustrate the influences of European art on American art during the modern era

Assessment Method: Papers, Quizzes, and Exams

ART V07 - INTRODUCTION TO WOMEN IN THE ARTS - 3 Units

1. Identify the important women throughout history
2. Describe and analyze the contributions and achievements of women artists

Assessment Method: Papers, Quizzes, and Exams

ART V09 – INTRODUCTION TO MODERN AND CONTEMPORARY LATIN AMERICAN ART - 3 Units

1. Identify the important Latin American artist throughout the modern and contemporary periods
2. Describe and analyze the contributions and achievements of Latin American artists

Assessment Method: Papers, Quizzes, and Exams

ART V10 – GALLERY TECHNOLOGY AND MANAGEMENT - 3 Units

1. Recognize and translate appropriate vocabulary pertaining to art theory, art movements and connoisseurship
2. Identify formal art issues and employ written and critical analyses of artwork
3. Demonstrate and practice presentation and preparatory labor including hanging, signage and gallery maintenance

Assessment Method: Short papers, Reviews, and Participation in Gallery Operations

ART V11A – COLOR AND DESIGN: TWO-DIMENSIONAL DESIGN - 3 Units

1. Identify, define, and apply the principles of design: balance, harmony, contrast, and spatial unity
2. Analyze these principles to create a series of design compositions based on the elements of art: line, shape, value, texture, and color

Assessment Method: Design Projects

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

ART V11B – COLOR AND DESIGN: COLOR THEORY AND PRACTICE - 3 Units

1. Express and demonstrate the usage of traditional color schemes such as, monochromatic, neutral, analogous, complementary, split- complementary, triadic, and tetradic. Compare and contrast these schemes by formulating and constructing design compositions illustrating their properties
2. Construct color designs that demonstrate a sophisticated comprehension of the principles of design: balance, harmony, contrast, variety, repetition, movement, dominance, rhythm, and spatial relationships

Assessment Method: Design Projects

ART V12A – DRAWING AND COMPOSITION I - 3 Units

1. Develop the ability, through practice, to observe and record images accurately and readily in graphic form
2. Prepare a visual grammar of image making through demonstration and practice with graphite, charcoal, ink, pastel, or other appropriate tools or materials

Assessment Method: Drawing problems, participation in critiques, and final portfolio

ART V12B – DRAWING AND COMPOSITION II - 3 Units

1. Examine, analyze, and appraise pictorial composition through critique, demonstration, and practice, on an increasingly sophisticated level
2. Build a broader visual grammar of image making through demonstration and practice with a variety of drawing media. Synthesize different drawing media to create mixed-media drawings

Assessment Method: Life Drawing Problems

ART V13A – LIFE DRAWING I - 3 Units

1. Understand the basic structure of the human figure
2. Understand the movement of the muscular-skeletal system
3. Identify bones and muscles

Assessment Method: Life Drawing Problems

ART V13B – LIFE DRAWING II - 3 Units

1. Recognize and identify complex anatomical aspects of the human form and its muscular-skeletal system
2. Represent and compose in space, the human figure using measuring techniques
3. Create figure drawings using the laws of light, clarify and refine the use of various gesture drawing techniques

Assessment Method: Life Drawing Problems

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

ART V13C – LIFE DRAWING III - 3 Units

1. Represent and compose in space, the human figure using measuring techniques
2. Refine the use of basic measuring techniques with attention to exaggeration and alteration of form
3. Compose and create figure drawings in various color media
4. Prepare a figure drawing portfolio

Assessment Method: Life Drawing Problems

ART V15A – LIFE PAINTING I - 3 Units

1. Organize volume and mass using paint media
2. Compose and construct structurally convincing figures

Assessment Method: Figure Paintings

ART V15B – LIFE PAINTING II - 3 Units

1. Recognize and translate into paint a variety of painting techniques including scumbling, impasto, oil washes, and glazing
2. Demonstrate moderately complex spatial relationships between figures and grounds

Assessment Method: Figure Paintings

ART V15C – LIFE PAINTING III - 3 Units

1. Choose and express individual vision for painting the human form
2. Evaluate and appraise figure painting of one's own and the work of other artists

Assessment Method: Figure Paintings

**MULTIMEDIA
STUDENT LEARNING OUTCOMES**

Upon successful completion of this course the student will be able to:

ART V68 - DIGITAL ART APPLICATIONS - 3 Units

(Formerly - MM V10 – INTRODUCTION TO MULTIMEDIA AND MULTIMEDIA APPLICATIONS - 3 Units)

1. Categorize multimedia and be able to use multimedia terminology
- Differentiate and analyze the steps required for designing and creating multimedia products, from concept through production to evaluation

Assessment Method:

MM V20 – VISUAL DESIGN FOR MULTIMEDIA - 3 Units

1. Articulate and apply the fundamental principles of visual image-making
2. 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

Assessment Method:

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

MM V22 – ADVANCED VISUAL DESIGN FOR MULTIMEDIA - 3 Units

1. Assess the advanced principles of digital image-making and analyze and choose the advanced principles of digital composition and animation: balance, harmony, variety and repetition, space, light, value, texture/pattern, time color theory and color format, typography, perspective, chroma-key, motion, allegory and metaphor, object oriented communication and object interaction as they apply to multimedia
2. Assemble advanced techniques of juxtaposition, interaction, motion and sequencing to create meaning and order with digital media

Assessment Method

ART V70A (Formerly - MM V74A) – ADOBE PHOTOSHOP I - 3 Units

1. Assess and utilize industry-standard digital imaging software
2. Create digital works of art using software applications

Assessment Method: Digital Projects

ART V70B (Formerly - MM V74B) – ADOBE PHOTOSHOP II - 3 Units

1. Assess and utilize industry-standard digital imaging software
- Create digital works of art using software applications

Assessment Method: Digital Projects

MM V82 – VECTOR-BASED ANIMATION - 3 Units

1. Analyze and explain the principles of vector-based animation
2. Create low band width animations, presentations and web-sites

Assessment Method: Digital Projects

PHOTOGRAPHY
STUDENT LEARNING OUTCOMES

Upon successful completion of this course the student will be able to:

PHOT V01 – BEGINNING PHOTOGRAPHY - 3 Units

1. Understand film exposure, print development and print presentation
2. Identify and understand the basic components of a camera

Assessment Method:

PHOT V02 – BEGINNING PHOTOGRAPHY WITH DIGITAL TECHNIQUES - 3 Units

1. Understand film exposure, print development and print presentation
2. Identify and understand the basic components of a camera

Assessment Method:

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

PHOT V04A – INTERMEDIATE PHOTOGRAPHY I - 3 Units

1. Evaluate the use of natural and artificial light and its relation to the photographic process
2. Explore and implement alternative film and electronic processes

Assessment Method:

PHOT V04B – INTERMEDIATE PHOTOGRAPHY II - 3 Units

1. Setup and Evaluate the use and functions of a 4x5 camera
2. Explore and implement advanced digital exposure methods

Assessment Method:

PHOT V06A – INTRODUCTION TO COLOR PHOTOGRAPHY I - 3 Units

1. Properly expose and evaluate color film
2. Evaluate and distinguish accurate color balance when looking at color negative and positive film

Assessment Method:

PHOT V06B – INTRODUCTION TO COLOR PHOTOGRAPHY II - 3 Units

1. Properly print and present a color portfolio
2. Compare and evaluate advanced studio and location lighting techniques

Assessment Method:

PHOT V07 – HISTORY OF PHOTOGRAPHY - 3 Units

1. Demonstrate a working knowledge of the evolution of photographic processes from 1839 to present
2. Identify photographers and images by their style and historic photographic process

Assessment Method:

PHOT V08 – PRINCIPLES OF PORTRAIT PHOTOGRAPHY - 3 Units

1. Evaluate the traditional and contemporary portrait and it's place in our culture
2. Explore and implement advanced lighting and exposure techniques

Assessment Method:

PHOT V09A – APPLIED PHOTOGRAPHY I - 3 Units

1. Properly present a hand-made book and printed portfolio Identify ethical issues involved in dealing with offenders in institutional and community settings
2. Develop a marketing plan to promote and sell photography

Assessment Method:

PHOT V09B – APPLIED PHOTOGRAPHY II - 3 Units

1. Properly present a traditionally printed and electronic portfolio
2. Develop a marketing plan to promote and sell photography

Assessment Method:

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

ART V16A – BEGINNING OIL PAINTING I - 3 Units

1. Practice proper techniques for the application of oil paint including under painting, glazing, scumbling, impasto and opaque brushwork
2. Interpret with perceptual accuracy an object employing the color properties of hue, value, and intensity

Assessment Method: Painting Projects

ART V16B – BEGINNING OIL PAINTING II - 3 Units

1. 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
2. Recognize basic color harmonies including monochromatic, triadic, complementary, and analogous and to create one or more paintings applying color theory
3. 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

Assessment Method: Painting Problems

ART V16B – BEGINNING OIL PAINTING II - 3 Units

1. 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
2. Recognize basic color harmonies including monochromatic, triadic, complementary, and analogous and to create one or more paintings applying color theory
3. 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

Assessment Method: Painting Problems

ART V18A – FIGURE ILLUSTRATION I - 3 Units

1. Practice drawing the draped figure
2. Understand and practice the use of good composition in figure illustration

Assessment Method: Sketches, Drawings and Portfolio

ART V18B – FIGURE ILLUSTRATION II - 3 Units

1. Identify various styles, categories and applications characteristic of contemporary Figure Illustration with emphasis on color media and related mood
2. Organize and prepare a consistent portfolio

Assessment Method: Sketches, Drawings and Portfolio

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

ART V19 – THREE DIMENSIONAL DESIGN - 3 Units

1. Recognize and identify the components, elements, and principles of design through the creation of three-dimensional projects
2. Employ increasing skills in the manipulation of three-dimensional materials and tools

Assessment Method: Three Dimensional Project

ARTV20A – INTERMEDIATE OIL PAINTING I - 3 Units

1. Propose, organize, and discuss the concepts of style, form, color, composition, and content as they relate to a series of paintings.
2. Create a series of studies which experiment with and apply methods of painting techniques for personal expression.

Assessment Method: Paintings, Assignments, Projects, Participation in Critiques, & Final Portfolio

ARTV20B –INTERMEDIATE OIL PAINTING II- 3 Units

1. Compose a series of personal paintings which express and communicate content and meaning.
2. Synthesize the painter's process of conception, execution, and evaluation.

Assessment Method: Paintings, Assignments, Projects, Participation in Critiques, & Final Portfolio

ARTV20C – PORTFOLIO DEVELOPMENT- 3 Units

1. Practice working on a series of conceptually consistent works of art.
2. Practice working as a professional artist organizing and developing an artist statement, resume and proper documentation.

Assessment Method: Participation in Critiques, & Final Portfolio

ARTV25A –BEGINNING SCULPTURE I- 3 UNITS

1. Identify and demonstrate the components and principles of design through the medium of sculpture.
2. Differentiate between additive and subtractive methods applying them to the construction of sculpture projects.

Assessment Method: Sculpture Projects, Assignments, Projects, Participation in Critiques, & Final Portfolio

ARTV25B – BEGINNING SCULPTURE II- 3 UNITS

1. Demonstrate skill working in the direct method of material build-up using plaster.
2. Apply skill in working with clay using additive and subtractive methods.
3. Demonstrate skill in the subtractive method of stone carving and finishing.

Assessment Method: Sculpture Projects, Assignments, Projects, Participation in Critiques, & Final Portfolio

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

2012 – 2013

ARTV26A – INTERMEDIATE SCULPTURE I- 3UNITS

1. Define, identify, and demonstrate the different techniques used in subtractive methods with wood carving as the media.
2. Compose and construct in stone and with stone construction using the conceptual method.
3. Prepare works for final presentation using purchased materials.

Assessment Method: Sculpture Projects, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V26B – INTERMEDIATE SCULPTURE II- 3 UNITS

1. Identify, define, and demonstrate the subtractive method in stone carving using the human figure as subject matter.
2. Compose and construct sculpture in wax using the direct wax build-up method.
3. Prepare works for final presentation using purchased materials.

Assessment Method: Sculpture Projects, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V28A – GRAPHIC COMMUNITCATIONS I- 3 UNITS

1. 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.
2. Practice various techniques to refine thumbnails and roughs into final comps.

Assessment Method: Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V28B – GRAPHIC COMMUNITCATIONS II- 3 UNITS

1. Employ the vocabulary of fine art with typography and visual layout.
2. Interpret and express complex concepts using hand skills and digital media for communication applications.

Assessment Method: Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V28C – GRAPHIC COMMUNITCATIONS II- 3 UNITS

1. Prepare a graphic communication portfolio.
2. Prepare a comprehensive ad campaign.

Assessment Method: Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V29A –COMMERICAL ULLUSTRATION AND LAYOUT I- 3 UNITS

1. Practice basic design and rendering techniques.
2. Formulate ideas and prepare them on paper for real world presentation.

Assessment Method: Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V29B –COMMERICAL ULLUSTRATION AND LAYOUT II- 3 UNITS

1. Practice achromatic/monochromatic marker indication for traditional illustration.
2. Plan and create a variety of projects for use in print and digital media.

Assessment Method: Assignments, Projects, Participation in Critiques, & Final Portfolio

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

ART V29C –COMMERICAL ULLUSTRATION AND LAYOUT III- 3 UNITS

1. Practice full color marker indication for traditional illustration.
2. Plan and create a variety of projects for use in print and digital media to develop a graphic communication portfolio.

Assessment Method: Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V31A –HEAD DRAWING I- 3 UNITS

1. Recognize the anatomical structure of the human head.
2. Create head drawings using light, shadow and tonality to explain physical likeness.

Assessment Method: Head Drawings, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V31B –HEAD DRAWING II- 3 UNITS

1. Formulate head drawings acknowledging the anatomical structure of the human head.
2. Create head drawings using light, shadow, patterns and tonality to explain physical likeness.

Assessment Method: Head Drawings, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V32A – INK TECHNIQUES I- 3 UNITS

1. Create ink drawing emphasizing various techniques.
2. Formulate expressions and images from various approaches.

Assessment Method: Ink Drawings, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V32B – INK TECHNIQUES II- 3 UNITS

1. Create ink drawing emphasizing wash in color and semi-brush techniques.
2. Formulate expressions and images from various approaches.

Assessment Method: Ink Drawings, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V33A –INTERMEDIATE HEAD DRAWING I- 3 UNITS

1. Create head drawings focusing on the structure and proportion of the individual.
2. Prepare head drawings stressing compositional aspects of the portrait.

Assessment Method: Head Drawings, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V33B –INTERMEDIATE HEAD DRAWING II- 3 UNITS

1. Explore the use and combination of various two dimensional media.
2. Design mixed-media pieces which stress skill development and material handling.

Assessment Method: Two-Dimensional, Assignments, Projects, Participation in Critiques, & Final Portfolio

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

ART V34A – TWO DIMENSIONAL MIXED MEDIA I- 3 UNITS

1. Explore the use and combination of various two dimensional media.
2. Design mixed-media pieces which stress skill development and material handling.

Assessment Method: Two-Dimensional, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V34B – TWO DIMENSIONAL MIXED MEDIA II- 3 UNITS

1. Analyze studio practice with emphasis on exploration of mixed-media.
2. Prepare works with a focus on form and composition.

Assessment Method: Two-Dimensional, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V34C – TWO DIMENSIONAL MIXED MEDIA III- 3 UNITS

1. Analyze intense studio practice with emphasis on exploration of mixed-media.
2. Prepare works with a focus on image and content development.

Assessment Method: Two-Dimensional, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V36A – HEAD PAINTING I- 3 UNITS

1. Formulate and prepare color charts relative to skin tones.
2. Create head paintings with an emphasis on drawing, tonality, design and color.

Assessment Method: Color Charts, Head Paintings, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V36B – HEAD PAINTING II- 3 UNITS

1. Formulate and prepare color charts relative to skin tones.
2. Create head paintings with an emphasis on drawing, tonality, design and color.

Assessment Method: Color Charts, Head Paintings, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V37A – WATERCOLOR PAINTING I- 3 UNITS

1. Analyze the structural and expressive values in contemporary painting.
2. Practice the building of form, control of pictorial order and the uses of color and light.

Assessment Method: Watercolor paintings, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V37B – WATERCOLOR PAINTING II- 3 UNITS

1. Create watercolors with an emphasis on individual concepts and technical competence.
2. Practice the building of form, control of pictorial order and the uses of color and light.

Assessment Method: Watercolor paintings, Assignments, Projects, Participation in Critiques, & Final Portfolio

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

ART V39A –INTERMEDIATE HEAD PAINTING I- 3 UNITS

1. Create head paintings building on the concepts of strong color, tonality, drawing and design.
2. Prepare color charts relative to skin tones.

Assessment Method: Head Painting, Color Charts, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V39B –INTERMEDIATE HEAD PAINTING II- 3 UNITS

1. Create head paintings building on the concepts of strong color and value relationships.
2. Prepare color charts relative to skin tones.

Assessment Method: Head Painting, Color Charts, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V40A –INTERMEDIATE WATERCOLOR I- 3 UNITS

1. Create watercolors with an emphasis on the control of various techniques.
2. Practice the building of form, control of pictorial order and the uses of color and light with a high degree of technical competency.

Assessment Method: Watercolor Paintings, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V40B –INTERMEDIATE WATERCOLOR II- 3 UNITS

1. Create watercolors with an emphasis on the control of various techniques.
2. Practice the building of form, control of pictorial order and the uses of color and light with a high degree of technical competency.

Assessment Method: Watercolor Paintings, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V41A–RELIEF PRINT MAKING I- 3 UNITS

1. Understand the relief processes of contemporary printmaking.
2. Prepare and create relief prints using a variety of processes.

Assessment Method: Printmaking, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V41B–RELIEF PRINT MAKING II- 3 UNITS

1. Understand the relief processes of contemporary printmaking relative to making color prints.
2. Prepare and create relief prints using color separations, special linking techniques and registration.

Assessment Method: Printmaking, Assignments, Projects, Participation in Critiques, & Final Portfolio

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

ART V42A–INTAGLIO PRINTMAKING I- 3 UNITS

1. Understand intaglio processes of contemporary printmaking
2. Prepare and create intaglio prints.

Assessment Method: Printmaking, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V42B–INTAGLIO PRINTMAKING II- 3 UNITS

1. Understand intaglio processes including special techniques.
2. Prepare and create intaglio prints with an emphasis on special processes.

Assessment Method: Printmaking, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V43A–SILKSCREEN PRINTMAKING I- 3 UNITS

1. Understand silkscreen process as a creative medium.
2. Prepare and create silkscreen prints with an emphasis on masking processes and printing an edition.

Assessment Method: Silkscreen, Printmaking, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V43B–SILKSCREEN PRINTMAKING II- 3 UNITS

1. Understand silkscreen process as a creative medium.
2. Prepare and create silkscreen prints with an emphasis on masking processes including touché and glue methods and printing an edition.

Assessment Method: Silkscreen, Printmaking, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V44A–LITHOGRAPHY I- 3 UNITS

1. Understand the technique of lithographic processes.
2. Prepare and create lithographic prints.

Assessment Method: Lithography, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V44B–LITHOGRAPHY II- 3 UNITS

1. Understand the technique of special lithographic processes involving color.
2. Prepare and create lithographic prints with an emphasis on the printed edition, color mixing, ink modification and special effects.

Assessment Method: Lithography, Assignments, Projects, Participation in Critiques, & Final Portfolio

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

ART V45A–INTERMEDIATE SILKSCREEN PRINTMAKING I- 3 UNITS

1. Understand serigraphy as a creative medium.
2. Prepare and create serigraphic prints using various types of film positives.

Assessment Method: Serigraphy, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V45B–INTERMEDIATE SILKSCREEN PRINTMAKING II- 3 UNITS

1. Understand serigraphy for both fine arts and commercial applications.
2. Prepare and build silk screens and understand how to plan a silkscreen studio.

Assessment Method: Serigraphy, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V46A–BEINGING ACRYLIC PAINTING I- 3 UNITS

1. 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.
2. Recognize basic color harmonies including monochromatic, triadic, complementary, and analogous and to create one or more paintings applying color theory.

Assessment Method: Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V46B–BEINGING ACRYLIC PAINTING II- 3 UNITS

1. 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.
2. 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.

Assessment Method: Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V47A–INTERMEDIATE ACRYLIC PAINTING I- 3 UNITS

1. Propose, organize, and discuss the concepts of style, form, color, composition, and content as they relate to a series of paintings.
2. Create a series of studies which experiment with and apply methods of painting techniques for personal expression.

Assessment Method: Paintings, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V47B–INTERMEDIATE ACRYLIC PAINTING II- 3 UNITS

1. Compose a series of personal oil paintings which express and communicate content and meaning.
2. Synthesize the painter's process of conception, execution, and evaluation.

Assessment Method: Paintings, Assignments, Projects, Participation in Critiques, & Final Portfolio

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

ART V48–INTRODUCTION TO PRINTMAKING- 3 UNITS

1. Analyze and compare the different printmaking processes.
2. Create prints using a variety of printmaking processes.

Assessment Method: Printmaking, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V51A–BEINGING CERAMICS I- 3 UNITS

1. Analyze basic techniques in working with clay.
2. Create works using various techniques and glazes.

Assessment Method: Ceramics, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V51B–BEINGING CERAMICS II- 3 UNITS

1. Analyze basic techniques in working with clay.
2. Create works using various techniques and glazes.

Assessment Method: Ceramics, Assignments, Projects, Participation in Critiques, & Final Portfolio

ART V52A– CERAMICS DESIGN I- 3 UNITS

1. Analyze basic techniques in working with clay.
2. Create works using various techniques and glazes.

Assessment Method: Ceramics, Assignments, Creative Projects, Papers, Quizzes

ART V52B– CERAMICS DESIGN II- 3 UNITS

1. Analyze and understand the use of glazes and the basics of kiln firing.
2. Create independent projects using various techniques and glazes

Assessment Method: Ceramics, Assignments, Creative Projects, Papers, Quizzes

ART V53A– CERAMICS GLAZE THEORY I- 2 UNITS

1. Analyze and understand the nature of clay and glazes.
2. Experiment with found clays and basic glaze formations.

Assessment Method: Ceramics, Assignments, Creative Projects, Papers, Quizzes

ART V53B– CERAMICS GLAZE THEORY II- 2 UNITS

1. Analyze and understand the nature of clay and glazes.
2. Experiment with found clays and basic glaze formations.

Assessment Method: Ceramics, Assignments, Creative Projects, Papers, Quizzes

ART V53C– CERAMICS GLAZE THEORY III- 2 UNITS

1. Analyze, understand and develop glazes.
2. Experiment with modification and firing processes.

Assessment Method: Ceramics, Assignments, Creative Projects, Papers, Quizzes

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

**ART V54A– SPECIAL TECHNIQUES IN RAKU, SAGGAR & PRIMITIVE-STYLE
FIRING I- 3 UNITS**

1. Analyze and understand alternative ceramic techniques.
2. Experiment with and create ceramic works employing raku, primitive and saggar firing processes.

Assessment Method: Ceramics, Assignments, Creative Projects, Papers, Quizzes

**ART V54B– SPECIAL TECHNIQUES IN RAKU, SAGGAR & PRIMITIVE-STYLE
FIRING II- 3 UNITS**

1. Analyze and understand alternative ceramic techniques.
2. Experiment with and create ceramic works employing raku, primitive and saggar firing processes.
3. Formulate a personal style.

Assessment Method: Ceramics, Assignments, Creative Projects, Papers, Quizzes

ART V55A- DECORATING TECHNIQUES FOR CERAMICS I- 3 UNITS

1. Analyze and understand alternative ceramic decorating techniques.
2. Experiment with and create ceramic works employing a variety of ceramic decorating techniques.

Assessment Method: Ceramics, Assignments, Creative Projects, Papers, Quizzes

ART V55B- DECORATING TECHNIQUES FOR CERAMICS II- 3 UNITS

1. Analyze and understand alternative ceramic decorating techniques.
2. Experiment with and create ceramic works employing a variety of ceramic decorating techniques.

Assessment Method: Ceramics, Assignments, Creative Projects, Papers, Quizzes

ART V71- COMPUTER GRAPHIC AND DESIGN I- 3 UNITS

1. Understand and employ the process of communication media in digital form.
2. Prepare projects that will aid comprehension of the technical side of computer graphics.

Assessment Method: Computer Graphic Projects, Assignments, Participation in Critiques, & Final Portfolio

ART V72- COMPUTER GRAPHIC AND DESIGN II- 3 UNITS

1. Understand and employ the process of using various software applications.
2. Prepare projects that will apply the elements of design and aesthetic principles to produce digital imagery and internet applications.

Assessment Method: Computer Graphic Projects, Assignments, Participation in Critiques, & Final Portfolio

**Art (Art, Art History, Ceramics, Drawing, Multimedia,
Painting, Photography) Program Review**
2012 – 2013

ART V73- DIGITAL IMAGING- 3 UNITS

1. Manipulate and enhance digital images for graphic reproduction.
2. Assess and accomplish digital image problem solving.

Assessment Method: Digital Projects, Assignments, Participation in Critiques, & Final portfolio

ART V74A- DIGITAL PAINTING I- 3 UNITS

1. Compare and explore the similarities and differences of creating art using traditional and digital methods.
2. Create digital works of art using software applications.

Assessment Method: Digital Painting Projects, Projects, Assignments, Participation in Critiques, & Final Portfolio

ART V74B- DIGITAL PAINTING I- 3 UNITS

1. Compare and explore the similarities and differences of creating art using traditional and digital methods.
2. Create digital works of art using software applications.

Assessment Method: Digital Painting Projects, Projects, Assignments, Participation in Critiques, & Final Portfolio