Assessment Report

Yuba Community College District

YC - Art & Photography Program Recommendations

Year of Review: 2013-2014

Type of Review: Self-Study (4-year review)

Executive Summary (Include a list of team members): Significant progress in the 2011-2012 year included the purchase of new computer equipment and software for the photography program and the revamping of the printmaking courses to include cutting edge printmaking techniques resulting from Sara Sealander's sabbatical research. Although progress has been made in SLO development and assessment--and changes to the assessments themselves have been made in Art 12A/B as a result of the first round of SLO assessment--more progress needs to be made in developing assessments and reporting on curricular modifications resulting from assessment data in the remaining Art and Photography courses.

Despite steady reduction in the FTEF allotment for the Fine Arts, student demand for Fine Arts classes has remained high, and Fine Arts faculty often take students over their class caps. A 2011 "white paper" prepared by Vice President Kevin Trutna and Institutional Researcher Erik Cooper has shown that students enrolled in the Fine Arts are more likely to take a greater number of units per semester than non-Fine Arts students. This finding challenges popular misconceptions that Fine Arts students are not serious about their education or are taking classes only for recreation, with no plans for majoring in the Arts or transferring to four-year institutions. If the Fine Arts Division is to continue meeting the needs of Yuba College's students, it must receive adequate support in FTEF and faculty hiring.

Major recommendations for 2011-2012 include the hiring of a full-time, tenure-track faculty member to revitalize the commercial art/digital art program, the replacement of an adjunct faculty member to teach ceramics and sculpture (some sections to be offered at night), equipment for--or access to--a digital arts lab to support the development of the commercial art program, the installation of 240-volt AC electrical outlets to properly power a clay mixer and electric kiln, the replacement a cumbersome slide projection/rolling TV system with a flatscreen monitor and computer hookup for room 1001, and the installation of dual-pane windows in the Fine Arts classrooms.

Program Description : The Yuba Community College Art department offers a comprehensive program of courses which include Art history, Art theory, Art appreciation, Photography and the Studio Arts which include drawing, printmaking, watercolor, painting, sculpture and ceramics. Although our department is relatively small, (4.58 annual FTEF) with two fulltime FTEF and five adjuncts, we do the equivalent of five and half fulltime faculty loads. Sara Sealander will retire at the end of Spring semester leaving only one fulltime faculty. We attract culturally minded students ranging from transfer students, art student majors, general education students, vocational students and a unique variety of interested students from our surrounding local communities.

In addition to providing graduation and 3 unit transfer credit with classes, the Art Program provides the skills to enrich the lives of people with a direct interest in the arts. These classes also provide a rich spectrum of needed cultural resource, especially given the rural and economic nature of this area. Several Art courses are cross-listed with Humanities, Mass Comm and ECE.

All enrollments in Fine Arts classes are healthy this year. Whenever possible all faculty agree to serve students beyond official class caps. We will submit our annual Staffing Requests this Fall (for 2013-14) for a fulltime Graphic/Commercial arts position (again). We also anticipate this position in an effort to reinstate courses offered in the past specifically in Commercial Art, Illustration and Multi media design. We have included Commercial Art, Art 19A) through adjunct instruction in the Spring of 2014. We will also submit for Fall 2014 an urgent request in Art history, Drawing and Printmaking. If the college intends to provide TMC/ADT’s for students in the Arts, and other disciplines this replacement position is absolutely critical

Our department is working on developing program coursework in the Graphic arts and with Web based curriculum to complete a Graphic Arts Associates Degree offering. This new program envisions a revitalization of students in the Art department and anticipates enrollment growth in the Fine Arts program. Coursework is currently being developed for this area, which will enable

students to gain employable skills in Digital Studio arts media. The program will feature course work in Webpage creation, Graphic Arts and Digital Imaging Instruction for students to acquire skill in this new studio media and explore Digital Art as a medium of Fine Arts and Industry expression. Our current program continues to lose enrollments to other districts since their demand for instruction in this area is growing. We need to serve this strong student and community interest.

Currently, the Art department has completed the process of removing repeatable coursework from it's curriculum and has revised "repeatable" courses into "Family" structured curriculum blocks, to meet a two year course rotation sequence, along with rewriting advanced level coursework that will conclude with a fourth semester exhibition objective in each studio area. All older 40's "R series" repeatable coursework in Studio Art have changed i.e. 40A, 40B and have a unique course outlines to serve their new family of courses.

Ms. Sealander continues to teach various classes at the Sutter Center Educational Facility in Yuba City. Beginning in the summer term and continuing this fall Adjunct Anna DeSilva is also working in this new facility. Part of Ms. DeSilva's load is a new survey course in the History of Asian Art, Art 21.

We continue to appreciate the support of our Dean, Walter Masuda. Mr. Masuda has worked patiently with us helping to navigate the new challenges and changes that our department is experiencing. He has shown strong support for our department through curriculum changes, planning and budgetary need.

The semester end Student Art shows that have been featured every semester will continue this Winter at the Yuba Sutter Regional Arts Council Gallery (YSRAC). We are looking forward to exhibitions in the new lobby of the Library as it opens it's doors this Spring. There have been strong turnouts for both the Fall 2012 and for Spring 2013 Student show events, with over two hundred participating students, family, community and art patrons. We are preparing for the same success this year in 2014

Currently, the "Photo" program has two new adjuncts instructing the Faculty load and curriculum for the Associates in Art Degree in Photography. Sara Sealander took the lead in the hire of two adjusts over the summer with the help of Dean Masuda and Glenn Husted.

One of the hires was a graduate of Professor Murai's Program, with recent MFA from UC Santa Cruz, Eric Baral. Ms. Danita Cook was hired as well, a very knowledgeable photographer with extensive professional experience and also a gifted Fine Artist.

With last year's retirement of Mr. Rick Murai, Mr. Glenn Husted was recently assigned to complete the Program review for the Photography program. Though, after discovering that Murai had not completed any of the PR's for the last three years 2010-11, 2011 -12, 2012 -13 as part of his responsibility. This alone has made it difficult to glean an overview of the program's successes, strengths and weaknesses in a clear effort to fully acknowledge this program's vitality for future direction.

Mr. Husted felt that it would not be appropriate to complete a full review under the short notice given for this assignment, without any past administrative information, or without taking a full year to assess this current program's direction. Mr. Husted has met with both new adjuncts to begin to develop a discussion of the pro's and cons of a potential shift of the program's emphasis toward a Digital Photography experience.

A1. Do students have access to curriculum-specific and/or program-specific support services? If so, describe this service(s). If not, explain why.

In the Art 1A, 1B, 3A and 3B courses tutoring is offered on a consistent basis, using the services of the College Success Center. In various studio courses (Ceramics Drawing and Printmaking), work study students with skills mastered in beginning level classes offer help to those experiencing difficulty. In the morning Art 4A classes, an instructional aid provided by Sutter County schools offers help to developmentally delayed individuals aged 18 to 22. The Library will provide the venue for the "end of the semester exhibits that will be featured in the Lobby at the conclusion of each semester.

A2. If services are available, how do they demonstrate an increase in student success?

The grades of those who seek tutoring in Art History Courses consistently rise. Currently, nine Art 1A students are working with a tutor, and all passed the first exam in the course. Strong performance in the studio classes may be observed in the end-of-semester student exhibits.

B3. How is current and previous program review data used to refine and improve program or department practices?
We continue to provide detailed annual updates in a timely fashion. The completion of program review and annual updates has caused us to look critically at our course offerings and to make long range plans for the department.

Industry Trends and Program Data Analysis : (For addition resources: http://yc.yccd.edu/about/research-planning-links.aspx)
C4. How do program or department goals align with the education, diversity, demographic, and workforce needs of local communities?
According to Salary Surfer.com, Yuba College currently offers three degrees in the Studio Arts. Our Art program provides classes for a variety of studio media for new students to the college, community interest and degree seeking students for the Associates in Art, Associates in Science (Commercial Art and Photographic Imaging) and a Certificate of Achievement in Photographic Imaging. These three degrees offer students employable skills that can earn Commercial Art students over $35,000 annually after 2 years of study, Photographers can earn as much as $25,000 annually.

The Art Program is in the process of completion for new TMC pathways for students seeking automatic transfer of classes for study at a four year institution. This semester we will finish two new ADT's aligned with the Cal State, in Studio Art and Art History. We hope to explore new ADT degrees for Photography and Graphic Arts degree paths this spring, in order to create new ADT's in these areas and strengthen our degree offerings for transfer to four year Institutions.

C5. How is your program or department direction driven by empirical data?
The Art Program continues to have great retention in all of our Arts classes and 100% in most of the Advanced sections of our studio programs due to excellent teaching in these areas. This empirical Data is in our favor. Also, we see graduates from our departments out in the field, participating in the community as artists.

Our FTEF for the last 5 years shows that our program has been putting forth the same program FTES, Stu/Sects. and more WSCH/FTEF with one less FTEF, with excellent student retention over the last three years. This data shows that our program is driven by good teaching and efficient practices for student success and retention.

Curriculum & SLO Assessment Summary : D6. What has your program or department done to improve completion of degrees, certificates, or transfers? What are your future plans?
Last year, the Art department updated all courses for CID State compliance and courses that needed to be updated to 3 units for transfer. Two ADT’s Studio Art and Art History will be finished this year.
Future plans are to develop the TMC degree plans for both Digital Imaging and Commercial/Graphic Art.

D7. Do you have any courses, certificates, or degrees that should be in-activated or expanded? If yes, please identify and justify your recommendations with data.
None of our degrees need inactivation. The art department is seeking to implement a Graphic Arts program, as stated above and in

previous PR's. (See K27)

D8. Do all of your courses have current CORs? If not, what steps are you taking to ensure compliance?
Yes. All courses in the Studio Arts and Art History are current and updated for CID approval as of this year. They have been submitted through the curricUNET process and/or have been approved through the curriculum committee process and are awaiting either Board, and or CID approval.

D9. If applicable, how are teaching methodologies in your program or department assessed?
As outlined in the YCFA/District agreement regular evaluation of full and part time faculty are completed as per guidelines.

Also courses have current course SLO's. We are currently working on program SLO's and assessment practice. Fulltime faculty Glenn Husted has taken the lead in making sure that all adjunct faculty are assessing department area course SLO's in respective disciplines.

The Photography area has a third of it's curriculum SLO's active due to Mr. Murai's retirement, though discussion with new faculty is taking place and this Fall all classes that are currently being offered have SLO's and will be assessed.

D10. If applicable, how are the results of the assessment used to support, improve, and/or expand your current teaching methodologies?
As a result of our new SLO's for our advanced level studio art courses, students are now required to exhibit artwork in community venues. Student's are encouraged to discuss there artwork in class critiques because of Program SLO's and each semester all courses are adjusted to meet stronger teaching strategies.

D11. If your program or department uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction?
N/A

D12. If your department offers DE courses, what support services does it provide for DE students? What can be done to improve support services for these students?
N/A

D13. How is your program or department applying sound principles of learning and teaching theory to its curriculum?
By hiring Faculty with a Masters of Fine Arts degree and expertise in the field, we maintain extremely high standards for students with all levels and ability.

D14. Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year?
We have assessed 100% of all courses in our current Art program in the last year they have been offered, semester by semester since Fall of 2011.

We are currently developing Program SLO's that meet with more appropriate assessment goals.

D15. For each of the above, how did the assessment data influence program, department and/or course improvement?
There have been some specific changes in the teaching style, due to SLO assessment results. For example, Faculty handle studio critiques differently now, because of the acknowledgement of the "Communication" SLO. This has caused a higher degree of student

engagement.

Future Goals and Program Direction: K27. Based on Program Review, what are your plans for future department/program improvements?

To develop and maintain our programs in the Studio Arts and Art History and Fine Arts programs. Provide innovative, world class Learning environments through new program development to meet the growing needs of the new workplace in new digital technologies.

1. Replace the fulltime Art History Faculty, to teach Art History 1 A,B & C, 3A, B & C, Drawing Art 4A, B & 44 and Printmaking Art 15A, B, 43 A & B . This curriculum is pertinent for the Studio Arts and Art History ADT/TMC's (automatic transfer degrees), Associates in Arts degree, and continuing student success in the Art program

2. Develop the Photography program and curriculum, by working with the current Adjunct instruction, utilizing current "wet lab processes" for basic photo courses since Art 31 is part of our Studio Arts TMC while planning for a shift in curriculum toward an emphasis into a Digital Imaging, with a Degree and ADT pathway.

3. Develop a Graphic Arts curriculum to include a Graphic Arts (Associates in Art) degree and to utilize our current Commercial Art Degree (Associates in Science) offerings and curriculum through the hire of a fulltime Digital Artist to Instruct these programs and develop curriculum specific offerings (CORs) in Graphic Art.

4. Align the Photography Program, Digital Arts Program (Graphic Arts, Commercial Art and Photography) under one department, with one Fulltime Digital Art Faculty with responsibilities for Program and COR SLO's creation, assessment and COR curriculum currency and ADT/TMC pathway development.

Course Content and Statistical Analysis: ?

Are you ready to submit your final program review?: Yes

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 9 - We believe that in both studio and art history courses we "exemplify educational excellence, fiscal responsibility, cultural awareness and civic engagement for our communities and region." (Goal #9) Because of fiscal responsibility working with a decreased instructional budget and without sufficient staffing for our curriculum, we have still managed to serve a huge number of students, aiding them in transfer to four year institutions, as well as giving students a chance to be				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
creative citizens. In terms of cultural awareness and civic engagement, we are the definition of what a community college should be. Via our student exhibits, we are extremely active and visible in the local community. We make a huge contribution to the positive image and experience of the college. We have strong and healthy ties with the Yuba-Sutter Regional Arts Council, which has welcomed our student shows during the long renovation of the library (See goal #8 regarding “partnerships to enhance educational resources and student opportunities.”) In addition to the exhibits, we are facilitate scholarships in the visual arts and make field trips to bay area museums via private donations, giving local students the chance to experience world class art in person. Certainly, we “improve the quality of the student experience” at Yuba College and at the new Sutter County Educational Facility. in ref. to Goal #7.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
YC Goal 8 - Develop partnerships to enhance educational resources and student opportunities.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
As stated above, in response to E16, we are a vital part of the “community’s cultural well- being.” To observe this in person, attend any of the very crowded receptions for our student exhibits.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Recent revisions to our course outlines for all advanced studio classes require that the students exhibit work in the local community. Faculty are currently networking with local arts groups to make this possible. You can also note the high percentage of local muralists, K-12 teachers and exhibiting artists who are graduates of our programs. (Notable examples: muralist Louis Letheridge, muralist-teacher Teri Foley, Arts Council Executive Director Marika Garcia, Yuba City High photo instructor George Umpinco, River Valley art teacher Whitney Young-Still, K-6 art specialist Lila Solorzano,) 50% of the artists exhibiting at the “Art ‘O Culture” gallery in Marysville are products of the Yuba College art program. We are an obviously important “steward to our community’s cultural well-being.” We have the strong support of a wide community of folks who treasure the difference we make in our students’ lives.				