Instructional Program Review
Fine Arts & Art History

LASSEN COMMUNITY COLLEGE

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Accepted by Academic Senate: (insert date)
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SECTION 1: ACADEMIC PLANNING

I. Program Overview, Objectives, and Student Learning Outcomes

The objective of the Fine Arts, & Art History programs is to offer a broad selection of challenging college-level educational opportunities in fine arts, and art history to students seeking completion of fine arts, and art history degrees, preparation for transfer to a university, or completion of general education units necessary for many Lassen College degrees.

As of March 2012, two university studies degrees and one certificate are being offered within the fine arts and art history. In addition, courses within the fine arts, and art history programs help students meet Areas C and D1 of the vocational and non-transfer associate degree general education requirements, Areas A and C of the CSU General Education (CSU GE) Certificate of Achievement, and Areas 1 and 3 of the Intersegmental General Education Transfer Curriculum (IGETC) Certificate of Achievement. Student learning outcomes for each degree and certificate are listed below. For each, the related institutional outcome(s) are identified.

Associate in Arts degree in Art History for Transfer

Upon completion of the AA-T degree in Art History, the student should be able to:

1. Critically interpret, evaluate and critique orally and in writing visual works of art from various historical periods and cultures. (Critical Thinking, Life Long Learning)
2. Demonstrate orally and in writing the relevance of various historical and cultural art styles to today's global culture. (Critical Thinking, Communication)
3. Produce basic realistic and nonrealistic drawings of various subjects using alternate styles. (Communication)
4. Produce visual works of art in at least one medium in addition to drawing. (Communication)

Associate in Arts degree in Studio Art for Transfer

Upon completion of the AA-T degree in Studio Art, the student should be able to:

1. Solve basic problems of visual expression using various techniques and mediums. (Critical Thinking, Communication)
2. Produce basic realistic and nonrealistic drawings of various subjects using alternate styles. (Communication)
3. Produce visual works of art in a variety of mediums. (Communication)
4. Interpret, evaluate and critiques orally and in writing visual works of art. (Critical Thinking, Communication)

5. Demonstrate knowledge of specific historical and cultural art styles. (Critical Thinking)

Description/Evaluation:

a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog].

In regards to Lassen College's Vision as defined in the Strategic Plan approved by the Board on September 13, 2011, the Fine Arts program contributes to the vision of the college: "Be the Cultural Leader in the Community." Through the educational opportunities within the Fine Arts program, students can develop a cultural understanding of art and graphic design. Students can also develop technical skills in art and graphic design. In addition, the art program frequently collaborates with the Lassen County Arts Council to showcase student and faculty work, another manner in which the Fine Arts program serves as a cultural leader in the community. The Fine Arts program also serves two of the prongs of the Lassen College mission as well as the current emphasis in California Community Colleges: transfer and career technical education.

The Fine Arts programs combine to lead students to competence in all four of Lassen College's institutional learning outcomes: Communication, Critical Thinking, Lifelong Learning, and Personal/Interpersonal Responsibility. Even when not formally identified as outcomes, linked to course or program outcomes, or measured, skills and knowledge for competence in the four institutional outcomes are inherent in all instruction within the Fine Arts programs. For example, instructors establish guidelines for assignments that students must navigate (Personal/interpersonal Responsibility); communication of ideas are paramount within critiques as well as communication between students and instructors is on-going (Communication); in examining the topics within the Fine Arts programs, students think critically about the theories, concepts, their current applications and problem solve within their projects (Critical Thinking); and, finally, students are mentored to engage in on-going learning within the discipline of interest (Life Long Learning). The measured attainment of competence related to the four institutional outcome may be computed through an examination of course level outcomes as well as the linkages established between courses, programs, and the institutional outcomes.

b. Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information from WEAVE.

All course and degree student learning outcomes link to program level learning outcomes for the Fine Arts & Art History programs which have been linked to the institutional student learning outcomes.

Overall SLO's have exceeded minimum requirement with the exception of Fall 2015 and summer 2016.

Total Avg for each semester recorded is stated below.

Fall 2013 = 86%

Spr 2014 = 92%

Fall 2014 = 87%

Spr 2015 = 97%

Fall 2015 = 77%

Spr 2016 = 89%

Summer 2016 = 63%

See attached spreadsheet "Fine Arts IPR Data" under the tab "SLO Outcomes."

c. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

New full-time art faculty has been hired for both fine art and graphic design programs. Brandy González was hired for the fine art program and Jame Kleckner was hired for the graphic design program. There were no annual updates available to review.

d. Analyze program-related promotional materials/advertising as appropriate

Program flyers were distributed around campus. There is a need for more visibility of our programs online and throughout campus. The new LCC website will have dedicated pages for each program and will be utilitized for promotion and recruitment. Our programs are also being advertised through the newly hired student outreach coordinator. Local outreach will be done by both full-time art faculty at the local high schools and surrounding areas.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

1. Current courses need adjustment in course outlines, pertaining to what that course covers. An example of this would be NOT covering color in beginning drawing. This is a standard that most universitities and colleges abide by.

2. Secondary levels need to be implemented in all media. Stacking classes in this way will grow FTE which we already do it in figure drawing, painting, ceramics and jewelry design courses.
3. Community service courses for life-long learners should be implemented to retain students that are not pursuing certificates or degrees.

Fine Arts is doing well and will continue to improve the award rate by making the small adjustments to class courses by which the students will become more successful.

II Student Outcomes

A. Trends and Patterns in Student Outcomes

Description/Evaluation:
1. Provide in tabular form followed by an analysis
   a. Number of degrees and certificates awarded during the last four years.

Fine Arts Program Awards by Type and Year

Award	Academic Year Awarded				
	2010-11	**2011-12**	**2012-13**	**2013-14**	**2014-15**
AA Art History for Transfer				1	2
AA Studio Arts for Transfer					2
AA University Studies: Emphasis in Art	1	1	2	1	
Grand Total	**1**	**1**	**2**	**2**	**4**

b. Transfer numbers for the last four years

I do not have the data for the last fours years but for 2016, 92.31% transferred to a 4-year institution and for AA/AS specifically was at 46.15%.

See attached data form "2015-16 ART Student Survey.pdf," page 3/15

c. Completion, retention and success data for the last four years

See attachment "Fine Arts IPR Data" in tabs labeled "Enrollment," "Course Completion," and "Success."

Our top 3 years for success were 2014-15 at 77%, 2011-12 at 76%, and 2013-14 at 75%. There were a couple of academic years that did declined. In 2010-11 there was a small drop off at 72% and in 2012-13 was our lowest success avg. at 67%.

2. Analyze program effectiveness based on available quantitative data and qualitative experiences.

There is a steady incline in "Grand Total Success" for the last three years excludes small dips in the summers. Evaluating the "Award" tab from 2010 to 2015, Fine Arts has steadily increased from 1 being awarded to 4 in 2015.

Planning Agenda:
List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

None

B. Student Learning Outcome Assessment
SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. By contract, faculty are required to measure at least one SLO for every class taught each semester; these records are maintained in WEAVE and are available for review by faculty at any time.

Description/Evaluation:
1. Attach an SLO assessment summary as provided by Office of Institutional Effectiveness.
2. Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider the impact or influence of the assessment results at the program level. Consider how SLO results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

1. See attachment "Fine Arts IPR Data" with tab labeled "SLO Outcomes."
2. My analysis is that over the past fours years 773 students were assessed and of that number, 664 students met the SLO's for an average of 86%. Given the continued rise in achievement, it is my opinion that the fine arts should be awarded a larger budget to help increase the desired outcomes by having access to materials and space that will be presented to them at the 4-year universities upon transfer. This will not only increases the SLO data but better prepares the student for continued success.

Planning Agenda:

List recommendations and actions necessitated by the above evaluation of SLO results. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

Every SLO cycle leads to appropriate instructional changes to meet the identified SLO.

In regard to this data, no new action is necessary.

C. Student Evaluation Summary

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors (See Attachment F, Student Survey).

An anonymous questionnaire is considered to be the most effective format. This will encourage the students to be frank in their responses. The student evaluation will be scheduled and administered by the Office of Instruction during October/November and February/March of each instructional review process. The Office of Instruction staff will consult with the members of the self-evaluation group to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the self-evaluation team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

Description/Evaluation:

<u>Attach</u> Student Evaluation Summary provided by Office of Academic Services and <u>provide</u> an analysis of the results of the student evaluations

See attachment "2015-16 ART Student Survey.pdf" on page 4/15.

The majority of the students (46.15%) were taking the course as a requirement for their degree or certification. Both categories of students that were taking the course as an elective or for general education were tied at 23.08%. The smallest number for taking the course was at 15.38% for continuing education students.

The questions asked were appropriate and are helpful for understanding how the specific courses are presented in the course catalog and then executed by the instructor. The most telling question was "if the current schedule met their needs" and the score was 100%. I

have no suggestions for any additional questions. I do think that the survey needs to be given to more students since the 2016 questionaire was only answered by 13 students. A larger pool of students answering these questions would give us better data for future evaluations. In addition, only two courses Art 7 (Survey of Art History) and ART 10A (Beginning Painting) were reviewed in this listed data.

There is a lack of sufficient data to make suggestions on necessary actions. Given the fact that only 2 courses were reviewed, more classes would need to be reviewed and included in this data to make the appropriate recommendations.

Planning Agenda:
List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

More classes would need to be reviewed and included in this data to make the appropriate recommendations.

III. Curriculum

A. Degrees and/or Certificates

Description/Evaluation:
- List degree and/or certificates offered in the program and attach the approved course of study or two-year plan for each degree and certificate (see Attachment G, Degrees/Certificates by Program). Degree and certificate student learning outcomes, if different from program student learning outcomes, should be included in this section.
- Faculty should analyze progress made on the assessment of program (degree/certificate) learning outcomes
- Evaluate the need for courses, degrees and/or certificates
- Transfer programs: Evaluate the core courses against the major preparation requirements for an entering junior at receiving four-year institutions (e.g. CSU System and UC System).
- Transfer programs: Evaluate the courses against the specific area requirements needed to satisfy the general education requirements for associate degrees and transfer. Consider whether there are adequate opportunities to meet the area requirements in combination with all disciplines within each general education area. Is there an adequate number of course and discipline options within each area, and can those courses be offered in a manner that maximizes student

- enrollment in each section? Do courses need to be added or deleted from any general education area?
- Career/Technical programs: Attach dates of Advisory Committee meetings (a minimum of two meeting per year). Reference Committee Member Rosters and Minutes located in the Office of Academic Services. Summarize the advisory committee recommendations for program curriculum enhancement or improved student competencies
- Career/Technical programs: Use advisory committee recommendations, labor market or other standards to answer the following question: **Do the core courses in the certificates and degrees meet current employer skill requirements for the field?**
- Special Programs: By nature, special programs themselves do not lead to a degree or certificate. However, special programs may have coursework that is included in transfer or vocational degrees or certificates. Note the relationship between special program courses and LCC transfer or vocational degrees or certificates.

Current Catalog 2016-2017 list two degress for transfer:

Associate in Arts in Art History for Transfer

Associate in Arts in Studio Art for Transfer

Both degrees are designed to provide students with strong foundations for the study of art history and studio art in order to transfer to a California State University. The AA degrees follow the Transfer Model Curriculum guidelines established to ensure transferability of classes into the CSUC system.

The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

All learning outcomes are being met in the degrees.

The Fine Arts program specifically does not have any CTE or special programs but does overlap with Graphic Design which does contain a CTE and is include within the Graphic Design IPR.

No new courses are needed at this time but adding correspondence courses in the next few years for drawing, painting and 2D design would greatly increase FTE in the arts program.

Program Learning Outcomes are as followed:

Upon completion of the **Associate in Arts in Art History for Transfer** the student will be able to:

1. Critically interpret, evaluate and critique orally and in writing visual works of art from various historical periods and cultures.
2. Demonstrate orally and in writing the relevance of various historical and cultural art styles to today's global culture.
3. Produce basic realistic and nonrealistic drawings of various subjects using alternate styles.
4. Produce visual works of art in at least one medium in addition to drawing.

Upon completion of the **Associate in Arts in Studio Art for Transfer** the student will be able to:

1. Solve basic problems of visual expression using various techniques and mediums.
2. Produce basic realistic and nonrealistic drawings of various subjects using alternate styles.
3. Produce visual works of art in a variety of mediums.
4. Interpret, evaluate and critiques orally and in writing visual works of art.
5. Demonstrate knowledge of specific historical and cultural art styles.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table at the end of the section for any recommendations requiring institutional action.

Increasing enrollment in all classes will require stacking the classes in all areas of studio art. We currently do this in painting, figure drawing, ceramics and jewelry design. Providing different skill levels like "intermediate" and "advanced" within the same time slots will allow for students to progress beyond their first class and attract students that are already beyond a "beginner" level course.

B. Courses

Description/Evaluation

1. Identify courses added or deleted from the instructional program since the last instructional program review.

    Since last IPR approved by Academic Senate on October 9, 2012, no new courses have been added or deleted.

2. Each course offered within the instructional program must be reviewed for accuracy and currency (see Attachment I, Course List by Program). Review of each course outline should include asking the following questions:
   - Should the Disciplines of Assignment remain the same or be changed?
   - Should the Catalog/Schedule description remain the same or be updated?
   - Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
   - If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
   - If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?
   - Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?
   - Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?
   - Do any of the learning outcomes or objectives need revision?
   - Does any content need to be updated?
   - Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
   - Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
   - Is the textbook current and is the publication date included?
3. Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. When changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that "the course has been reviewed as part of the program review and no changes are necessary." Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.
4. Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.
5. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents

#2: The Disciplines of Assignment should remain the same.

The Catalog/Schedule description in most courses will remain the same and only a few courses with minor alterations will be updated.

No courses are currently repeatable.

The art courses meet a core requirement within general education requirements under Humanities. It is accurately noted on the outline and is in the course catalog as follows: "AREA C. Humanities (At least 3 units) Art 1A, 1B, 2, 3, 6, 7, 8, 9, 10A, 19A 25, 30, 35, 36A." All courses that are a requirement for the AA are also accurately noted on each outline for the degree in the course catalog.

Course-level student learning outcomes are included on each course outline.

There is no course require of a prerequisite or recommended preparation for the art courses in the degree plans.

The learning outcomes and objectives do not need revision at this time.

Some content within a few of the courses needs to be updated.

No changes are necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections for these courses.

No courses are currently being considered for distance education.

All textbooks are current and the publication date is included for each course.

#5: Instructional Program Curriculum Review Form:

Fine Arts Instructional Program Review

Status of Curriculum Review May 4, 2016

❖ **All music classes no longer fall under Fine Arts and are listed within Humanities IPR.**

Course	Curriculum Committee Review Completed	Curriculum Committee Review Not Completed
ART 1A Two Dimensional Design	03/01/2016	
ART 1B Three Dimensional Design	03/15/2016	
ART 2 Drawing	05/03/2016	
ART 3 Beginning Life Drawing	05/03/2016	
ART 4A Beginning Photography	03/15/2016	

	(inactivated)	
ART 4B Intermediate Photography	03/15/2016 (inactivated)	
ART 4C Advanced Photography	03/15/2016 (inactivated)	
ART 4D Portfolio Photography	03/15/16 (inactivated)	
ART 6 Survey of Art History- Prehistoric to Renaissance	05/06/2016	
ART 7 Survey of Art History- Renaissance to Present	03/31/2015	
ART 8 Art Appreciation	02/02/2016	
ART 9 Art History Asian Art	10/07/2014	
ART 10A Beginning Painting	03/03/2015	
ART 10B Intermediate Painting	05/20/2014	
ART 10C Advanced Painting	05/20/2014	
ART 10D Portfolio Painting	05/20/2014	
ART 12 Gallery Operations and Exhibition Design	04/08/2014	
ART 13 Letter Design- Typography	Changed # from ART 51 11/18/2014	
ART 16 Digital Layout – Design for publishing	03/15/2016	
ART 18 Advanced Life Drawing	05/03/2016	
ART 19A Beginning Digital Photography	5/19/2015	
ART 19B Intermediate Digital Photography	05/03/2016	
ART 19C Advanced	05/03/2016	

Photography		
ART 19D Portfolio Digital Photography	05/03/2016	
ART 23 Beginning Print Making	03/15/2016	
ART 25 Computer Graphics	03/15/2016	
ART 28 Intro to Web Design	Name changed from Into to Web Page Design 03/15/2016	
ART 30 Introduction to Sculpture	03/01/2016	
ART 35 Glass Design		12/03/2013
ART 36A Beginning Ceramics	05/03/2016	
ART 36B Intermediate Ceramics	05/03/2016	
ART 36C Advanced Ceramics	05/03/2016	
ART 36D Portfolio Ceramics	05/03/2016	
ART 43A Beginning Jewelry Design and Metalsmithing	03/01/2016	
ART 43B Beginning Jewelry design-Casting	03/01/2016	
ART 43C Intermediate Jewelry Design	03/01/2016	
ART 43D Advanced Jewelry Design	03/01/2016	
ART 46 Art Education Methods	05/03/2016	
ART 50 Welding for Artists	(New course 03/25/2014) 03/01/2016	
ART 52 Marketing Yourself as an Artist - Designer	10/06/2015	
ART 60A Production Graphics	03/15/2016	

ART 60B Advanced Production Graphics	03/15/2016	
ART 64 Digital Illustration	03/15/2016	
ART 65 Advanced Web Page Design	Inactivated 03/15/2016	
ART 130 Mural Painting Workshop	04/08/2014	
AA in Studio Art for Transfer	03/15/16	
AA in ART History for Transfer	03/15/16	
AA University Studies Emphasis in ART	Inactivated 08/21/2012	

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table for any recommendations requiring institutional action.

1. Start creating correspondence courses for drawing, painting and 2D design, this would greatly increase FTE for the Fine Arts program.
2. Numbers 3&4 need to be competed for all courses within the art program.

C. Articulation/Integration of Curriculum

Description/Evaluation:

1. Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center)
2. Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (i.e. two courses at Lassen needed to articulate with one course at UC).and the units requirements for Lassen Community College courses as compared to four-year institutions.

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C-ID          Descriptor Title                     | Course       Course Title

                         ==== Art ====
ARTH 110      Survey of Western Art from           | ART 6        Survey of Art History:
              Prehistory through the Middle Ages   |              Prehistoric to Renaissance
ARTH 120      Survey of Western Art from           | ART 7        Survey of Art History:
              Renaissance to Contemporary          |              Renaissance through
                                                   |              Contemporary
                                                   |
ARTH 130      Survey of Asian Art                  | ART 9        History of Asian Art
ARTS 100      2-D Foundations                      | ART 1A       Two-Dimensional Design
ARTS 101      3-D Foundations                      | ART 1B       Three-Dimensional Design
ARTS 110      Fundamentals of Drawing              | ART 2        Drawing
ARTS 200      Figure Drawing                       | ART 3        Beginning Life Drawing
ARTS 210      Introduction to Painting             | ART 10A      Beginning Painting
ARTS 220      Introduction to Printmaking          | ART 23       Beginning Printing
ARTS 250      Introduction to Digital Art          | ART 25       Computer Graphics
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Our alignment is set-up class for class. We have the most classes being able to transfer when looking at the CSU's. There are much fewer, an average of 3-5 classes, when looking at the UC's.

See attachment "Art Articulation 3.30.17" for a complete layout of which courses exactly are transferable to both the CSU's and UC's.

New courses need to be articulated with as many four-year institutions as possible so that LCC students will have the widest available opportunities to transfer. The Associate in Arts for Transfer degrees were mandated by California legislators through SB 1440 to improve articulation of courses and degrees, ensuring a community college student can transfer to a CSU after taking 60 units, then only needing to take an additional 60 units to compelte degree at the receiving CSU institution.

Planning Agenda:

Complete Student Services Planning table (see below) for any proposed changes to articulation or C-ID designation

No changes are required.

III. Scheduling and Enrollment Patterns

Description/Evaluation:

1. Describe and explain any deviation from the two-year plan in course scheduling during the last four years.

   No deviation from the two-year plan in course scheduling has happened during the last four years.

2. Evaluate the relationship between schedule, enrollment patterns and FTE generated statistics.

<u>Trends and Patterns in Enrollment for Fine Arts Program 2010-11 through 2014-15</u>

Enrollment	Summer		172	91	⬇	-47%
	Fall		410	207	⬇	-50%
	Spring		473	208	⬇	-56%
	Annual		1,055	506	⬇	-52%
Enrollment per Section	Summer		15.6	13.0	⬇	-17%
	Fall		10.0	10.4	⬆	4%
	Spring		10.8	7.4	⬇	-31%
	Annual		11.0	9.2	⬇	-16%

Course schedules are closely monitored to ensure adequate offerings that match FTE goals. The goal is to offer the optimum number of sections on a schedule which promotes near maximum class enrollment each time a course is offered. Although we have adequate scheduling, the Fine Arts have struggled to maintain enrollment.

Enrollment in all courses has steadily dropped from 137.7 in 2010-11 to 71.8 in 2015-15. Enrollment has only increased slightly by 4% in the Fall semester. Our goal of increasing enrollment will need to focus on more dynamic and inclusive stacked classes. In addition, looking into correspondence courses for drawing, painting and design is necessary for the future growth of FTE.

There are two detailed tables that show the specific numbers in the attached data spreadsheet.

Table 1 shows enrollment by course and Table 2 shows enrollement by location.

See in the attachment "Fine Arts IPR Data" tabs labeled "FTES by Course" and "FTES by Location" for both tables.

3. Using FTE data provided, evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:
   a. Number of sections (too many/too few to serve student needs)

   b. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)

c. Length of courses (traditional semester/short term)

d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction).

a. The number sections have been adequate to serve the students needs.
b. Generally the time slots are during the mornings and afternoons. The majority of Art classes are on 2 different weekly schedules, a Monday Wednesday Friday (MWF) or Tuesday Thursday (TTH) time frame. Some are only MW but all meet the 6hr requirement per week for studio classes. Art History classes are on the same time frame but meet for 1hr each class period. We looking into adding some night classes to increase FTE. Adding a night class or two would attract both a younger and older demographic. The younger demographic would have the opportunity to take a class after school lets out and the older demographic would also have the opportunity to take a class after work.
c. The length of courses is a traditional semester.
d. The method of delivery is traditional instruction for all classes **except** Art Appreciation. Art appreciation class is traditional delivery, corresponce delivery, interactive television delivery and online delivery.

See attached "Fine Arts IPR Data" with tab labeled "Number of Sections" and "FTES by TOD."

4. Evaluate student access to general education courses within the context of the scheduling of the instructional program courses.

Classes are specifically scheduled to have the fewest conflicts with the general education courses. Due to the fact that art classes are a 6hr requirement weekly, delivered in 2hr or 3hr chunks each time slot, some conflicts can not be avoided. Art history classes generally never have conflicts because the 1hr class period fits into almost all schedules.

Planning Agenda:
Complete Academic Planning table (see below) for any proposed changes in the schedule that might improve enrollment patterns and better meet student needs.

1. Stack as many classes as possible.
2. Look into providing night classes.
3. Look into creating correspondence classes for drawing, painting and 2D design.

4. Offer classes **more** than just once a year or every other year.

IV. Equipment

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule

Equipment:	Age:	Life Expectancy:
Polishing Machine	4yrs	10yrs
Lapidary Grinders	24yrs	10yrs
Slab Roller	14yrs	10yrs
Electric Kiln	7yrs	10yrs
Gas Kiln	8yrs	20yrs
10 Electric/Kick Wheels	27yrs	5yrs
2 Electric Wheels	7yrs	10yrs
Glass Band Saw	8yrs	5yrs
Glass Kiln	7yrs	5yrs
3 Glass Grinders	5yrs	5yrs

3 Tables = are still in good condition.

13 Easels = are extremely old and 3 have already broken.

15 Stools = are still in good condition.

10 Saw-horses = are still in good condition.

9 Padded Stools = all have ripped along the edges and need to be replaced.

4 Padded Chairs = are still in good condition.

2. Identify any existing equipment maintenance/service agreements

    There are no maintenance/service agreements.

3.   Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.

    There is no replacement schedule for the above equipment.

4.   Evaluate the effectiveness of and need for additional maintenance/service agreements.

    There should be a schedule that would allow for consistent checks of the kilns and the jewelry equipment. This would optimize safety and function.

5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

   There are many things that have not been addressed in the Fine Arts department for quite awhile and have been below standard. A few of the most important would be a collapsible model stand and new track lighting with adjustable lights. NONE of the tracking lighting in CA201 work and there are only 2 lights that attach to them, none of which work.

   See attachment "Future Supply List."

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, Facilities Planning, or Technology Planning tables as appropriate for any recommendations requiring institutional action.

The necessary action required would be money set aside in the school's budget and not just in the Art department funds, to rectify things items that have been overlooked or ignored for many, many years like ordering new stools and new track lighting.

V: Outside Compliance Issues (if appropriate for program)

Description:

If appropriate, describe the role of outside compliance issues on the Special Program.

N/A

Evaluation:

Assess changes in compliance or identification of compliance-related needs and the impact on the Special Program.

N/A

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

N/A

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (ie. curriculum development) in order of program priority.

Developing curriculum for correspondence classes in drawing, painting and design.

Developing curriculum for new classes to utilize the ceramics space more like teaching a mosaic class and a mold making class.

Developing curriculum for new classes to utilize the jewelry space even more (currently 3 classes are being taught in that space) like teaching a stain glass class. We already have all the equipment needed to do this this.

Adding these new classes would greatly increase FTE by providing niché classes that are not offered anywhere else.

This would also add to the options for **9 required units** needed for the studio art transfer degree. We currently only offer 7 class options for that section.

We should not even entertain the idea of these spaces being used for something else outside of the arts like nursing. If those spaces get taken way, we would have a huge issue with transferability. Those spaces provide **ALL** our 3-dimensional instruction, without which, would have a **devastating impact on our program, FTE growth and transferability.**

B. Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College's planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

The budgeting process would need to address the items that have not been taken care of in the past like maintaining the track lighting and replacing old, broken equipment like the stools.

The facilities master plan would have to replace the track lighting once purchased and address the ventilation issue for painting. We are no longer teaching oil paints since we do not have the proper ventilation as mandated by OSHA to provide a safe work environment.

Prioritized Recommendations for Inclusion in Education Master Plan

Fine Arts 2017: At this time no information needs to be added to this chart.

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Prioritized Recommendation for Inclusion in Student Services Master Plan

Fine Arts 2017: At this time no information needs to be added to this chart.

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan

Fine Arts 2017: At this time no information needs to be added to this chart.

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Two: Human Resource Planning

I. Program Staffing

Description/Evaluation:

1. List the current staffing for the program include: full-time and part-time faculty positions, instructional assistants and classified staff

   Full-time Faculty:

   Brandy González for Fine Art

   James Kleckner for Graphic Design

   Adjunct Faculty:

   Debbie Anderson for Ceramics

   Lynn Fuller for Photography

   Randy Panfilio for Fine Art and Art History

   Bev Mendoza for Fine Art and Art History

   The Fine Arts programs do not have any paid instructional assistants or classified staff within the program. Work experience and work study students (when available) are used to assist with some aspects of the Fine Arts programs.

2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Clerical support by the Office of Academic Services and work-study needs may be included.

   Currently, there is not a future projection for added staff in the Fine Arts Department.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

No action is required.

II. Professional Development

Description/Evaluation:

1. If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].

   Full-time faculty are fulfilling their professional development obligations.

   Adjunct faculty are to be commended for their participation in professional development activities.

2. Describe the professional development and professional activities of the program faculty/instructional assistants in addition to flex obligation relevant to program improvement that has occurred during the period under review. (workshops, conferences, staff development, sabbatical leaves, work experience, etc.)

   The 2017 Instructional Design and Innovation Conference was attended in San Jose, California. This event focuses on strategies to improve student success and build more effective college programs for all. California has 113 community colleges, and these institutions are constantly innovating in an effort to improve their service to students. The conference coordinated it's topics into four strands: Faculty Professional Development, Campus Culture of Innovation and Leadership, Cultural Competency Across the Cuuiculum, and Innovations in Teaching and Learning. In addition to the general sessions that fell under these umbrellas, there were also sessions that would focus on Guided Pathways for Students, Quantitative Reasoning, and Civil Discourse. These topics have relevance to all students and faculty in the California community colleges.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

No action is required at this time.

III. Student Outcomes

Description/Evaluation:

Description/ Evaluation:

Trends and Patterns in Student Outcomes in Fine Arts Program 2010-11 through 2014-15

Course Completion	Summer		84%	98%	⬆	16%
	Fall		84%	93%	⬆	10%
	Spring		87%	97%	⬆	11%
	Annual		86%	95%	⬆	11%
Success	Summer		74%	79%	⬆	6%
	Fall		68%	73%	⬆	7%
	Spring		75%	81%	⬆	8%
	Annual		72%	77%	⬆	7%

Describe any results from assessment of learning outcomes that affect human resource planning.

Despite declining enrollment, course completion and the success within the courses have both steadily increased over the past five years.

No outcomes affect human resource planning at this time.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

No necessary actions are required for Academic Planning or Human Resources.

IV. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Two that do not require institutional action (ie. curriculum development) in order of program priority.

No recommendations for implementation by the Program Staff were made.

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan

Fine Arts 2017: At this time no information needs to be added to this chart.

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Three: Facilities Planning

I. Facilities

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.

   LCC has dedicated rooms for drawing/painting, ceramics, jewelry design (though this room is also used for other art classes), and computer graphics as well as professional printing capabilities that enhance the curriculum being taught.

1. CA 101: ceramics: this room cannot be easily used for any classes other than ceramics: it contains pottery wheels, tables, pug mill, sinks, wedging table, vent hood, etc. Care must be taken to ensure no foreign materials such as plaster of paris gets into the clay, as this will cause problems in firing.
2. CA 100: Kiln Room: this room is taken up by the ceramic kilns and is shared with equipment such as the compressor used to power airbrushes, blowers in the photo lab, etc. No classes are taught here. Routine maintenance of kilns is vital to the safety of the instructor and classes. The kiln checks should be signed off on in a regular way.
3. CA 102: Jewelry/Sculpture/3d Design: It contains tables, a kiln, polisher, grinder, etc.
4. CA 201: Painting/drawing: the room where studio art classes are taught, containing 13 easels, 10 saw-horses, 15 stools, 9 padded stools, 4 padded chairs, sink, and 3 tables. Three or four classes of multiple sections are taught here.
5. CA 204 and 203: Graphic Design/Printmaking/Digital Photography: In 204, the state of the art computers are used for the Graphic Arts and Digital Photography programs in which all classes and sections are taught here. The printers are also housed in this same room along the walls. In the ajorning room, 203, the front half is used as staging for Photography with lighting and backdrops set-ups and in the back printmaking has it's permanent place with inking stations, sink, tables, flat files and small printing press.

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

   No additional facilities are being utilized off-campus for fine arts.

   Although the Lassen County Arts Council has an arrangement whereby the college holds its Annual Art Faculty show and Annual Student Art Show at the Arts Council Gallery on 807 Cottage Street in Susanville.

1. Describe any facilities needs identified by assessments of student learning outcomes

   One of the main concerns are the classrooms being to hot during the spring and summer seasons. Having a comfortable work environment is a necessity for students to achieve desired outcomes. In my data "2015-16 ART Student Survey.pdf," the majority (92.31%) of the 13 students completing the survey were addressing the ART7 Survey of Art History classroom which is currently taught in the Humanities building. Only (7.69%) were addressing Art10A Beginning Painting in the Creative Arts building. More students need to be included in this survey so all areas can be addressed and assessed, not just a couple of classrooms.

2. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

   A critique space and gallery space are **mandatory** areas in **any** Fine Arts program, we lack both of them. Both spaces can be in the same place and can function together very easily.

   A designated critique space is a critical area in a Fine Arts program because it allows all art classes to objectively observe their work and give critical feedback that fosters a further understanding of the elements and principles of art. This space **cannot** be a hallway because that doesn't allow the viewer to observe the work at a distance which hinders the ability to accurately judge the work being presented. It also **does not** accurately respresent the real world in which art exists, the actual galleries and museums spaces.

   A gallery space would not only showcase the student work being produced in all our classes but would also have the ability of bringing visiting artists and workshops to campus. Art does not truly exist unless there is a space for it to be viewed. Showing the importance of the arts means we need to have space that communicates that to our campus and community.

   Attached to the this document is a 3D model of our proposed gallery space in BS101 which is currently being used as a meeting space mainly for board meetings. This model will also been submitted to Facilities Planning Committee.

   New track lighting and spot lights are needed in CA201. Currently, none of the track lighting or spot lights are working. This is a necessity to light still-life set-ups for both drawing and painting classes.

   Address the ventilation issue in CA201. Currently there is no ventilation to support teaching oil paints which is mandated by OSHA to provide a safe work environment.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

1. Approve proposed critique/gallery space in BS101 or find another space that could be used for either a critique space and or gallery space.
2. Replace track lighting and spot lights in CA201.
3. Install ventilation in CA201

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action (ie. curriculum development) in order of program priority.

All recommendations need institutional action.

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Below are the top 2 things that need to be included in the budgeting process. These items were also address under "equipment."

1. Replace exisiting track lighting and spot lights
2. Collapsible model stand

   See attached "Future Supply List" for the full list of items needed for the program, prioritized by number.

Prioritized Recommendations for Inclusion in the Facilities Master Plan
Fine Arts 2017

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	Gallery Space & Critique Space			
	Replace Track Lighting & Spot Lights in CA201			
	Ventilation in CA201			

Section Four: Technology Planning

I. Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

   There are smartboards and document cameras in the classrooms.
   Both provide valuable support throughout instruction.

2. Describe any technology and technology support needs identified by assessment of student learning outcomes.

   Technology was not specifically addressed in the "2015-16 ART Student Survey.pdf" but the question "is equipment current?" on page 14/15 was asked.

   In response, 53.85% said "yes" with 38.46% saying it did not apply, again, due to the fact that the majority of the students taking this survey were evaluating an Art History class.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

No action is required.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (ie. curriculum development) in order of program priority.

No action is required.

Prioritized Recommendation for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan

Fine Arts 2017: At this time no information needs to be added to this chart.

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Insert information as needed

Insert information as needed

Insert information as needed

Insert information as needed

Program Review   Fine Arts & Art History

Instructional

Lassen Course	C-ID	IGETC	CSU-GE	Cal Poly Pomona	Cal Poly SLO	CSU Bakersfield	CSU Channel Islands	CSU Chico	CSU Dominguez Hills
Art 1A	Arts 100		C1	Art 150A	Art 102			Arts 122	Art 170
Art 1A									
Art 1A or 1B							Art 106		
Art 1A & 1B									
Art 1B	Arts 101		C1		Art 104	Art 210		Ats 123	Art 171
Art 1B									
Art 1B or 30									
Art 2	Arts 110		C1	Art 140A	Art 101		Art 105	Arts 125	Art 179
Art 2									
Art 2 or 3						Art 213			
Art 3	Arts 200		C1	Art 244A			Art 107	Arts 126	
Art 3 & 18									
Art 6	Arth 110	3A	C1	Art 212	Art 211		Art 110	Arth 110	Art 110
Art 6 & 7				Art 212, 213, & 214	Art 211 & 212				
Art 6 & 7					Art 212				
Art 7	Arth 120	3A	C1	Art 214			Art 111	Arth 120	Art 111
Art 8		3A	C1		Art 111		Art 101	Arth 100	
Art 9	Arth 130	3A	C1	Art 216			Art 112	Arth 140	
Art 10A	Arts 210		C1	Art 220A		Art 214	Art 201	Arts 227	Art 180
Art 19A & 19B							Art 209		
Art 23	Arts 220			Art 260A				Arts 230	
Art 25	Arts 250						Art 108	Arts 250	Art 160
Art 25								CAGD 110	
Art 28									
Art 30			C1				Art 202	Arts 270	Art 190
Art 36A			C1				Art 207	Arts 260	Art 150
Art 36B									
Art 43A									

Art

Articulation 3/31/17

CSU East Bay	Lassen Course	CSU Fullerton	CSU Long Beach	CSU Los Angeles	CSU Monterey Bay	CSU Northridge	CSU Sacramento	CSU San Bernardino	CSU Stanislaus	Humboldt State
	Art 1A	Art 103	Art 130	Art 1030		Art 140	Art 60	Art 120	Art 1100	Art 105C
	Art 1A		Desn 120A							
	Art 1A or 1B									
Art 1020	Art 1A & 1B									
	Art 1B		Art 131	Art 1090		Art 141	Art 70	Art 121		
	Art 1B		Desn 120B							
	Art 1B or 30								Art 1200	
Art 1113	Art 2		Art 181	Art 1590	VPA 215	Art 124A	Art 20A	Art 122		Art 105B
	Art 2									
	Art 2 or 3									
	Art 3	Art 117				Art 124B				Art 122
	Art 3 & 18		Art 184							
	Art 6	Art 201A	AH 111A			Art 110	Art 1A	Art 221		
	Art 6 & 7									Art 103
	Art 6 & 7									
	Art 7	Art 201B	AH 111B				Art 1B	Art 223		
	Art 8		Art 110		VPA 205			Art 200		
	Art 9					Art 114				
Art 1114	Art 10A	Art 107B	Art 287			Art 227		Art 235		Art 106
Art 2630	Art 19A & 19B							Art 291		
	Art 23		Art 270			Art 237				
	Art 25		Art 149					Art 123		
	Art 25									
	Art 28							IST 150		
Art 1116	Art 30		Art 263			Art 235	Art 88	Art 240		Art 109
Art 1112	Art 36A		Art 251A	Art 1520		Art 267		Art 254		Art 290
	Art 36B						Art 53			
	Art 43A									Art 282

Art
Articulation 3/31/17

San Diego State	San Francisco State	Lassen Course	San Jose State	UC Davis	UCLA	UC Riverside	UC San Diego	UC Santa Barbara	UC Santa Cruz	
Art 101		Art 1A	Art 12	Design 15						
		Art 1A								
		Art 1A or 1B								
		Art 1A & 1B								
Art 103		Art 1B	Art 13							
		Art 1B								
		Art 1B or 30								
Art 100	Art 231	Art 2	Ani 24	Art 2		Art 1			Art 15	
		Art 2	Art 24							
		Art 2 or 3								
		Art 3	Ani 55							
		Art 3 & 18								
Art 258	Art 201	Art 6	Arth 70A	Arthi 1A	Art His 20	AHS 17A		Arthi 6A		
		Art 6 & 7		Arthi 1B		AHS 17B	VIS 20	Arthi 6A & 6B		
		Art 6 & 7						Arthi 6B		
Art 259	Art 202	Art 7	Arth 70B	Arthi 1C	Art His 22	AHS 17C		Arthi 6C		
Art 157		Art 8	Arth 10	Art 10						
		Art 9	Arth 70C							
		Art 10A	Art 61			Art 2			Art 20J	
		Art 19A & 19B								
	Art 235	Art 23								
		Art 25	Art 74							
		Art 25								
		Art 28								
Art 216	Art 240	Art 30	Art 68			Art 5		Art 12	Art 20H	
	Art 245	Art 36A	Art 46							
		Art 36B								
		Art 43A								