



PROGRAM REVIEW

ART

April 9, 2009

Bill Morales and Denise Erickson

CAÑADA COLLEGE
 BI-ANNUAL STATE OF THE DEPARTMENT
 DATA COLLECTION DOCUMENT
 DRAFT SPRING 2009

1) Department Name: Art

2) Curricular Offerings

a. New, deleted, “banked” and “unbanked” in the past two years (check all that apply)

Course Prefix	Course Number	Course Title	NEW	Delete	Bank	Unbank
Art	105	Art of Asia and the Near East	X			
Art	210	Drawing for Animation	X			
Art	304	Gallery Design & Management	X			

b. All current offerings except those previously identified in section A
 (check all that apply; attach a separate table as necessary)

Course Prefix	Course Number	Course Title	Date of last revision	SLO Cycle completed *
Art	101	Ancient, Classical and Medieval Art	Spring '08	*
Art	102	Late Medieval, Renaissance and Baroque Art	Spring '08	
Art	103	Eighteenth and nineteenth Century Art	Spring '08	
Art	104	Modern Art	Spring '08	
Art	201	Form and Composition	Spring '08	
Art	204	Drawing I	Spring '08	
Art	206	Figure Drawing & Portraiture	Sp 08	

Art	207	Life Drawing	Spring '08	*
Art	221	Painting I	Spring '08	
Art	301	Design	Spring '08	
Art	685	Special Topics in Art History	Spring '08	

- c. Recommended areas of curricular need based on current offerings (check all that apply; attach a separate table as necessary)

Brief Description of Course Proposed	General Ed	IGETC	AS/AA	Basic Skills	Workforce
Art of Latin America	X	X	X		

3) Enrollment Data

At a minimum include WSCH , FTE, FTES, LOAD, Retention and Success for the last two years. You may include more data if it is relevant and available. Enrollment data may be found at: [WSCH FTE FTES & LOAD](#) , [Retention and Success](#) , [Student Demographics](#), [Student Enrollment Profile](#), and [Support Services Usage](#)

- a. Enrollment Data:

Dept	Metric	Fall 2007	Fall 2008	2006-08	2007-08
ART	WSCH	1,199	1,317	54%	10%
	FTES	40.0	43.9	54%	10%
	FTE	3.1	2.9	36%	-7%
	Load	392	461	14%	18%

Dept	Metric	Fall 2007	Fall 2008
ART	Unique Headcount	282	305
	Success Rate	73.9%	72.0%
	Retention Rate	91.7%	64.3%

Counts by Department

As Percent of Dept. Unique Headcount

Dept	Student Ethnicity	Fall 2008	Fall 2007	Fall 2008
ART	Unique Headcount	282	305	
ART	African-American	6	8	2% 3%
ART	Asian or Pacific Islander	31	30	11% 10%
ART	Caucasian	164	164	58% 54%
ART	Hispanic	60	84	21% 28%
ART	Native-American			0% 0%

ART	Other Ethnicity	20	18	7%	6%
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Dept	Student Enrollment Status	Fall 2007	Fall 2008	Fall 2007	Fall 2008
ART	Unique Headcount	282	305		
ART	First Time Student	39	58	15%	19%
ART	Returning Student	48	39	12%	13%
ART	Continuing Student	180	198	69%	65%
ART	Concurrent Enrollment	15	10	4%	3%

Dept	Student EOPS Status	Fall 2007	Fall 2008
ART	Unique Headcount	282	305
ART	Number that are EOPS Eligible	13	25
ART	Pct EOPS Eligible	4.6%	8.2%

b.

- c. Certificate, degree, and transfer status (If applicable and available) Report data on certificate, degree, and transfer status for the past 2 years with the most recent on the right.

Year	2007	2008
Certificates		
Degrees		
Transfer		

Need numbers. If zero, enter zero.

- d. Please comment on any trends that you see in the programs WSCH, FTES, LOAD, success and retention rates. Include factors that affect the rates and how college services are used to provide multiple avenues for student success. Include an indication of the other goals that your students have in taking your courses and how they may be meeting multiple educational goals i.e., job out, promotion, retraining etc.

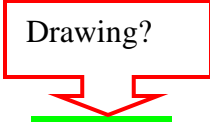
We were surprised to see the drop in retention. An increase in younger, first-time students may account for the decline in persistence.

So, what is going to be done to correct this?

4) Faculty and Staff hiring requests: if a position has been requested then attach the justification. If the position will be requested please provide a brief description of the justification.

a. Full time faculty

Drawing?



b. Adjunct Faculty

Instructor to teach new course, ART 210, **Illustration** for Animation.

Instructor to teach new course, ART 304, Museum and Gallery Design.

c. Staff

Student Assistant to digitize slide collection.

5) Professional development needs:

6) Equipment Requests: (Item description, Number of Items, Total Cost)

“Simplex” 40 mat cutter for needed for Gallery Design course, \$300

1 Kodak Ektagraphic III ATS slide projector w/ wireless remote, \$900

1 Portable Digital Projector for art studios, \$900

Small projection cart, \$200

7) Facilities Requests: (Either new or maintenance issues)

3-260 - Needs to be painted and walls repaired.

-20 New metal folding chairs needed.

3-227 - Need 5 more wall display panels

3-148 – Dimmer switch for note lights.

PROGRAM NAME: Studio Art and Art History

PART A: Overview of Program

1. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

The last Program Review was in Spring of 1999. One goal was to grow the in the area of Multimedia Arts. The Multimedia Program expanded to include the hiring of a second fulltime instructor. In January of 2003 the Multimedia Program moved to the Business Workforce and Athletics Division, and became the Multimedia Arts Department. Also in 2003, one of the two fulltime Art faculty retired. Due to the statewide budget crisis occurring at that time, he was not replaced, and classes were cut because of the smaller FTE. Since then the Studio Art area has worked to strengthen core offerings. Since Fall 2005 we have been running seven sections on a consistent basis.

Another goal was to broaden the offerings in Art History, and this has significantly been accomplished. An Art 104 (Modern Art) class has been added. Art 105 (Art of Asia and the Near East) was approved by the Curriculum Committee in 2008, and Art 106 (Art of Latin America) is currently being developed. A new Arts Honors course has also been introduced into the curriculum for Fall 2009. In addition, Art 685 (Selected Topics) have been added on subjects such as The Art and Architecture of Spain, The Art and Architecture of Rome, The Art and Architecture of Venice, The Art and Architecture of Florence, The Art and Architecture of Great Britain, The History of Impressionism, Romance and Reality, Art of the Middle Ages, and Art and Cinema. In addition, the Art History program has sponsored special events such as "Frida Kahlo Week" in 2008 which included a Field Trip to the Frida Kahlo exhibit in San Francisco.

2. State the goals and focus of this program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.

The Art Program provides a classic arts education based on a core curriculum of Art History and foundation level Studio Art. In addition, students may take courses in Life Drawing, Painting, Design, and Photography. The goals are to serve a variety of student needs, including those pursuing a course of study or a career in the field of Art or Art History, a study in the visual arts as part of their general education, and fine arts training for Multimedia and Interior Design students. Goals also include strengthening critical thinking skills, developing an awareness and appreciation for art forms from diverse cultures, introducing students to the pedagogy of art, learning to write about art, and maintaining an active exhibition schedule of both student work and the work of local artists for the college and the community.

The program contributes to the mission of the college in the following ways:

- a. **TRANSFER EDUCATION:** The Art Majors, with emphasis in general Art, in Art History, and in Studio Art, are comprised of transferable art courses that are required lower division courses for Art Majors at CSU and UC
- b. **GENERAL EDUCATION:** Students may choose from numerous Art courses to fulfill the general education arts requirement for CSU, UC, and the AA/AS degrees.
- c. **PROFESSIONAL/TECHNICAL PROGRAMS:** The Department offers Studio Art courses that are required for students in certificate programs in Multimedia, Animation and Video Gaming, Interior Design and Architecture.

d. BASIC SKILLS AND ACTIVITIES THAT FOSTER STUDENTS PERSONAL DEVELOPMENT AND ACADEMIC SUCCESS. All the courses in the program attract students seeking personal development whether they are new transfer students, returning students interested in enrichment, fulltime non-majors seeking to fulfill their artistic abilities, students interested in lifelong learning, or returning students seriously engaged in pursuing a study of the visual arts.

3. If the student population has changed, state how the program is addressing these changes. Document the demographic trends.

The Art Program has addressed the increase in younger students by emphasizing the transfer program and reconfiguring the Art Major. ART 214 COLOR and ART 301 DESIGN, two fundamental lower division art courses, have been offered on a consistent basis, while ART 231 & 232, WATERCOLOR I & II, have not. These last two courses are taken primarily for enrichment. We have also developed a new course, ART 210 DRAWING FOR ANIMATION, which is aimed at students working for an AA or Certificate of Achievement in Animation and Videogame.

In addition, we would like to offer another section of ART 204 DRAWING I. This course consistently fills and is a favorite for students fulfilling the GE Arts requirement.

Our younger students come to us less prepared in study and writing skills. Art History classes have placed greater emphasis on preparing student for examinations, including discussions of study skills, and how to write about art. We are preparing a program with the Learning Center to assist students in these areas.

DEMOGRAPHICS

Age

Student Age Category	Counts by Department					As Percent of Dept Unique Headcount				
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Unique Headcount	454	293	265	282	305					
Less than 20 yrs old	70	72	42	65	71	15%	25%	16%	23%	23%
Between 20 & 29 yrs old	126	82	84	79	113	28%	28%	32%	28%	37%
Between 30 and 49 yrs old	99	37	29	32	39	22%	13%	11%	11%	13%
50 Years old & older	159	102	110	105	81	35%	35%	42%	37%	27%

Gender

	Counts by Department					As Percent of Dept Unique Headcount				
Student Gender	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Unique Headcount	454	293	265	282	305					
Female	309	212	192	197	203	68%	72%	72%	70%	67%
Male	144	78	72	82	98	32%	27%	27%	29%	32%
Gender NA	1	3	1	3	4	0%	1%	0%	1%	1%

Ethnicity

	Counts by Department					As Percent of Unique Headcount				
Student Ethnicity	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Unique Headcount	454	293	265	282	305					
African-American	8	2	3	6	8	2%	1%	1%	2%	3%
Asian or Pacific Islander	45	31	29	31	30	10%	11%	11%	11%	10%
Caucasian	285	177	164	164	164	63%	60%	62%	58%	54%
Hispanic	94	60	55	60	84	21%	20%	21%	21%	28%
Native-American	2		1			0%	0%	0%	0%	0%
Other Ethnicity	20	23	13	20	18	4%	8%	5%	7%	6%

Education Level

	Counts by Department					As Percent of Unique Headcount				
Student Level of Education Attainment	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Unique Headcount	454	293	265	282	305					
No High School Degree	20	8	7	9	15	4%	3%	3%	3%	5%
Concurrent Enrollment						0%	0%	0%	0%	0%
High School Degree or Equiv	202	161	138	144	192	44%	55%	52%	51%	63%
Foreign Secondary Degree	32	9	10	7	9	7%	3%	4%	2%	3%
Post Secondary Degree	182	105	101	105	78	40%	36%	38%	37%	26%

STUDENT ENROLLMENT PROFILE

Metric	Counts by Department					As Percent of Dept Unique Headcount				
	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08
Unique Headcount	454	293	265	282	305					
First Time Student	66	43	38	39	58	15%	15%	14%	14%	19%
Returning Student	56	34	40	48	39	12%	12%	15%	17%	13%
Continuing Student	315	206	179	180	198	69%	70%	68%	64%	65%
Concurrent Enrollment	17	10	8	15	10	4%	3%	3%	5%	3%

WSCH FTE FTES & LOAD

Metric	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	2004-08	2005-08	2006-08	2007-08
WSCH	2,228	1,184	1,071	1,199	1,317	-41%	11%	23%	10%
FTES	74.3	39.5	35.7	40.0	43.9	-41%	11%	23%	10%
FTE	5.1	2.8	2.8	3.1	2.9	-44%	3%	3%	-7%
Load	439	424	383	392	461	5%	9%	20%	18%

RETENTION & SUCCESS

Metric	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Unique Headcount	454	293	265	282	305
Success Rate	78.1%	74.0%	81.9%	73.9%	72.0%
Retention Rate	87.2%	84.0%	90.4%	91.7%	64.3%

Why significant decrease on retention rate?
What will be looked at?

4. If the program utilizes advisory boards and/or professional organizations, describe their roles.

N/a

PART B: Curriculum

1. Describe how the courses offered in the program meet the needs of the students and the relevant discipline(s). (This may be answered through narrative or quantitative evaluation).

a. The program provides a core curriculum for transfer in art

b. ART 101, 102, 103 and ART 201 & 204 are core and/or selective courses for certificates of achievement and AS degrees in Interior Design. These include the Art History survey courses from Prehistoric Art to Modern Art, and studio courses in basic drawing, composition and 2D art fundamentals. ART 101, 102, 103, & 104 are also relevant to the disciplines of Interior Design, Fashion Design, Anthropology, and History.

ART 201 or 301, and ART 214 or 303, core courses for Certificate of Achievement as well as the AA degree in Multimedia Art and Technology. These courses give Multimedia students training in basics of drawing and 2D Design and Color Theory.

ART 207, 214, 221, & 229 are part of the Certificate of Achievement and the AA degree in 3D Animation and Videogame Art. These course give students training in figure drawing, color theory, painting and landscape painting.

d. Courses that meet GE area C requirement for the AA/AS general degree pattern: **ART** 100, 101, 102, 103, 104, 105, 201, 204, 210, 214, 301, 304

c. Courses that meet CSU GE requirements, area C: **ART** 100, 101, 102, 103, 104, 125+, 126+, 127+, 201, 204, 214, 301

Courses that fulfill IGETC area 3 requirement: **Art** 101, 102, 103, 104

d. Courses transferable to CSU: ART 100, 101, 102, 103, 104, 105, 201, 202, 204, 205, 206, 207, 210, 214, 221, 222, 229, 231, 232, 301, 303, 304, 351, 357, 359, 680, 690, 695

Courses that transfer to UC: ART 101, 102, 103, 104, 201, 202, 204, 205, 206, 207, 214, 221, 222, 229, 231, 232, 301, 303, 351

e. The program offers courses providing foundations for lifelong enrichment in both Studio Art and Art History

2. State how the program has remained current in the discipline(s).

The new Art 104 (Modern Art) course is updated to keep current in the discipline.

Art 685 courses such as “King Tutankhamun and the Golden Age of the Pharaohs” co-ordinate with current art exhibitions.

The slide collection is constantly being updated.

The Art major has been changed by adding a “Studio Emphasis” and an “Art History Emphasis”. This is to better prepare students wishing to focus on one of these two areas.

The department has kept close ties with the Multimedia Department, as there is a natural tie in with the two disciplines. This has included adding a new studio course, “Drawing for Animation” which would benefit students in the 3D Animation and Videogame program.
Gallery Design,

3. All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list the courses and present a plan for completing the process.

All the Art courses except those listed below, were reviewed and revised last year (Spring '08).

ART 205 DRAWING II, ART 214 COLOR, ART 222 PAINTING II and ART 351 BASIC BLACK &

WHITE PHOTOGRAPHY are being revised this semester. ART 202 FORM & COMPOSITION II, ART 231 WATERCOLOR I, ART 232 WATERCOLOR II, and 303 COLOR DESIGN will be banked this semester.

4. If external accreditation or certification is required, please state the certifying agency and status of the program.

N/A

5. Describe how your program is articulated with similar departments within SMCCCD, the Sequoia High School District and/or other four-year institutions. (Include articulation agreements, common course numbering etc.)

Within SMCCCD, common course numbering is used for all Studio and Art History courses. CSM and Skyline were notified of changes in new course outlines when revised last year. Individual courses are articulated with CSU and UC campuses in both Art History and Studio Art. The four-year colleges vary widely in what they accept and offer. San Jose State University is the campus with which we have the greatest number of course articulation agreements.

6. Discuss plans for future curricular development and/or program modification.

ART 210 DRAWING FOR ANIMATION and ART 304 GALLERY DESIGN are new courses that were developed last year. The hope was to be able to start them next fall and spring. However, due to the budget cutback, it may not be possible to do this. These courses represent an effort to grow and expand the department using the present facilities, not a change in direction. It is not our intention to cut back any of our current offerings in order to introduce either of these courses.

Art 105 (Art of Asia and the Near East) has been approved by the Curriculum Committee. Art 106 (Art of Latin America) is in the planning process. Funding for these added courses depends upon budgetary and enrollment considerations.

An Arts Honors Seminar is being offered in Fall 2009 as part of the new Honors Program at Cañada. This expands students' academic opportunities for a more focused study than offered in the survey classes.

PART C: Student Outcomes

1. Please attach all Bi-Annual State of the Department reports from the past six years.

2. Update any analysis to include a summary of all years. Attach student learning outcomes here.

Student Learning Outcomes: Art History

- Students will be able to identify key works of art according to artist, culture, style, and date
- Students will be able to define the terminology and vocabulary of art
- Students will be able to analyze the historical relationships between works of art from different styles, cultures or periods by comparing and contrasting two or more works of art within their historical context

Student Learning Outcomes: Studio Art

- Students will be able to use the formal elements and principles in creating works of art.
- Students will be able to use the tools and techniques of art as appropriate to the media and form used.
- Students will be able to analyze works of art based on formal concepts and technique.

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.

William Morales – Professor of Art, has a M.F.A. in Art from Boston University. He has taught Art at the University of Oregon and Sage College of Albany in New York. He has taught fulltime at Cañada since 1992. He has exhibited his work nationally and continues to maintain a studio and exhibit his paintings and drawings. He teaches painting and drawing courses, with specialties in oil painting and figure drawing. He has also taught Design and Watercolor. The studio program has had an emphasis on the fundamentals of two-dimensional art; drawing, design, and painting. His expertise in these areas has helped to maintain this strong academic foundation to the studio program. His experience in exhibiting and knowledge of working artists has contributed to the current program of exhibiting student work and professional artists in the Main Theatre Gallery

Denise Erickson – Professor of Art History, has an M.A. in Art History from the University of California Santa Barbara. She has taught Art History at CSU Los Angeles, CSU Long Beach, and at Bay Area colleges and in the SMCCD, for many years. She also currently teaches Art History at the Cantor Art Center at Stanford University, and for Stanford Continuing Education. Prof. Erickson has developed the Art History curriculum at Cañada College from a very small program, into the healthy, full program now flourishing at the college. The program's success has depended upon the development of classes which integrate the needs of first-time students preparing for transfer, with the interests of returning students seeking challenge and enrichment.

Elaine Ginsberg – Adjunct Instructor, teaches ART 201 FORM & COMPOSITION and ART 204 DRAWING I in the evening program.

Catie O'Leary – Adjunct Instructor, teaches ART 204 DRAWING I, ART 214 COLOR, and ART 301 DESIGN. Catie is an active artist who exhibits her work professionally. Her knowledge of the contemporary art scene in the Bay Area has been valuable to the program here, not only in her teaching, but also her work with the Art on campus Committee and the mounting of exhibitions in the Main Theatre Gallery.

Virginia Bowen – Adjunct Instructor – teaches ART 201 FORM & COMPOSITION. ART 204 DRAWING I, ART 314 COLOR, and will teach ART 304 GALLERY DESIGN AND MUSEUM MANAGEMENT when offered. Virginia is an active exhibiting artist. She works primarily in painting and drawing, which is the focus of the studio program. She has also contributed her knowledge gained from teaching in other schools by developing curriculum and writing course SLO's.

Gerald DeCamp - Adjunct Instructor, teaches ART 356 BASIC BLACK & WHITE PHOTOGRAPHY. Gerald is an active exhibiting artist, who works both in photography and painting. He maintains the darkroom and photographic equipment and supplies and oversees the darkroom lab assistant. He has been instrumental in maintaining the photography program at Cañada. He has also contributed to rewriting curriculum in this area.

Our adjunct instructors all bring their own expertise and experience of the art world to our students,

enabling us to offer a program that both has a focus and exposes the students to differing viewpoints, both of which are invaluable in the teaching of art.

2. List major professional development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

Prof. Denise Erickson

- Attended the Conference of the College Art Association, 2003, 2004, 2005
- Attended Humanities West Program, 2007, 2008
- Received Professional Development funds to research a means for updating the slide collection and digitizing the slide collection, 2003
- Received Professional Development funds for researching resources for instruction in contemporary art, 2004
- Taught courses at the Cantor Art Center, Stanford University, which enhanced courses at Canada College, 2003, 2004, 2005, 2006, 2007, 2008, 2009
- Lead art tours to New York (2003, 2006), England (2005), France (2007)
- Attended Basic Skills Conference, 2007
- Assisted in the identification and purchase of works of art for Canada College

William Morales

- Has exhibited paintings and drawings in group shows at the Sanchez Art Center, Pacifica; the Sebastopol Center for the Arts; the Peninsula Museum of Art, Belmont; the Caldwell Gallery, Redwood City government Center.
- Assisted in the identification and purchase of works of art for Cañada College.

Catie O'Leary, Adjunct Instructor

- Group exhibitions in San Francisco, Santa Cruz, Redwood City, Palo Alto, Santa Clara, and Walnut Creek
- One-person exhibition at Braunstein/Quay Gallery, San Francisco
- SLO Analysis in 10 minutes Workshop – Cañada College – February 6, 2009
- Gallery Talk – Achenbach Inspired: Works on Paper – 2007; Curated by ArtSeed, The Point Gallery and Studio, San Francisco
- Curated and installed “Artists Pages”, multidisciplinary works on paper from the Djerassi Residents Program, Woodside, CA, 2005 & 2008.
- Assisted in the identification and purchase of works of art for Building 9, Canada College

Gerald DeCamp, Adjunct Instructor

- Solo Show Natsoulas Gallery Davis, Ca. Dec 1-31 2008
- Landscape Show Natsoulas Gallery July 1-30, 2007
- Solo Show Etienne DeCausans Gallery Paris, 25 Rue de Seine Dec14-30 2006
- Solo Show Design House, Davis, Ca Sept 1-30. 2005
- Solo Show Phaff Gallery West, Davis, Ca. Dec2-30, 2004
- Solo Show Etienne de Causans Gallery, Paris, July 4-14, 2003
- Solo Show Phaff Gallery West, Davis, Ca, Sept 3-29 2002

2. Describe the departmental orientation process for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).

N/A

PART E: Facilities, Equipment, Materials and Maintenance

1. Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program. List projected needs.

The new lecture room (3-148) has vastly improved the quality of teaching Art History. Maintenance support is excellent. Teaching the Art 685 course in the Main Theater has met with enthusiasm from students. Technical support is excellent.

3-260 – Painting & drawing studio, is an adequately sized multi-use studio with natural lighting. The walls however, need to be painted, which has not been done in over 17 years. There is still extensive water damage to two walls, and while the roof leaks were repaired 4 years ago, this room was not painted. The venetian blinds are also in need of replacement. It is imperative that the room can be blackened for slide presentations. There is also a need for a digital projection system. This could be in the form of a portable cart. The easels and tabourets are of good quality. With some maintenance and repair, they should get good use for years to come. The metal folding chairs are very old and need to be replaced. Because of a lack of storage space, they need to be of a type that folds completely, and not the stacking type of chair.

3-227 – Drawing and design studio is small and crowded but newly renovated and in excellent condition. There is a need for more wall display panels so that student work can be put up for teaching purposes. The furniture includes movable tables that can be stored, plastic chairs, wooden drawing horses and benches. These are of varying age but none are in need of replacement.

3-261 –A small multi-use room that serves as an instructor's storage room, a prop room, a copystand photography work area, and a storage room for artwork. This room has become overcrowded. Because of the small size of the darkroom, it has been filling up with photographic supplies. Some storage cabinets for photography, and a more efficient system for the storing of slides would help to alleviate this problem.

3-262 – Darkroom, is very small and crowded with equipment and supplies. At this point it has served us but a bigger space would make it easier to expand.

Student Art Lockers – There are some 80 wooden lockers located in the room/hallway that runs between the men's and women's rest rooms on the second floor of building 3. These are four years old and good sized. However, we have a great need for more as many students are left without a place to leave their art supplies. Two of the lockers need to be repaired so that they can be used.

Main Theatre Gallery – This consists of the three glass cases and eight large wall panels in the Main Theatre Lobby. Overseen by the Art department. There is a need for an electrical outlet in one of the freestanding cases so that a computer monitor can be used to show digital artwork.

Cañada Art Gallery – The Art Gallery in Building 9, it is overseen by the Multimedia Department. There is a need for a movable panel than will hide the monitor and which can be used to mount artwork.

Needs:

Studio 3-260, repair and painting of water damaged walls.
 Multimedia digital projection system for 3- 260 and 3-227
 More student art lockers & repair of 2 damaged lockers
 Mat cutter – will be needed for Gallery Design course
 New paper cutter for 3-227
 Metal folding chairs (20) for 3-260
 New slide projector with a wireless remote in 3-148
 Budget for slides
 Funding for time to digitize slides
 Dimmer for note lights in 3-148
 Electrical outlet inside a free-standing display case in the Main Theatre Gallery
 Sliding wall for Cañada Art Gallery in Building 9.

2. Describe the use and currency of technology. List projected needs.

Room 3-148 provides Art History with a computer, slide projector, screen, projection equipment (DVD player and VHS player)

NEEDS:

Multimedia projection system for 3-260 and 3-227
 Dependable wireless or other Internet access in 3-260 & 3-227.

3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

N/A

PART F: Budget Request**1. What faculty positions will be needed in the next six years in order to maintain or build the department?**

Adjunct instructor to teach new course, ART 210, Illustration for Animation.
 Adjunct instructor to teach new course, ART 304, Museum and Gallery Design.
 Adjunct instructor to teach another section of ART 201, Form and Composition, and ART 204, Drawing I. These are the two primary entry-level studio art courses as well as the ones that are most popular for students needing GE arts credit and for students in MART and INTD.
 Adjunct instructor for Art 105 The Art of Asia and the Near East
 Adjunct instructor for (proposed) Art 106 Art of Latin America

2. What staff positions will be needed in the next six years in order to maintain or build the department? (Staff, facilities, equipment and/or supplies) will be needed in the next six years?

3.
 Additional hours for photography assistant to maintain the darkroom and photography courses.
 Student assistant to digitize slides
 Gallery Staff
 Student assistant to maintain studio equipment

3. What equipment will be needed in the next six years in order to maintain or build the department?

Studio Art

“Simplex” 40 mat cutter for needed for Gallery Design course, \$300
 1 Portable Digital Projector for art studios, \$900
 Small projection cart, \$200
 24” Heavy Duty Paper Trimmer/Cutter, \$300
 20 steel folding chairs (to replace the folding chairs in 3-260) , \$750

Art History

1 Kodak Ektagraphic III ATS slide projector w/ wireless remote, \$900

Photography

We are adding two new photography courses, ART 352 & ART353. We expect these to begin with a small number of students. If we are able to grow these courses we will need the following equipment.

4 Holga cameras @ 50.00	200.00	
4 cases @ 50.00	200.00	
1 Flash meters @ 300.00	300.00	
3 light meters @100.00	300.00	
5 18% gray cards @ 20.00	100.00	
1 24x36 Tray @ 60.00	60.00	
1 Gray backdrop @ 300.00	300.00	<i>optional</i>
4x5 developing tank	200.00	
2-1/4 developing tanks and reels	100.00	
[3] 11x14 Speed easels @70.00	210.00	
1 Mamiya 6x7 with folding WL finder	799.00	<i>optional</i>
2 Film Backs 6x7 @299.00	598.00	<i>optional</i>
1 wide angle 50mm Mamiya lens	699.00	<i>optional</i>
1 telephoto140mm Mamiya lens	599.00	<i>optional</i>
2 UV Filters @29.00	58.00	<i>optional</i>
1 Case for Mamiya	100.00	<i>optional</i>
2 Tripods@ 100.00	,200.00	
 353:		
1 spot meters @ 800.00	800.00	
2-4x5 enlargers, lenses, boards @ 4000.00	8,000.00	(can be found used for half this price).
2-Bulldog 4x5 Camera Kit @300.00	600.00	
2-4x5 lenses @ 2000.00	4000.00	
2 Cases@75.00	150.00	
2 Tripods @100.00	200.00	
1-8x10 view camera, used with film holders	2000.00	
1 Manfrotto Tripod with case	100.00	
1 Cases @100.00	100.00	
1-8x10 lenses and boards @2000.00	2000.00	
1-8x10 DeVer enlarging head, used	2,000.00	
8x10 developing tank and hangers, used	200.00	

4. What facilities will be needed in the next six years in order to maintain or build the

department?

- Rm 3-260 - Water damaged walls need to be repaired and painted.
 - 20 New metal folding chairs needed to replace existing dilapidated set.
- Rm 3-227 - More (20) wall display panels are needed.

- Rm 3-148 - Dimmer switch for note lights.

PART G: Additional Information

1. Describe any other pertinent information about the program that these questions did not address?

Last year the revised course outlines in Studio Art were changed from 3 unit courses to 4 unit courses. There was no change in hours. This was done solely to comply with Title 5 regulations as interpreted by this campus. This has caused concern for the Multimedia Arts and the Interior Design Departments, as this impacts their certificate programs that include Studio Art courses. In fact, Multimedia Arts has recently eliminated some of the Art courses from their certificates.

We will be addressing this and other related matters by conferring with these departments, as well as with the Art Departments at Skyline College and College of San Mateo to find a resolution to this issue.

The Art History Courses have been re-named to provide more descriptive information to students concerning the content of the courses, (i.e., Art 101 Ancient, Classical and Medieval Art History, Art 102 Late Medieval, Renaissance and Baroque Art History, Art 103 Eighteenth and Nineteenth Century Art History, Art 104 Modern Art)

The Art Department has been asked to lead in the identification of works of art for the campus, and for Bldg. 9. This has been successfully accomplished, with a great deal of effort. We continue to be engaged in education programs and exhibits to further familiarize the college community with these works of art, and to integrate the appreciation of art into the culture of the college.

STUDIO ART AND ART HISTORY

CAÑADA COLLEGE COMPREHENSIVE PROGRAM REVIEW EXECUTIVE SUMMARY (2 page maximum)

Short Summary of Findings

Type your summary here:

The Art Program provides a classic arts education based on a core curriculum of Art History and foundation level Studio Art. Despite the loss of one of the art studio spaces five years ago, the program has persisted and thrived in the current academic environment, addressing the challenges of a younger demographic, basic skills needs of students, and the growth of the increasing presence of art on the Cañada College campus. We are proud of the strength of our dedicated faculty, and of our creative students. Our students are well prepared for future challenges at universities and in the workforce. We are committed to serving the needs and interests of our community through community outreach and exhibition programs exhibiting the work of our students and of local artists. The Art Program continues to grow and enjoy a healthy vitality.

Three Strengths of the Program


1. The Art Program is able to serve a remarkably broad range of student needs: Transfer students, GE students, Honors students, Certificate students, Basic Skills students, and returning students seeking personal enrichment. Our comprehensive academic program which meets the needs of a wide constituency is highly regarded by the community which we serve.
2. The Art Program has an excellent core curriculum, which supports the mission of community colleges in giving transfer students a foundation for future success. The faculty accomplishes this by having a strong academic background, and by remaining current in the discipline.
3. The Art Program is able to offer students an opportunity for critical thinking, self-discovery, and personal fulfillment in areas sometimes overlooked in the current focus on basic skills and job training. These are skills vital to the over-all health of our students as future artists/art historians, continuing learners/critical thinkers, and members of the community.

Three Suggestions for Improvement

1. The loss of a large art studio teaching space five years ago (to accommodate the Nursing and the Fashion Design programs) has presented a major challenge for instruction, and other issues such as storage space. Although another space was provided in the building, it is smaller and thus limited in its use as an art studio. Also, it does not have the accessibility nor the storage space we had previously. This continues to add to our facilities needs.
2. The decision to change Art Studio courses to 4 units to be Title 5 compliant has caused serious problems of disconnect with the Multimedia and Interior Design programs (as well as questions about articulation with other institutions). We need to re-visit this issue. The Art faculty and H and SS dean have initiated conversations with the Art faculty and deans at out

sister colleges about the best way to proceed to align the Art courses at all three campuses and to make them similarly Title 5 compliant.

3. **The Art Program could benefit by having a website**, to familiarize potential students with our offerings, and to be a source of communication with the community about exhibitions and new courses.



Please work with Roberta Chock & your Dean on this.

CAÑADA COLLEGE
Comprehensive Program Review
Comments Sheet

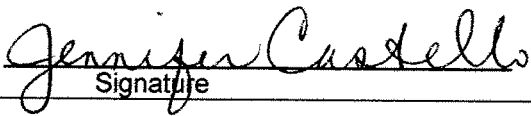
Program Name: **ART**

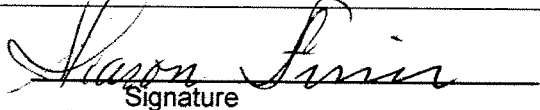
Page	Comment	Commentator
4	Need numbers, if zero, enter "0"	Linda Hayes
4	So, what is going to be done to correct this?	Linda Hayes
5	Correct "Illustration" to Drawing	Linda Hayes
9	Why significant decrease on retention rate? What will be looked at?	Linda Hayes
19	Please work with Roberta Chock & your Dean on this.	Linda Hayes


CAÑADA COLLEGE
PROGRAM REVIEW
INSTITUTIONAL RESPONSE SHEET

Program Name: **ART**

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

#1. Division Dean	 Signature
Comments:	

#2. Curriculum Committee Chair	 Signature
Comments:	

#3. College Vice President	 Signature
Comments: <i>See comments sheet.</i>	