Lake Tahoe Community College
Comprehensive Program Review
Art, Photography, Digital Art, and DMA

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SECTION 1: EXECUTIVE SUMMARY

This 2017-2018 Comprehensive Program Review represents pertinent information related to the Art Department at Lake Tahoe Community College. This program is designed to provide a balanced foundation in both studio art and art history. Its curriculum is focused on meeting the needs of art students who are initially developing skill and concepts as well as those experienced students who seek further development. The Art Department is committed to a structured environment in which faculty and students work closely together in an atmosphere that is responsive, supportive, and facilitates experimentation.

Photography is an exciting field with both artistic and commercial applications. The program incorporates both and gives the student a solid foundation in a variety of photographic/digital areas. Individuals in the field may work as landscape, portrait, or commercial photographers; camera operators in television broadcasting or motion picture studios; or photojournalists with newspapers, magazines, advertising agencies, and government agencies.

The Art New Media program emphasizes visual and performing arts produced in a digital environment. While all new media are intimately linked to new technology, it is essential for a designer or artist to have a strong foundation in the fundamentals of visual art, music, and computer technologies. Course work includes a wide spectrum of studies in traditional and new media fundamentals relevant to art and design.

The Art Department has three separate art gallery spaces that present rotating exhibitions. These include Foyer Gallery, Student Gallery, and Haldan Art Gallery. The Art Department is known for its exciting and engaging annual student art shows in which the campus is transformed with the work of student artists. The Art Department continues to face considerable facilities, equipment, technology, and safety needs. [NOTE: with the recent (2019) approval of matching funds to complete a Remodel for Efficiency project, many of the issues laid out in this program review will be addressed.]

The Art program offers a variety of comprehensive courses in general areas of art history, two- and three-dimensional studio art, and photography. A considerable issue that has impacted the program since its last Comprehensive Program Review is the issue of repeatability. The program has responded to this challenge with the creation of 13 course "families."

Currently, the program offers the following degrees/certificates:
1. Associate in Arts: ART
2. Associate in Arts for Transfer: Studio Art
3. Associate in Arts: Art New Media with four concentrations in
   a. Illustration
   b. Photography
   c. Video
   d. Audio
4. Certificate of Achievement in Art with seven concentrations in
   a. Drawing
   b. Painting
   c. Figure Studies
   d. Printmaking
   e. Sculpture
   f. Photography
   g. Ceramics
5. Certificate of Achievement in Photography
6. Employable Skills Certificates in Photography/Digital Photography with six concentrations
   a. Traditional Photography I
   b. Traditional Photography II
   c. Photojournalism
   d. Commercial Photography
   e. Digital Photography
   f. Digital Media

[NOTE: with the advent of Guided Pathways, it will be incumbent on the department to examine the sustainability of these 20 options for students in Art, particularly in terms of scheduling for completion and optimizing enrollments.]

Program faculty and staff in the Art Department are known for their dedication to their students and their profession. They have been recognized for their excellence and their contributions to the discipline and artistic communities.

SECTION 2: PROGRAM HISTORY

The Art program at Lake Tahoe Community College is designed to provide a balanced foundation in both studio art and art history. The curriculum has been designed to meet the needs of art students who seek further development in conceptual and technical skills in art. The Art Department is committed to a structured environment, in which faculty and students work closely together. Instruction is provided in an atmosphere that is responsive, supportive, and experiential.

The Art program at LTCC has been designed to meet the needs of our students and community in four areas:

- Provide a two-year art major transfer curriculum compatible with the requirements of four-year college/university level art programs.
- Provide an art curriculum that will serve the aesthetic and technical experiences for the novice and non-degree students.
- Provide an art program that will offer vocationally oriented experiences for the student choosing to consider fine art or commercial art as a future profession.
- Serve as a forum and catalyst in the development and promotion of the visual arts for our community.

The Art curriculum has been designed to offer students, whose motivations and interests may differ, a variety of choices leading to an Associate of Arts degree in Art. There are four main objectives for the major:

- Self-development through a deeper awareness of the visual world and increased ability to use visual language
- Development of conceptual and historical contexts, technical skills and knowledge of art materials
- Preparation for advanced study in art at the university or fine art academy level; and
- Preparation for advanced study for a career in art-oriented jobs in commercial or fine art.

An Associate of Arts degree in Art can lead to a variety of career opportunities in commerce, such as graphic design, advertising, and illustration or to being an independent fine artist. For some career areas, this study will provide a strong foundation for further specialized training as a designer, medical or technical illustrator, gallery director, research art historian, art teacher, digital artist, photographer, photojournalist, bronze foundry technician and/or many other occupations.

Another important foundation of the Art Department is its gallery program. Currently, the Art Department has three separate art gallery spaces that present rotating exhibitions.

Foyer Gallery:
This space is devoted to solo exhibitions of local and regional artists. It is an ideal space for artists to exhibit their work in a highly visible thoroughfare that adjoins the Art Department. Since the last CPR, wall and lighting issues have been addressed, making this a highly functional gallery space for intimate solo exhibitions.

Student Gallery:
Since the last CPR, the student gallery space in the study area outside the Biology Lab has been redesignated as science study, collaboration, and exhibit space. Student artwork is currently installed in the hallway spaces from the Commons to the Student Center. Lighting has been installed to make these areas more functional as a gallery space. It is not, however, an ideal solution in that 3-D artwork is vulnerable to traffic, there is little to no sense of cohesiveness in the space, and the Art Department is occasionally asked to move artwork for other events occurring in the Commons.

Haldan Art Gallery:
This is the Art Department's premier gallery and is an ideal space for the exhibition of noteworthy historical and contemporary works of art. The curatorial mission of the Haldan Art Gallery is to provide professional, stimulating, and educational exhibitions that rotate on a quarter-to-quarter basis. This is a venue which allows for the introduction of artwork from outside the Tahoe area as an educational and cultural aide to our students and community.

Art Department Facilities and Equipment

Three-Dimensional Facilities and Equipment:
- F104B and F104C are shared classroom and materials storage rooms and a mixing facility for staff and students. These spaces include:
    - A ventilation room primarily for mixing dry materials such as plaster and slurry for the metal casting process, as well as limited sanding procedures.
    - Mixing station for staff and students to mix ceramic glazes.
    - Storage of student course projects and materials for all three-dimensional art courses.
- F104D is the kiln, welding, foundry, and classroom facility. This space includes two gas kilns, six electric kilns, two TIG welders, two MIG welders, three Oxygen-Acetylene welders, one Plasma cutter, one metal smelting furnace, one gas blacksmithing forge, four welding stations, one sandblaster cabinet, one ventilated ceramic glaze spray booth, storage of miscellaneous sculpture materials, and common work tables and workspace for student use enrolled in all three-dimensional art courses.

- Outdoor Sculpture Yard is the uncovered facility space. This includes three gas Raku kilns, storage of miscellaneous sculpture materials, and common tables and workspace for student use enrolled in all three-dimensional art courses.

Two-Dimensional Facilities and Equipment:
- F101 is the main 2-dimensional art classroom studio. It includes:
  - Tables, chairs, sinks, storage areas for still life objects, one real and two plastic full-size skeletons, two full-size plaster muscle figures, vertical files for student artwork, and oversized slide screens for slide presentations.
- Lockable Storage Room off of F101 includes:
  - Flat files for paper supplies and teaching demonstrations, storage for printmaking supplies, table-top easels, photography equipment, 35mm slide projector, overhead projector, gallery reception supplies, plaster figure models and busts, light stands, cushions and heaters for figure models.
- Open Storage Room off of F101 includes:
  - Sinks, one large and two small printing presses, painting and printmaking supplies, mat cutting supplies, floor easels, paper cutter, eye-wash station, two fire cabinets containing flammable and non-flammable supplies, palettes for oil painting courses, and storage for student materials and teaching supplies.
- Slide Library (off faculty office) includes:
  - The department's 35mm slide collection of historical and contemporary art images, and examples of student artwork.
  - Storage for teaching supplies used for 2-D art courses, small refrigerator, digital projector, photography equipment, and general storage.
- Outdoor storage area behind F101 includes:
  - Mannequins used for figure courses, dry-mount press, storage for items used on a less than regular basis.

Photography/Digital Arts/DMA Facilities and Equipment:

The Photography/Digital Arts/DMA program currently has 3 lab facilities:
G1 is the traditional photography darkroom lab.
- This includes the darkroom with sinks for wet processing for our traditional photography classes. Students use the facility to learn how to do the processes as well as apply concepts learned in the classroom to their own work.
- There are 2 rooms for loading film onto the developing tank reels in total darkness.
- There is an outer room for developing negatives, with another sink.
- There are also presses for mounting final prints onto matte board, and tables for organizing prints, or writing.
- The outer room can also be used for small classes, not more than 12-15.

G2A is the digital lab

- This room has tables and chairs for 30 students, and is used as a smart classroom for the Photography as well as Digital Arts lectures.
- The room has 15 Mac computers plus peripherals for students to work on digital assignments. These computers were trickled down from another lab and are in need of replacement.
- The tables and chairs can be moved to the periphery so that students can participate in photo shoots with artificial lighting for class assignments.
- The room is also used for matting final prints with a press.

F125 is the digital video lab that is shared with the Music class, ProTools.

- There are 20 newer Mac computers. The lab was opened in Winter 2013.

Photography Equipment

The Photography/ Digital Arts program uses the following equipment:

G1 is the traditional photo lab, which contains:

- In the darkroom, there are 18 stations, with 1 that is handicap accessible. (Each station has an enlarger, timer, printing easel.)
- There are 3 sinks, with 1 that is handicap accessible.
- There are 2 print washers for washing final prints.
- The outer room includes 2 drymount presses, a light table, 2 film drying cabinets, a print dryer, and a sink for film development.
- There is also a stereo system with speakers in the darkroom as well as the front room to provide background music conducive to creative activities.
- The classroom has a TV/VCR/DVD.
- The program also has for student use: 35mm. film cameras & tripods, 4 x 5 film cameras & tripods, light meters, medium format film cameras.

G2A is the digital lab, which contains:

- 15 computer stations with computer monitors, keyboards, and mice.
- 4 printers (3 color photo inkjets, and 1 color laser).
- 3 flatbed scanners.
- Backdrops for photographing studio assignments with artificial lights.
- Artificial lights, including tungsten, and strobes, with stands.
- A light table.
- A wall-mounted TV/ VCR/DVD.
- A ceiling-mounted LCD projector for projecting the instructor's computer screen.
- There is also a stereo system to provide background music that is conducive to creative activities.
- There are also 3 digital SLR cameras with tripods for student use.

F125 is the DMA video lab/ Music ProTools lab, which contains:

- 20 student stations with newer Mac computers with peripherals.
- 1 Instructor Station- Mac attached to a ceiling mounted LCD Projector
- There are also 3 digital video cameras with tripods for student use.
- Artificial lights, including tungsten, and strobes, with stands.

Supplies

There are numerous supply needs for both labs, and they are funded through our instructional supply budget, as well as any available CTE and Foundation funding.

G1, the traditional photo lab uses:

- Chemicals for processing film.
- Chemicals for processing paper.
- Trays, tanks, graduates, funnels, for measuring chemicals and thermometers for measuring temperatures.
- Bulbs, lens, negative carriers, timers, are needed for the enlargers.
- Bulbs are also used for the safelights, and classroom lights.
- Film and photo paper are used for instruction purposes.

G2A, the digital lab uses:

- Printer inks, paper, USB card readers.

Safety

Both of the Photography/Digital Arts Labs take steps to ensure student safety.

G1, the traditional photo lab, contains:

- A silver recovery system to catch the silver from the disposed fixer.
- An efficient exhaust fan system in the darkroom area to alleviate chemical fumes caused by the photographic chemicals.
- Eyewash stations are located at all sinks to aid as an eyewash in case of accidental eye exposure to chemicals.
- Tongs are used to pick up photo paper from the trays to protect skin from chemicals.
- Plastic gloves are also available for students to wear to protect skin.
- Aprons are available to protect clothes from chemicals.
- A safety list is reviewed with all students at the first lab class of each quarter.
- Material Safety Data Sheets which describe each of the chemicals used in the darkroom are located in the outer room of the lab in a binder.
- Safety instruction is done on the use of paper cutters and matting presses.

G2A, the digital lab has:

- Safety instructions on the use of the paper cutters and matting presses.
- Safety instructions on the use of photographic studio lighting.

At this time, facilities, equipment, technology, supplies, and safety methods are all adequate with the exception of technology in G2A. The department recommends that 15 new computers be installed every 3 years (or an appropriately determined cycle) for replacement and software upgrades. The computers are very outdated.

FTES and Enrollment (Demographic Data)

[NOTE: in the charts below, the data is divided into (1) Art and (2) Art Photography—Non-digital. This is the current structure of the program review data for Art.]

Figure 1 depicts the 2016-2017 data for Art indicate the following trends in terms of student enrollment: male students (down -2.4%), female students (up 2.2%), African-American students (up 1.4%), Asian students (up 1.5%), Latino students (down -8.4%), and White students (up 5.4%). In terms of age, less-than-25 students (up 4.1%), students age 25-49 (down 10.1%), and students 50 and older (up 6.0%).FTES and Enrollment demographic data for African-American and Asian students represent such a small number of actual students at LTCC it is felt that this data is not an indication of a major trend.

What is more significant is the decline in Latino students, which make up a larger percentage of students at LTCC. The number of Latino students in the ART – PHOTO (non-digital) area is also lower than other programs on campus. It is a fact that many of our Latino students are first generation college students, who may be more concerned with immediate job placement and short-term career goals. The very nature of a career in the visual arts runs counter to that trend. The desire to be an artist means that financial stability is never certain and career gains are often achieved very far in the future if at all. The desire to study the visual arts has to be strong enough to offset financial uncertainty. It should also be noted that with regards to the lower number of non-white students, language comprehension can also pose an issue, especially given the specific vocabulary associated with the visual arts and art history. This possibility, of course, is assuming that a certain percentage of the Latinx population is non-English-speaking.

Strategies for attracting more Latinx students might include offering courses that explore the cultural heritage of Latin America. An ideal course, which has been offered in years past but not recently is ART107: Art of the Americas. Lead faculty will research qualified instructors to offer the course online. [NOTE: This course is being offered online in spring of 2020.]

Another suggestion is to do more community outreach in Spanish using images of Latin and South American ceramic art, printmaking, and painting. All three of those media have a rich cultural heritage in Latin and South America that might be more relevant to potential Latinx students than solely relying on images from Western European and North American art. A possible solution to the potential problem of language comprehension might be to have bilingual tutors and to work with the counseling faculty to ensure that students who have completed English 101 see Art as an option in their educational plans.

And finally, other suggestions are that faculty explore the option of partnering with ISSI in finding ways to incorporate the visual arts into that program, work with the World Languages faculty to reach out to students who might be participating in the Heritage Speaker courses who might be interested in pursuing art, and continue to work with the Dual Enrollment Coordinator to explore potential dual enrollment opportunities with South Tahoe High and the Lake Tahoe Unified School District where appropriate. One last option would be for the art department to get involved with the Lake Tahoe Promise Program for opportunities to introduce Promise students to the options in Art.

DEMOGRAPHICS

	2012-13		2013-14		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%
Male	155	40.2%	140	38.1%	104	37.7%	86	35.0%	71	32.6%
Female	230	59.6%	227	61.9%	172	62.3%	157	63.8%	143	65.6%
Unknown	1	0.3%	0	0.0%	0	0.0%	3	1.2%	4	1.8%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%
African American	6	1.6%	4	1.1%	1	0.4%	0	0.0%	3	1.4%
Asian	10	2.6%	21	5.7%	8	2.9%	2	0.8%	5	2.3%
Hispanic	64	16.6%	58	15.8%	52	18.8%	60	24.4%	35	16.1%
Native Amer/Alaska Native	1	0.3%	0	0.0%	1	0.4%	1	0.4%	1	0.5%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	1	0.4%	0	0.0%
White Non-Hispanic	282	73.1%	255	69.5%	189	68.5%	164	66.7%	157	72.0%
Two or more races	19	4.9%	24	6.5%	19	6.9%	13	5.3%	12	5.5%
Unknown	4	1.0%	5	1.4%	6	2.2%	5	2.0%	5	2.3%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%
Age < 25	185	47.9%	183	49.9%	132	47.8%	105	42.7%	102	46.8%
Age 25 - 49	118	30.6%	99	27.0%	73	26.4%	88	35.8%	56	25.7%
Age 50 +	83	21.5%	85	23.2%	71	25.7%	53	21.5%	60	27.5%

	2012-13	2013-14	2014-15	2015-16	2016-17
Median Age	27	25	26	28	25
Youngest	13	14	16	16	16
Oldest	84	83	87	84	80

Figure 1. Student Demographics for Art

Figure 2 depicts the 2016-2017 data for Art - Photography (non-digital). These data indicate the following trends in terms of student enrollment: male students (down -10.4%), female students (up 10.4%), African-American students (no data available), Asian students (down -2.8%), Latino students (up 0.3%), and White students (up 4.8%). In terms of age, less-than-25 students (down 6.2%), students age 25-49 (up 13.7%), and students 50 and older (down -7.4%).

DEMOGRAPHICS

	2012-13		2013-14		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%
Male	36	46.2%	25	61.0%	39	47.6%	22	53.7%	29	43.3%
Female	42	53.8%	16	39.0%	43	52.4%	19	46.3%	38	56.7%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%
African American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	2	2.6%	3	7.3%	2	2.4%	3	7.3%	3	4.5%
Hispanic	7	9.0%	8	19.5%	16	19.5%	6	14.6%	10	14.9%
Native Amer/Alaska Native	2	2.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White Non-Hispanic	62	79.5%	27	65.9%	58	70.7%	28	68.3%	49	73.1%
Two or more races	4	5.1%	3	7.3%	5	6.1%	3	7.3%	4	6.0%
Other	0	0.0%	0	0.0%	1	1.2%	0	0.0%	0	0.0%
Unknown	1	1.3%	0	0.0%	0	0.0%	1	2.4%	1	1.5%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%
Age < 25	37	47.4%	23	56.1%	45	54.9%	16	39.0%	22	32.8%
Age 25 - 49	25	32.1%	13	31.7%	23	28.0%	14	34.1%	32	47.8%
Age 50 +	16	20.5%	5	12.2%	14	17.1%	11	26.8%	13	19.4%

	2012-13	2013-14	2014-15	2015-16	2016-17
Median Age	26	24	27	28	29
Youngest	14	16	16	17	14
Oldest	74	67	68	69	73

Figure 2. Student Demographics for Art – Photography (Non-digital) Course

The five-year FTES average for Art, as shown in Figure 3, is 50.82, with an annual average FTES change of -11.49% (2012-2013 to 2016-2017). These FTES data parallel many of the trends across the college in terms of enrollment decline over the period in question. Total college FTES from 2015-2016 to 2016- 2017 saw a decline of -12.9%. Art FTES from 2015-2016 to 2016-2017 declined by -17.9%.

The 4-year change in FTES for F2F courses in the Art Department is a negative 38.4%. This alarming statistic is the major problem that the Art Department faces as it moves forward in offering quality instruction and a rich diversity of course offerings in an atmosphere of declining F2F enrollments. Additionally, while other areas are able to realize growth in distance education options, Art has limitations due to its hands-on nature. Another obvious reason for this drastic decline is the repeatability regulations that went into effect in 2012-2013. Declining F2F enrollment is endemic to the college as a whole, but the Visual Arts has been hit particularly hard as a result of the repeatability law. It is incumbent upon the Art Department staff and the college as a whole to devote time and resources to public outreach and advertising to attract more students to our F2F courses.

In response to declining enrollment, lead faculty have written new curriculum and grouped courses into families to address this issue and to give continued access to students who have repeated out of basic courses. It is believed that with a greater amount of advertising and

public outreach, these new courses could be more effective in drawing students to the program. In addition, two programs in the Art Department that lend themselves to public outreach are the Gallery Program and the Visiting Artist Lecture Series. These events act to support the Art Department curriculum and should be advertised extensively through a variety of venues. Faculty will advocate for additional compensation as appropriate for the increased time devoted to public outreach.

[NOTE: In addition, efforts being made in Guided Pathways and more effective and efficient scheduling could effect positive overall enrollment for Art, in part due to the focus on streamlining options for clarity and scheduling for completion of degrees and certificates. While in the past, the creation of new and additional curricular opportunities in specific departments might have increased enrollments, Guided Pathways is showing that clear and achievable pathways lead to a reduction of cancellations, a building of trust in the schedule, and increased students success and completion.]

Another avenue to investigate with regards to boosting enrollment is the possibility of offering courses in the Distance Education format. As noted above, the department does face some limitations in this area; however, there are some possible areas for growth. Courses that may lend themselves to this modality include the Art History courses-specifically ART101, 102, 103, and 107. As with other programs, DE offerings have often served students needing the flexibility of online offerings.

ART SUMMARY
This report contains data from Academic Year (AY) 2012 to 2016. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below.

|	Total Sections	F2F Sections	Dist Ed Sections	Total FTES	F2F FTES	Dist Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2012-13	55	51	4	63.66	56.97	6.69	633	560	73
2013-14	60	57	3	56.52	48.79	7.74	544	451	93
2014-15	54	52	2	47.02	43.11	3.91	441	396	45
2015-16	50	49	1	47.74	45.07	2.67	383	352	31
2016-17	48	48	0	39.18	39.18	0.00	328	328	0
4-Yr Chg (12-13 to 16-17)	-12.7%	-5.9%	-100.0%	-38.4%	-31.2%	-100.0%	-48.2%	-41.4%	-100.0%
1-Yr Chg (15-16 to 16-17)	-4.0%	-2.0%	-100.0%	-17.9%	-13.1%	-100.0%	-14.4%	-6.8%	-100.0%
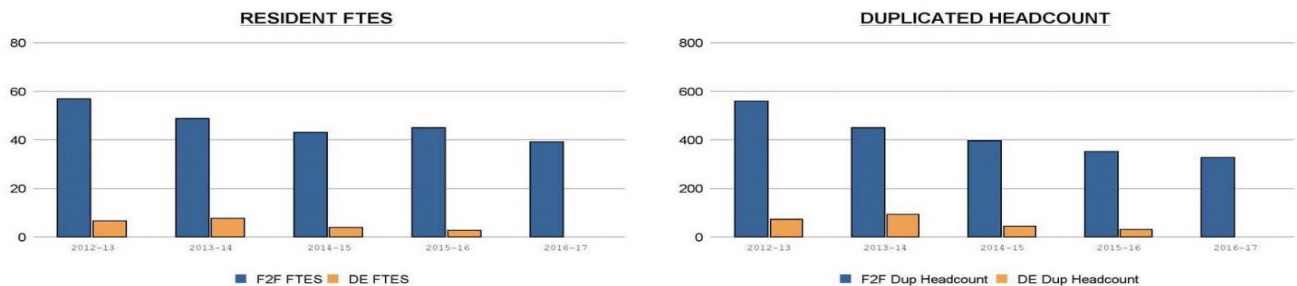
Figure 3. FTES & Enrollment Trends for Art Courses

Art - Photography (non-digital) FTES declined significantly from 2012-13 to 2016-17 by 37.1% but from 2015-2016 to 2016-2017 increased by 0.1% as shown in Figure 4. As noted throughout this CPR, a challenge for the program has been the mandate of non-repeatability. Since the previous CPR in 2007, the faculty have created a series of course "families" that helps to address the issue of non-repeatability.

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Another option is to create mirrored non-credit versions of some courses in the area of allowed non-credit curriculum designed for older adults that would run simultaneously with for-credit art courses. These non-credit courses can potentially be repeated, and while they do not contribute to credit enrollment numbers, they do contribute to overall apportionment. This is something that LTCC is exploring in other areas as well as a way to meet the needs of our older adult population that has ongoing desire for the benefits of art to creative and mental and physical well-being.

ART - PHOTOGRAPHY (NON-DIGITAL) SUMMARY

This report contains data from Academic Year (AY) 2012 to 2016. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below.

|	Total Sections	F2F Sections	Dist Ed Sections	Total FTES	F2F FTES	Dist Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2012-13	9	9	0	13.80	13.80	0.00	130	130	0
2013-14	6	6	0	8.67	8.67	0.00	67	67	0
2014-15	11	11	0	12.47	12.47	0.00	129	129	0
2015-16	7	7	0	8.67	8.67	0.00	71	71	0
2016-17	9	9	0	8.67	8.67	0.00	99	99	0
4-Yr Chg (12-13 to 16-17)	0.0%	0.0%	---	-37.1%	-37.1%	---	-23.8%	-23.8%	---
1-Yr Chg (15-16 to 16-17)	28.6%	28.6%	---	0.1%	0.1%	---	39.4%	39.4%	---
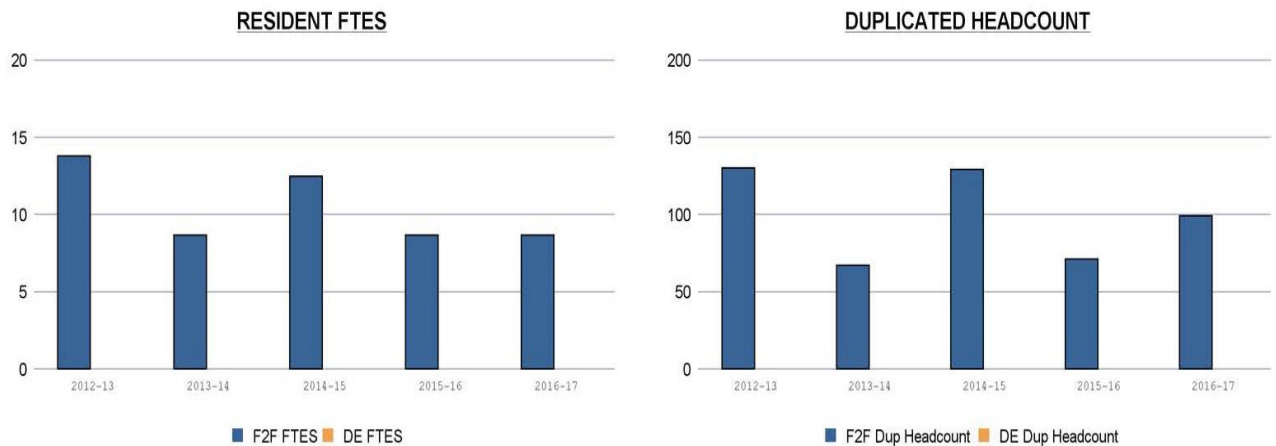
Figure 4. FTES & Enrollment Trends for Art – Photography (Non-digital) Courses

Completion Rates and Success

A review of the 2016-2017 data packets for Art illustrates the following positive trends as shown in Figure 5 in terms of student success: male students (up 3.4%), female students (up 6.8%), African-American students (up 33.3%), Asian students (up 20.0%), Latino students (down - 3.8%), and White students (up 10.1%). In terms of age, less-than-25 students (up 4.0%), students age 25-49 (up 11.2%), and students 50 and older (up 5.2%).

COURSE SUCCESS

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	227	67.0%	186	69.9%	145	73.1%	113	79.6%	94	83.0%
Female	373	85.3%	301	81.4%	231	84.8%	204	77.9%	190	84.7%
Unknown	2	50.0%	0	0.0%	0	0.0%	6	50.0%	5	100.0%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	5	60.0%	5	40.0%	1	100.0%	0	0.0%	3	33.3%
Asian	21	90.5%	31	90.3%	16	87.5%	5	60.0%	5	80.0%
Hispanic	66	66.7%	62	62.9%	68	76.5%	66	83.3%	44	79.5%
Native Amer/Alaska Native	1	100.0%	0	0.0%	2	50.0%	1	100.0%	0	0.0%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	1	0.0%	0	0.0%
White Non-Hispanic	468	79.3%	349	78.8%	239	81.2%	208	76.4%	193	86.5%
Two or more races	32	78.1%	34	73.5%	37	75.7%	24	79.2%	29	82.8%
Unknown	9	88.9%	6	100.0%	13	92.3%	18	83.3%	15	86.7%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	249	73.9%	229	71.6%	184	75.5%	126	77.8%	143	81.8%
Age 25 - 49	179	77.1%	134	70.9%	100	86.0%	122	77.0%	85	88.2%
Age 50 +	174	85.6%	124	93.5%	92	83.7%	75	80.0%	61	85.2%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Dist Ed	66	71.2%	77	58.4%	37	62.2%	22	54.5%	0	0.0%
F2F	536	79.1%	410	80.5%	339	82.3%	301	79.7%	289	84.4%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

Figure 5. Success Rates for Art Courses

A survey of the 2016-2017 data packets for Art - Photography (non-digital) illustrates the following trends in Figure 6 in terms of student success: male students (down -4.3%), female students (up 10.8%), African-American students (no data), Asian students (up 14.3%), Latino students (down -8.3%), and White students (up 8.4%). In terms of age, less-than-25 students (up 11.3%), students age 25-49 (up 1.4%), and students 50 and older (up 1.0%).

COURSE SUCCESS

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	55	78.2%	35	91.4%	65	86.2%	40	90.0%	35	85.7%
Female	70	94.3%	26	92.3%	55	92.7%	28	85.7%	57	96.5%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Asian	2	50.0%	6	100.0%	8	87.5%	7	85.7%	4	100.0%
Hispanic	9	77.8%	11	81.8%	17	88.2%	6	83.3%	12	75.0%
Native Amer/Alaska Native	2	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White Non-Hispanic	102	89.2%	36	94.4%	83	90.4%	43	86.0%	71	94.4%
Two or more races	9	88.9%	8	87.5%	11	81.8%	8	100.0%	4	100.0%
Other	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Unknown	1	100.0%	0	0.0%	0	0.0%	4	100.0%	1	100.0%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	54	81.5%	31	90.3%	50	84.0%	21	81.0%	26	92.3%
Age 25 - 49	43	86.0%	18	88.9%	38	86.8%	28	89.3%	43	90.7%
Age 50 +	28	100.0%	12	100.0%	32	100.0%	19	94.7%	23	95.7%

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
F2F	125	87.2%	61	91.8%	120	89.2%	68	88.2%	92	92.4%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

Figure 6. Success Rates for Art - Photography (non-digital) Courses

The program should continue to evaluate, analyze, and act on any completion or student success issues as they may arise. Planning and assessment procedures should be maintained to ensure that all communities are served by the faculty and staff.

Course Offerings

In 2018, a comprehensive three-year plan for course offerings in Art was created. This three-year plan is being updated in fall of 2019 in conjunction with strategic enrollment management activities and in coordination with the dean over the area and the faculty. Typically, a majority of the courses in the department are offered in the face-to-face modality as shown in Figure 7. Art 135A and ART 135B (Digital Imaging I and II) are exceptions as they are offered in the DE format. In 2016-2017, most courses that were offered in Art had one single section for the year. The exceptions were Art 119A (6 sections), Art 119B (6 sections), Art 120A (3 sections), Art 120B (3 sections), Art 211 (2 sections), Art 239 A (3 sections), Art 239 B (3 sections), Art 241B (2 sections), and Art 241C (2 sections).

Overall, the cancellation rate for Art courses is 27.3%, with the following patterns: Art 119B (16.7% of sections offered cancelled), Art 239A (33.3% of sections offered cancelled), Art 239B (66.7% of sections offered cancelled), and Art 241B (50.0% of sections offered cancelled). The following courses cancelled 100% of the sections offered: Art 131AE, 131AF, 219C, 219D, 220A, 220B, 220C, 223, 233, 235, and 241C. It should be noted that only one section of each of these courses was typically offered, and some of these sections were scheduled concurrently. Another thing to note is the very small average class size. This number does not take into consideration the global enrollments for concurrently run courses, so the overall average is likely somewhat higher. It is notable, as well, that some of the Art courses have smaller enrollment caps due to equipment restrictions.

2016-17 COURSE STATISTICS

ART PRODUCTIVITY* (2016-17):	216.08		
% FULL TIME INSTRUCTORS** (2016-17):	53%		
% ADJUNCT INSTRUCTORS** (2016-17):	47%		

	FACE TO FACE	Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
ART-101	Art Hist: Prehistoric-Islamic	1	0.0%	0%	100%	8.0	8.0	100.0%	87.5%	0.71	32	0.08	128.00
ART-102	Art Hist: Medieval Europe-Ren	1	0.0%	100%	0%	18.0	14.0	77.8%	64.3%	1.42	72	0.08	288.00
ART-103	Art History: Baroque - Contemp	1	0.0%	0%	100%	12.0	12.0	100.0%	100.0%	1.07	48	0.08	192.00
ART-111	Two-Dimensional Design	1	0.0%	0%	100%	13.0	13.0	100.0%	76.9%	1.60	78	0.13	208.00
ART-113	Three-Dimensional Design	1	0.0%	100%	0%	5.0	5.0	100.0%	100.0%	0.73	33	0.13	88.00
ART-114	Beg Drawing From Observation	1	0.0%	0%	100%	24.0	23.0	95.8%	95.7%	3.07	144	0.13	384.00
ART-115	Drawing: Wet Media	1	0.0%	0%	100%	6.0	3.0	50.0%	100.0%	0.88	40	0.13	105.60
ART-116	Drawing: Concept and Image	1	0.0%	0%	100%	8.0	7.0	87.5%	100.0%	0.93	48	0.13	128.00
ART-118	Color	1	0.0%	0%	100%	9.0	9.0	100.0%	88.9%	1.20	54	0.13	144.00
ART-119A	Beginning Ceramics I	6	0.0%	86%	14%	9.8	9.2	93.2%	74.5%	7.92	376	0.58	214.97
ART-119B	Beginning Ceramics II	6	16.7%	0%	100%	1.0	1.0	100.0%	80.0%	0.71	32	0.04	254.40
ART-120A	Intermediate Ceramics I	3	0.0%	33%	67%	4.3	4.3	100.0%	61.5%	1.64	80	0.12	214.40
ART-120B	Intermediate Ceramics II	3	0.0%	0%	100%	2.0	2.0	100.0%	66.7%	0.69	37	0.08	148.80
ART-122	Art Exhibit Production	1	0.0%	100%	0%	2.0	2.0	100.0%	100.0%	0.08	4	0.04	29.33
ART-128	Matting and Framing	1	0.0%	0%	100%	6.0	6.0	100.0%	100.0%		5	0.02	96.00
ART-131AE	ST: Beg Landscape Watercolor	1	100.0%					0.0%					---
ART-131AF	ST: Adv Landscape Watercolor	1	100.0%					0.0%					---
ART-131AK	ST: The Art of Florence	1	0.0%	100%	0%	17.0	17.0	100.0%	100.0%	1.60	85	0.10	272.00
ART-201	Beginning Sculpture	1	100.0%					0.0%			0		---
ART-210A	Beginning Watercolor Painting	1	0.0%	0%	100%	27.0	24.0	88.9%	62.5%	3.23	178	0.13	475.20
ART-210B	Advanced Watercolor Painting	1	0.0%			2.0	2.0	100.0%	100.0%	0.29	13	0.00	---
ART-211	Painting I	2	0.0%	67%	33%	11.0	9.5	86.4%	84.2%	3.07	138	0.19	245.33
ART-212	Painting II	1	0.0%	0%	100%	4.0	4.0	100.0%	100.0%	0.53	24	0.08	96.00
ART-213	Beginning Figure Drawing	1	0.0%	100%	0%	10.0	7.0	70.0%	71.4%	1.33	60	0.13	160.00
ART-214	Adv Drawing From Observation	1	0.0%			1.0	1.0	100.0%	100.0%	0.13	6	0.00	---
ART-215	Adv Drawing: Wet Media	1	0.0%			1.0	1.0	100.0%	100.0%	0.15	7	0.00	---
ART-216	Adv Drawing: Concept & Image	1	0.0%			1.0	1.0	100.0%	0.0%	0.13	6	0.00	---
ART-219A	Metal Sculpture I	1	0.0%	100%	0%	7.0	6.0	85.7%	100.0%	1.03	46	0.13	123.20
ART-219B	Metal Sculpture II	1	0.0%			1.0	1.0	100.0%	100.0%	0.15	7	0.00	---
ART-219C	Metal Sculpture III	1	100.0%					0.0%			0		---
ART-219D	Metal Sculpture IV	1	100.0%					0.0%			0		---
ART-220A	Figure Sculpture I	1	100.0%					0.0%			0		---
ART-220B	Figure Sculpture II	1	100.0%					0.0%			0		---
ART-220C	Figure Sculpture III	1	100.0%					0.0%			0		---
ART-223	Intermediate Figure Drawing	1	100.0%					0.0%			0		---
ART-224	Portraiture	1	0.0%			5.0	5.0	100.0%	80.0%	0.67	30	0.00	---
ART-228A	Professional Skills/Artists	1	0.0%	100%	0%	9.0	8.0	88.9%	87.5%	0.57	25	0.06	144.00
ART-233	Advanced Figure Drawing	1	100.0%					0.0%			0		---
ART-234	Figure Painting	1	0.0%	100%	0%	17.0	16.0	94.1%	62.5%	2.20	112	0.13	299.20
ART-235	Advanced Sculpture	1	100.0%					0.0%			0		---
ART-239A	Advanced Ceramics I	3	33.3%	100%	0%	1.5	1.0	66.7%	100.0%	0.41	19	0.08	74.40
ART-239B	Advanced Ceramics II	3	66.7%			2.0	2.0	100.0%	100.0%	0.29	13	0.00	---
ART-241A	Portfolio Develop: Painting 1	1	0.0%			4.0	4.0	100.0%	75.0%	0.59	26	0.00	---
ART-241B	Portfolio Development:Drwg1	2	50.0%			1.0	0.0	0.0%		0.15	7	0.00	---
ART-241C	Portfolio Development: Fig 1	2	100.0%					0.0%			0		---
Total		66	27.3%	53%	47%	6.8	6.3	91.8%	81.1%	39.18	1,884	2.91	

Figure 7. Course Statistics for Art – Courses

As shown in Figure 8 in 2016-2017 for Art - Photography (non-digital), most courses were offered once in the annual cycle, with the exception of ART 142 (2 sections) and Art 145B (3 sections). Art – Photography cancellation rates have been limited, with no class cancellations over the period covered in the figure below. The average class size is small, at 10.4, which is a little larger than half the average class size for the college overall.

2016-17 COURSE STATISTICS

	ART - PHOTOGRAPHY (NON-DIGITAL) PRODUCTIVITY* (2016-17):	182.18
	% FULL TIME INSTRUCTORS** (2016-17):	0%
	% ADJUNCT INSTRUCTORS** (2016-17):	100%

FACE TO FACE		Sections Offered	Cancel %	FT % **	Adjunct % **	Avg Census Enroll	Avg End of Term Enroll	Retention % ***	Success % ***	FTES	WSCH	FTEF	Productivity
ART-141	The History of Photography	1	0.0%	0%	100%	17.0	14.0	82.4%	92.9%	1.42	68	0.08	272.00
ART-142	Photography I	2	0.0%	0%	100%	12.0	11.5	95.8%	82.6%	2.92	150	0.25	200.00
ART-145B	Landscape Photography (B)	3	0.0%	0%	100%	9.7	9.3	96.6%	100.0%	0.80	39	0.08	156.00
ART-242	Photography III	1	0.0%	0%	100%	11.0	11.0	100.0%	63.6%	1.26	69	0.13	184.80
ART-244	Color Photography	1	0.0%	0%	100%	11.0	11.0	100.0%	100.0%	1.47	66	0.13	176.00
ART-248	Commercial Photography	1	0.0%	0%	100%	7.0	7.0	100.0%	100.0%	0.80	42	0.13	112.00
Total		9	0.0%	0%	100%	11.0	10.4	94.9%	90.4%	8.67	434	0.79	

Figure 8. Course Statistics for Art - Photography (non-digital) Courses

As noted in this CPR, due to the passage of legislation that prohibits repeatability of art courses statewide, the Art Department has faced significant challenges. Due to this legislation, faculty rewrote significant portions of the curriculum and created "families" of courses that include Ceramics, Commercial Photography, Digital Art, Digital Photography, Drawing, Figure Studies, Fine Art Photography, Foundation and Design, Painting, Portfolio Development, Printmaking, Professional Practices, and Sculpture. Since the passage of the limited-repeatability law, Art Department FTES has dropped considerably. Over the next few years, the program should evaluate its success in terms of curriculum and should make adjustments as needed.

Staffing and Productivity

In 2016-2017, 53% of Art courses were taught by full-time faculty, while 47% of courses were taught by part-time faculty. The productivity for 2016-2017 was 216.08. College-wide productivity for the same year was 283.27.

In 2016-2017, 100% of Art - Photography (non-digital) courses were taught by part-time faculty. The productivity for 2016-2017 was 182.18. College-wide productivity for the same year was 283.27.

LTCC has had a Photography program since the college opened in 1976. This program became part of the Art Department in 1990. The Photography program was staffed by adjunct instructors from 1976 – 2002. This included a Photography Coordinator to oversee the program and facility from 1997 – 2002. The college hired a full-time instructor in 2002 – 2005. Currently, the staffing in the program consists of adjunct faculty only. A Photography/ Digital Arts Coordinator was hired in 2005, and the full- time position eliminated because of budget constraints. The coordinator is paid on a quarterly basis to assist with scheduling of classes, assist with curriculum development and updates, communicate with Photography/Digital Art

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adjunct instructors, and maintain labs (G1 & G2A) including the hiring and scheduling of lab aides, ordering supplies, repairing equipment. [NOTE: in 2019-20, the units designated for this work in the collective bargaining agreement were combined with the Art department lead reassigned units, to be distributed as the department sees fit. See Article 7 and Appendix 10 of the Faculty Association Collective Bargaining Agreement for more information about these calculations, including lab hour support calculations]

In addition, the Photography/ Digital Arts/ DMA program employs 2- 4 classified lab aides per quarter to assist students during open labs and help maintain the labs. The Photography lab received 765 hours in 2016-17, while Digital Arts received 196 hours in 2016-17 for a total of 961 hours of additional supervised lab hours for students to complete assignments for their classes. The department recommends that the data for Photography/Digital Arts be reviewed and assessed in terms of enrollment numbers in the future regarding the hiring of a full-time faculty instructor.

The 2- and 3-D programs are currently staffed with two full-time faculty, and numerous part-time faculty. Support staff includes one full-time, 3-D Art Technician and one 28-hour per week, 2-D Art Technician. Additionally, the department hires part-time instructional aides to cover open labs and assist in departmental duties. In 2016-17, the department had 288 Instructional Aide hours.

The Gallery program is directed by one full-time faculty member who receives 6 units of reassigned-time annually to manage the Gallery program as included in the current faculty contract. Additionally, the Gallery program employs a gallery assistant to carry out the duties associated with the preparation and installation of exhibitions in the three college galleries. In 2016-17, the program had 550 Instructional Aide hours.

Because of its extensive facility, equipment, and safety issues, the program has traditionally relied on extensive classified staff support. Over the years, due to budgetary restrictions, this support has been reduced. The program should continue to investigate staffing needs, including faculty and classified technician support. Staffing needs are vital not just due to instructional reasons, but due to safety concerns related to students.

Certificates and Degrees
Currently, there are twenty options for degrees and certificates in Art, Studio Art, Art New Media, and Photography, including several Employable Skills Certificates.

The local LTCC Art Degree is designed to provide a balanced foundation in both studio art and art history. Its curriculum is focused to meet the needs of art students who are initially developing skill and concepts as well as those experienced students who seek further development. The Art department is committed to a structured environment in which faculty and students work closely together in an atmosphere which is responsive, supportive, and facilitates experimentation.

The Associates in Arts for Transfer Degree in Studio Arts is designed to provide a balanced foundation in both studio art and art history. Its curriculum is focused on meeting the needs of art students who are initially developing skills and concepts, as well as experienced students who seek further development, and is specifically focusing on transferring to a California State University. The Art department is committed to a structured environment in which faculty and students work closely together in an atmosphere which is responsive, supportive, and facilitates experimentation. Students completing the new Associate in Arts in Studio Art for Transfer degree (AA-T) are guaranteed admission to the CSU system, but not to a particular campus or major.

The Art New Media Degree emphasizes visual and performing arts produced in a digital environment. While all new media are intimately linked to new technology, it is essential for a designer or artist to have a strong foundation in the fundamentals of visual art, music, and computer technologies. Course work includes a wide spectrum of studies in traditional and new media fundamentals relevant to art and design. There are four concentration areas within the Art New Media Degree: Illustration, Photography, Video, and Audio.

The Certificate in Art is designed to provide a body of historical, conceptual and technical experiences which will prepare a developing artist for career opportunities in the field of fine arts, commercial art, gallery and museum operations, and art media retail business. Technical positions in art sculpture foundry, medical illustration, and related areas are additional options. There are seven areas of concentration for the Art Certificates: Drawing, Painting, Figure Studies, Printmaking, Sculpture, Photography, and Ceramics.

Photography is an exciting field with both artistic and commercial applications. The certificate program in Photography incorporates both and gives the student a solid foundation in a variety of photographic/digital areas. Individuals in the field may work as landscape, portrait or commercial photographers, camera operators in television broadcasting or motion picture studios, or photojournalists with newspapers, magazines, advertising agencies and government agencies. The program also offers six Employable Skills certificates in Photography in the areas of Traditional Photography I, Traditional Photography II, Photojournalism, Commercial Photography, Digital Photography, and Digital Media.

In 2016-2017, Figure 9 depicts the Art degrees and certificates that were conferred. As the Art programs look to the future, particularly regarding the work the college, the state, and the nation are doing around Guided Pathways, it will be necessary to address the needs of students and the community in terms of the number and sustainability of the degrees and certificates being offered. This examination may result in some new directions in terms of curriculum and degree and certificate offerings.

AWARDS

	Award Type	Award Title	Awards Conferred
2016-17	AA Degree: Art	Art	1
	AA Transfer: Studio Art	Art	1
	AA Degree: Art New Media	Art New Media-Illustration	0
	AA Degree: Art New Media	Art New Media- Photography	1
	AA Degree: Art New Media	Art New Media-Video	0
	AA Degree: Art New Media	Art New Media-Audio	0
	Certificate: Art	Art-Drawing	0
	Certificate: Art	Art-Painting	0
	Certificate: Art	Art-Figure Studies	0
	Certificate: Art	Art-Printmaking	0
	Certificate: Art	Art-Sculpture	1
	Certificate: Art	Art-Photography	0
	Certificate: Art	Art-Ceramics	2
	Certificate: Photography	Photography	0
	Employable Skills Certificate	Traditional Photography I	n/r
	Employable Skills Certificate	Traditional Photography II	n/r
	Employable Skills Certificate	Photojournalism	n/r
	Employable Skills Certificate	Commercial Photography	n/r
	Employable Skills Certificate	Digital Photography	n/r
	Employable Skills Certificate	Digital Media	n/r
	Total		6

Figure 9. Awards and Certificates Conferred for Art

NOTE: Employable Skills Certificates are tracked departmentally. There is currently no report on how many of these have been awarded.

Significant Changes Since Last CPR

Curriculum changes with the hire of full-time faculty member Bryan Yerian: Bryan Yerian joined the Art Department faculty in 2008. His primary duties include teaching the three-dimensional courses in the Art Department. He has overhauled the curriculum of the three-dimensional courses and created many new three-dimensional art courses to establish a more up-to-date and responsive series of courses designed to introduce students to the study of sculpture and ceramics. In 2012, with the assistance of Pat Leonard-Hefner, Bryan developed four new Art New Media degrees that were recommendations of the Administration and Digital Art Advisory Committee. With the shared assistance of Phyllis Shafer and Pat Leonard-Hefner, in 2015 Bryan led the Art Department in reorganizing the Art AA degree and worked with Pete Dixon in creating an (AA-T) Art Studio Transfer Degree for the Art Department. As a partnering component of the new AA-T Studio Art degree, Bryan also created six new Art certificates that allows students the ability to achieve more short-term attainable goals and graduate with a choice of concentrations that can be added to their transcripts as an addition to their awarded AA degree, AA-T degree, or as vocationally driven accomplishments.

Staffing changes: 40-hrs/week 2-D Art Technician was replaced with 28-hrs/week position. Diana Nelson, full-time 2-D Art Technician, left her position in fall 2012. That position was filled with a 28-hrs/wk. temporary position filled until 2016-17 by Amanda Bircher. The loss of 12 hours of technical assistance in the Art Department has created workload issues in the department. As this position is still shared between the responsibilities of the Haldan Gallery and the Art Department, the department recommends that the position be restored to its original full-time status when budget considerations allow.

Safety issues in facility – ventilation: Ventilation continues to be a primary concern for the Art Department. The current situation, given the materials that are used on a daily basis, is unhealthy for staff and students alike. Currently F104 has two temporary ventilation solutions in place that are minimally serving to provide a healthy working environment for students and staff in a temporary manner. F104D, the kiln, welding, and foundry classroom facility possesses a welding ventilation unit that services four welding stations that is insufficient and in need of repair and updating. The gas kilns have basic natural draft vent hoods. The electric kilns currently do not have supported ventilation installed.

[NOTE: Please see the end of the document for a list of safety, facilities, and equipment improvements that have been completed. Additionally, in 2019, the college has received approval of state matching funds to complete a Remodel for Efficiency that includes the modernization of all Art department areas. Staff are working closely with department faculty and staff to ensure that student and program needs are met through this process.]

Aging equipment: Equipment and tools are an integral part of the course study in all art disciplines. Essential equipment in both the two-dimensional and three-dimensional studios are aging, and in many cases in need of repairs and updating. There is a concern for how replacement of this necessary equipment will be funded in the future.

Art history slide collection has been transferred to digital format: The Art Department transferred all art historical images in its slide collection to digital format. With a collection as robust as the Art Department's, this was a large undertaking. The college also has a membership to the database ARTstor, which provides additional access to art historical images necessary for the teaching of all art history and studio courses. Membership to this database is critical to the department in that it provides easy access to historical and contemporary art images necessary for all art courses, as well as provides faculty access to their presentation software, which is extremely efficient and easy to use.

Legislation Changes and Impact to the Program
Repeatability: With the passage of legislation that prohibits repeatability of all art courses statewide, the Art Department continues to face challenges. Unlike larger, urban colleges, the Art Department at LTCC has always functioned as both a program for transfer students and as a program for self-enrichment among our community members. Since the passage of the non-repeatability law, Art Department FTES has dropped considerably. It is incumbent upon the lead faculty to work with administrators to devise pathways for student access and completion.

SECTION 3: PROGRAM MISSION AND PROGRAM SLOS

<u>Art and Studio Arts</u>:
The Art degree is designed to provide a balanced foundation in both studio art and art history. Its curriculum is focused to meet the needs of art students who are initially developing skill and concepts, as well as those experienced students who seek further development. The Art Department is committed to a structured environment, in which faculty and students work closely together in a responsive, supportive, and experimental atmosphere.

A certificate in Art is designed to provide a body of historical, conceptual, and technical experiences which will prepare a developing artist for career opportunities in the field of fine arts, commercial art, gallery and museum operations, and art media retail business. Technical positions in metal casting foundries, medical illustration, model construction and related areas are just a few additional options.

Program Learning Outcomes for Art and Studio Arts are:
- Explain the history of Western art and its cultural significance and the role that art has had in shaping our lives and aesthetics.
- Demonstrate practical knowledge of how to develop an artist's portfolio and conduct business as a professional artist.
- Apply the basic principles of observational drawing and how to develop illusionary spatial constructions.
- Apply knowledge of human anatomy in the construction of figurative works of art.
- Apply the principles and concepts of design.
- Demonstrate knowledge of the science of color perception and how it can be utilized in the creation of work of art.
- Have a knowledge of art materials and an applied experience in the technical means used to formulate and construct visual images.

<u>**Photography:**</u>
The mission of the Photography/ Digital Arts/ DMA program is to promote Photography and the Digital Arts as a Fine Art, as well as Commercial Art that encourages creativity, technical skills, visual literacy, historical appreciation, and the application of concepts learned in the production of visual images. In addition, our students are prepared to become informed viewers/ participants in a visual society that uses photographic media to communicate. Our diverse selection of Traditional Photography, as well as Digital Arts courses allow students to experience different creative media used in today's visual world, and develop a life-long appreciation for visual communication. The Art Department believes that the inclusion of the traditional, wet darkroom lab is essential for providing a solid foundation for our students. It is one of the best ways to teach students about light and light-sensitive materials.

The Photography/ Digital Arts/ DMA program is committed to providing courses that satisfy the general education requirements for both LTCC and 4-year institutions. In addition, we have a commitment to provide a Photography/ Digital arts curriculum that will serve the aesthetic and technical experiences for the novice and non-degree students. The program is designed to

provide photography/digital arts experiences for the students choosing to consider fine art photography or commercial photography as a future profession. In addition, the program serves as a catalyst in the development and promotion of the visual arts for our community.

Program Learning Outcomes for the Photography Certificate are:
- Apply current photographic/digital processes.
- Manually operate traditional and digital camera formats from 35mm to large format cameras.
- Operate commercial studio equipment.
- Correctly utilize traditional photographic processes and digital applications.
- Be fluent in design and compositional concepts, and be able to apply these to the photographic and digital arts.
- Recognize master photographers and traditional historical processes, as well as alternative processes.
- Assemble a portfolio of work.

Art New Media:
The Art New Media program emphasizes visual and performing arts produced in a digital environment. While all new media are intimately linked to new technology, it is essential for a designer or artist to have a strong foundation in the fundamentals of visual art, music, and computer technologies. Course work includes a wide spectrum of studies in traditional and new media fundamentals relevant to art and design.

Program Learning Outcomes for Art New Media are:
- Analyze design principles relevant to new media technology
- Combine various technical skills in the field of art or music new media.
- Create visual images utilizing traditional and/or digital media.
- Synthesize concepts of modern art and music history and apply them to illustration, animation, graphic design and web design.
- Conceive visual solutions for successful visual communication.
- Critique new media works.
- Create a digital portfolio.

SECTION 4: PROGRAM GOALS AND OBJECTIVES

The Art Department attempts to achieve both depth and breadth of curriculum within a small school environment by offering a diverse body of classes in different areas of Studio Art and Art History. Its goals include:

1. Offer an effective arts curriculum for Lake Tahoe Community College students, particularly considering Guided Pathways initiatives and the institutional goals for student completion.
   a. Review individual courses and make changes as appropriate
   b. Work with the transfer counselor to assure transferability of art courses by updating Title V outlines as appropriate while also incorporating SLOs and MASLOs
   c. Review scheduling to assure that it meets student needs
   d. Review the depth and breadth of the curriculum to assure that it meets the art students need
   e. Employ new technology delivery systems in support of visual art program
   f. Facilitate opportunities in exhibition design, and presentation of artworks within an art gallery environment.
   g. Provide opportunities to meet professionals in the field of Fine Arts through profession visitations, as well as exhibitions in the Foyer Gallery, and Haldan Art Gallery.

2. Offer a safe, effective, and technologically sound studio experience for Lake Tahoe Community College's art students, including working through the Remodel for Efficiency process.
   a. Update, expand, and properly maintain aging facilities and equipment
   b. Ensure safe storage and security of facilities and equipment
   c. Acquire proper ventilation to facilitate class activities and materials
   d. Enclose and expand facility rooflines to more effectively utilize outdoor facility spaces, accommodate larger class sizes and provide more lab sessions.
   e. Provide permanent classrooms for the Photography program
   f. Convert F101 and F104 to "Smart Classrooms" or acquire another projector and new PC for faculty content delivery in classrooms
   g. Maintain currency of art faculty and staff with safety procedures and knowledge of equipment
   h. Develop and maintain student oriented safety procedures and testing processes to ensure safe use of equipment

3. Provide high quality learning with the support of competent and effective faculty and staff
   a. Evaluate and assess instructional and support staff needs
   b. Combine 28 hour/week technician position with Gallery Instructional Aide hours to create one full-time Two-dimensional Art Technician/Gallery Manager position. Retain current release-time for Department Co-Chair to serve as Gallery Director.
   c. Work through the Faculty Hiring Prioritization process to establish the feasibility of the hiring of a new full-time faculty member to develop and support the Art New Media program, courses, facilities, certificates and degree.

d. Hire new full-time faculty member to develop and support the Photography program, courses, certificates, and facilities.
e. Support faculty conference and travel
f. Support adjunct faculty training

Photography, Digital Art and DMA Program Goals and Objectives
The Photography, Digital Art, and DMA programs have established the following program goals and objectives:

1. Offer an effective Photography/ Digital Arts/ DMA curriculum at Lake Tahoe Community College.
    a. Incorporate Student Learning Outcomes into the Photography/ Digital Arts/ DMA curriculum at all levels (course, degree, certificates, and program).
    b. To update and evaluate all courses to meet Title V requirements
    c. Stay updated with SLO Assessments for each class.
    d. Ensure that courses are offered to meet student needs based on survey results.
    e. Ensure that courses are offered within the data-informed guidelines of strategic enrollment management and in alignment with Guided Pathways efforts to meet requirements for the Photography Certificate of Achievement, as well as, for the AA Art degree, the Art New Media degree, and the Photography/ Digital Arts/ DMA Employable Skills Certificates.
    f. Schedule classes to allow students the ability to complete certificates and degrees within 2 years.

2. Promote and support quality photography/ digital arts instruction by all faculty and staff in the Photography/ Digital Arts/ DMA program.
    a. Work through the Faculty Hiring Prioritization process to establish the feasibility of reinstituting a full-time faculty position in the Photography/Digital Arts/ DMA area when funds become available.
    b. Advocate for continued funding for the Photography/Digital Arts/DMA Coordinator.
    c. Work through the process for the awarding of Faculty Development funding to support adjunct faculty so they can stay current with trends and new technology.
    d. Continue to fund instructional aides to staff the labs during open labs, or non-class times, to assist students in the production of their class assignments, and develop a process for tracking open lab use to use aide time efficiently.
    e. Continue to provide instructors and students access to current research and literature materials in the areas of fine art photography and digital arts, as well as commercial photography and digital arts through our collection in the Library.
    f. Continue to have quarterly meetings of all Photography/ Digital Arts faculty and staff to share information, teaching methods, and materials.

3. Promote and support an excellent traditional photography darkroom facility.
    (G1) for continued instruction in the traditional photographic processes.
    There is a resurgence of the traditional processes, which we believe our students need to understand. Modern photographers are frequently using and blending the traditional processes into today's digital technology.

      a.   Continue funding for supplies and materials.

      b.   Advocate for and seek funding for equipment repairs and upgrades as needed.

      c.   Provide a safe and clean environment for student learning to occur, as well as maintaining a facility for a darkroom in which to teach traditional processes, including working through the Remodel for Efficiency process.

4. Promote and support an excellent Digital Arts lab (G2A) and DMA lab (F125) with the latest technology and equipment, as well as updated software for teaching our digital courses.
   a. Seek improved technical support from computer services in our digital labs
   b. Advocate for and seek funding for hardware and software upgrades.
   c. Continue participation in CTE funding cycles for hardware and software upgrades every 3 years, or on another approved upgrade cycle as appropriate.
   d. Provide a safe and clean learning environment.

5. Provide continued support of the annual Student Art Show as well as other Art exhibits that showcase the photographs and digital artwork created by students in the Photography/ Digital Arts/ DMA program.

6. Provide support to the LTCC Haldan Art Gallery for showcasing professional photographic and digital artwork for LTCC students as well as the Lake Tahoe community.

SECTION 5: RESOURCE NEEDS TO SUPPORT GOALS AND OBJECTIVES

[NOTE: The Remodel for Efficiency process will be used to address as many of the recommendations in this area as possible.]

Recommendation #1: Address safety issues in F101 and F104, including Ventilation, Hazardous material handling and storage, Electrical and lighting, and Enclose F104D.

Response:
Ventilation and safe handling and storage of materials: The Art Department uses many hazardous materials and processes that require specialized safety equipment and ventilation to provide a safe working environment for faculty, staff, and students. The ventilation in F104 is inadequate to support the dust and fumes associated with many of the materials used in core art courses. The safe handling of course materials have become a main health and safety concern for the department.

The department recommends installing permanent ventilation solutions in F104D for metal welding, cutting, and grinding dust and fumes, as well as dust associated with wood and plywood products produced by sanding these products; in F104A and F104B for handling and mixing powder materials associated with the investment material associated with metal casting, as well as the safe handling and mixing of powder materials used in the ceramic courses glazes by students, faculty, and staff. Due to the fumes associated with the combustion of natural gas and the fumes associated with the firing of ceramic clay and glazes, it is also recommended to install proper ventilation specified by the specific gas and electric kiln manufacturers on each of the installed kilns in this area. Ventilation updates in this area needs to be assessed in a holistic manner.

Lighting: It is also known that the lighting in the Art Foundry (F104D) is inadequate to properly illuminate this classroom space during night hours. Due to the nature of the activities and time classes are offered in this space the lighting has proven to be a safety concern. Halogen shop light stands have been used to supplement the ceiling lights during night hours, which are not a sustainable permanent solution and pose safety issues of their own.

Enclose F104D: F104D is the location of all the Art Departments kilns. The manufacturer of these kilns specifically states that operation of the computer controllers at temperatures below freezing can damage the electrical hardware and contribute to malfunctioning. Due to the nature of this space being a covered outdoor partially enclosed space, there is no way of controlling the temperature of this space. For this reason, among other stated security concerns associated with this space and the valuable equipment stored in this space and the theft issues we have experienced, the department recommends that F104D be enclosed with roll up doors.

Recommendation #2: Provide adequate budget for repair and replacement of aging instructional and studio equipment

Response: Due to ongoing budgetary constraints, there have been limited funds available for a specific art instructional equipment and repair budget. This has created hazardous working conditions for faculty, staff, and students. This budget category is essential for future planning, especially as the equipment is rapidly aging, as much of it has been in use for over 15-25 years. The Art Department needs to assess the probable longevity of all equipment and develop a replacement schedule for planning future equipment costs. [NOTE: see the end of this document for a list of items that have been replaced and/or repaired.]

Recommendation #3: Address security issues in the F-wing loading dock, F104 outdoor foundry area and sculpture yard.

Response: Since the last comprehensive program review, the Art Department has had incidents involving theft of equipment and materials from F104, F104A, F104D, and the Haldan Gallery Art storage facilities. The department recommends enclosing the foundry with roll up doors to provide security for the facilities and the safe storage of art materials and equipment.

Recommendation #4: Development of additional studio space for ceramics, sculpture, drawing, design, and photography.

Response: To more efficiently utilize district property, respond to student need and community enrichment opportunities, and adhere to block-scheduling requirements, additional facility space may be necessary. Currently, much square footage of the outdoor foundry, sculpture yard, and covered areas of F101 and F104 are unusable in the winter months due to freezing temperatures, and snow and ice buildup. This presents an inefficient use of space and equipment. Due to snow melt and ice buildup, emergency exits are also blocked and facility equipment is being compromised and even rendered unusable. Indoor facility square footage is ineffective in providing the necessary space for classroom and lab workspace, and the storage of student projects, course materials, and all necessary equipment. Further, the need for outside-of-class lab offerings is restricting the Art Department's ability to offer community education courses.

Recommendation #5: Hire full-time faculty members in the Photography program, and Art New Media program to properly manage and maintain these disciplines.

Response: In 2002 the Art Department hired a full-time Photo/Digital Art faculty and in 2004 the faculty member resigned. Unfortunately, the timing of this vacancy occurred simultaneously with college-wide declining enrollment and not all vacating positions were replaced due to budget constraints. This position was replaced with a temporary non-tenure position for 2004-2005. The position was then reduced to a part-time Photo/Digital Art Coordinator position, which continues to date but whose funding has been combined with the department reassigned time in Art as a whole to be distributed as needed.

Since this time, we have seen a steady decline in enrollment within this area. This is a concerning trend, as it is opposite the trends at other colleges in these fields. Digital Media Art and Photography are the leading trends in the Arts currently, and specifically within the vocational sector of the Arts. Related, we are seeing some positive enrollment trends occurring at the South Tahoe High School. Students have interest in this growing sector that include gaming and game design, iPhone and Android App design, Graphic Design, Illustration, 3D modeling, CAD and 3D printing, to list a few. STHS has put resources into developing their Digital Media Arts, and now has a state of the art facility and improving enrollment. However, many of their graduates are choosing to not enroll at LTCC, because as one STHS student described, "LTCC has less to offer them." This statement speaks volumes relative to the current state of the Digital Arts at LTCC.

LTCC has moved in many notably positive directions to capture more of STHS graduates attention, such as establishing more robust Articulation Agreements, Dual Enrollment, and offering free tuition, among others, and we are seeing more high school students choose to enroll at LTCC. It is in this spirit that the Art Department will be working through the Faculty Hiring Prioritization process to recommend the hire of a full-time faculty in these areas. Within the Dual Enrollment program we are offering some Digital Media Arts courses; however, the department believes there is more potential within the area of Photography and Digital Arts. The hire of a full-time faculty member could bring cohesion to these programs and breathe excitement and reinvention to these areas and capture the potential of growth in these areas.

The department will also be recommending through the Faculty Hiring Prioritization process that the original full-time faculty position the Art Department lost in 2004 be restored as a possible combined position in Art New Media (Digital Media Arts) and Photography position, to provide the vigilance and nurturing that a full-time position will bring to these successful and rapidly expanding art disciplines. Additionally, with the development of the Art New Media degree and certificate, and corresponding courses this area great potential for growth exponentially in the near future. [NOTE: beginning in 2019-20, the department will be working with the dean over the area of digital media arts to restructure the degrees and certificates offered, in alignment with Guided Pathways efforts and institutional goals around strategic enrollment management and student completion.]

Recommendation #6: Support the use of technology in the Art classroom and studio settings.

Response: The Art Department has transitioned from 35mm slide images to digital technology. The studios at this time have not been technologically updated to allow for digital projection. With this transition to digital complete, and all art classes now utilizing digital projectors, this has created a situation in which the current one digital projector is not able to serve all classes at all times. It is recommended that F101 and F104 be equipped with digital projection equipment, including portable computers.

Recommendation #7: Offer a comprehensive range of courses to meet the diverse needs of students in the Photography/ Digital Arts/DMA program at Lake Tahoe Community College, in alignment with Guided Pathways efforts.
   a. Research the need to modify curriculum to meet the needs of students, in coordination with efforts to redesign the degree and certificate offerings.
   b. Incorporate Student Learning Outcomes and Methods of Assessing Student Learning Outcomes into all courses according to Title V update schedule.
   c. Conduct research to locate qualified adjuncts to expand instruction for Photography/ Digital Arts/ DMA courses.
   d. Rewrite the DMA curriculum so that it reflects the philosophy of the Art Department and fits easily into the Art New Media degree and any updates to that degree that may be necessary.
   e. Continue to investigate and advocate for a full-time Photography/ Digital Arts instructor if enrollments warrant a full-time hire.

Recommendation #8: Promote and support quality Photography/ Digital Arts/ DMA instruction and program.
   a. Continue Photography/ Digital Arts/ DMA coordinator funding to maintain quality of the program and facilities.
   b. Advocate for appropriate curricular modifications to the Photography/ Digital Arts/ DMA program and hire qualified adjunct faculty and instructional aides.
   c. Access the Faculty Professional Development process to provide funding for the Photography/ Digital Arts/DMA coordinator to attend to attend conferences.
   d. Access the Faculty Professional Development process to provide funding for workshops for Photography/Digital Arts/DMA faculty.
   e. Develop a marketing plan to create an image for the Photography/Digital Arts/DMA program. This includes a logo, brochures, web site and marketing strategy. The marketing plan should also assist in developing strategies for increasing enrollments and provide information to students regarding the A. A. Degrees and Certificates.
   f. Access faculty professional development funds for institutional memberships and conference/travel.

Recommendation #9: Maintain all equipment and facility needs
   a. Advocate for and seek funding for repair and replacement of equipment needs and upgrades. This includes the purchasing of new computers for G2-A within an appropriate upgrade cycle.
   b. Secure funds for repair of Enlargers, Printers, Mounting Presses and Matt Board cutters.
   c. Adjust budget requests to reflect increases in material costs.
   d. Build a replacement fund for future replacement of major equipment and facility-related items.

Recommendation #10: Insure that all safety standards are met (by participating in the Remodel for Efficiency process):
   a. Continually update all SDS sheets for the Global Harmonization System.
   b. Order and replace all safety equipment as needed.
   c. Create and utilize a system for monitoring regular maintenance and repair on equipment.
   d. Clean and organize lab space on a regular basis to keep the area safe for student use.
   e. Continue with current system of student training and documentation procedures.

As has been mentioned throughout this document, it should be noted that a number of projects have been completed or are in process to address many of these recommendations. The college is committed to supporting the students through the unique facility needs of the Art department and has made great progress in attending to the health and safety requirements of the art department facilities. With the advent of the Remodel for Efficiency project, college and bond staff are already working closely with Art staff and faculty to ensure that the RFE makes as many of these improvements as are possible within its framework.

Addendum to 2017-2018 Art Comprehensive Review

List of projects completed to address specific facility issues:

- Lighting repairs in the F-104 Ceramics Lab.
- Lighting repairs in the Foundry area.
- Added a Negative Air machine to new mold investment demonstration room (Added once, reconfigured two times after that due to requested mods/changes to setup).
- Replacement of heating and cooling coils.
- Cleaned light fixtures in F-104 Ceramics Lab.
- Improved walks with snow melt.
- Removed old broken vinyl tile: Clean, scrub, and apply numerous coats of concrete sealer to floor in F-104 Ceramics Lab (much of this work applying the sealer coats was accomplished on a holiday to accommodate ceramics lab schedule).
- Repaired electric kiln.
- Repaired door-stop.
- Repaired ceiling outlets in F-104 Ceramics Lab.
- Installed new tables and chairs in F-104 Ceramics Lab.
- Repaired gas kilns in yard.
- Repaired sticking door lock at door to F-104 Ceramics Lab.
- Repaired fence and gate to yard.
- Changed door locks to tool room to more secure key/lock.
- Repairs to F101 and F104 after pipes burst in December 2016.
- New slurry room in F104.
- New walls and modified lighting in Foyer Gallery.
- New Energy Management System.
- Painted exterior and doors.
- HVAC system upgrades (hot and cold water loops).
- Temporary portable air filtering solution.
- Constructed a separate and enclosed mixing area with viewing window.
- New conditioned and enclosed room for palletized material storage.
- New dual stations for mixing product with state of the art air filtration systems (HEPA).
- New high quality mixing equipment.
- Added a timer for the ceiling mounted air scrubber.